

**PORTAGE PUBLIC SCHOOLS  
 BOARD OF EDUCATION  
 COMMITTEE OF THE WHOLE WORK SESSION  
 CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002  
 MAY 5, 2025, 6:30 PM  
 AGENDA**

**VISION STATEMENT**

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

**MISSION STATEMENT**

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

<b>I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE</b>	
<b>II. REVISIONS/APPROVAL OF AGENDA</b>	<b>2</b>
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<b>VIII. REQUIRED ACTION ITEMS</b>	
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**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**II. Revisions/Approval of Agenda**

**Recommended Motion:**

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

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5 2025, 6:30 P.M.**

**Note Page**

**III. Reports**

1. Superintendent's Report
  - a. Bond Project Update / Change Order Summary
  
  - b. PAC Awards



**Portage Public Schools: 2021 Bond Issue  
 Consolidated Construction Cost Summary  
 Change Order 007 - April 25th, 2025  
 Construction Manager: Owen-Ames-Kimball Co.**



	<b>Program Element</b>	<b>Central Elementary</b>	<b>Haverhill Elementary</b>	<b>Woodland Elementary</b>
<b>Construction</b>	Original Construction Cost (Building Site, Construction Trade Packages)	\$31,611,717	\$26,780,159	\$28,569,705
	Previous Change Order Construction Cost	\$878,641	\$637,450	\$0
	Change Order 007	\$0	\$0	\$0
	<b>Current Construction Cost:</b>	<b>\$32,490,358</b>	<b>\$27,417,609</b>	<b>\$28,569,705</b>

	<b>Program Element</b>	<b>Central Elementary</b>	<b>Haverhill Elementary</b>	<b>Woodland Elementary</b>
<b>Contingency</b>	Original Project Contingency (10%)	\$3,055,748	\$2,595,228	\$2,856,971
	Previous Contingency Cost	(\$1,018,635)	(\$637,450)	\$0
	Change Order 007 Contingency cost	\$0	\$0	\$0
	<b>Current Contingency</b>	<b>\$2,037,113</b>	<b>\$1,957,778</b>	<b>\$2,856,971</b>

<b>Construction &amp; Contingency</b>	<b>\$34,527,471</b>	<b>\$29,375,387</b>	<b>\$31,426,676</b>
<b>Current Bond Projects</b>		<b>\$95,329,534</b>	



**Portage Public Schools: 2021 Bond Issue**  
**Consolidated Construction Cost Summary**  
**Change Order 008 - April 25th, 2025**  
**Construction Manager: Owen-Ames-Kimball Co.**



	<b>Program Element</b>	<b>Central Elementary</b>	<b>Haverhill Elementary</b>	<b>Woodland Elementary</b>
<b>Construction</b>	Original Construction Cost (Building Site, Construction Trade Packages)	\$31,611,717	\$26,780,159	\$28,569,705
	Previous Change Order Construction Cost	\$878,641	\$637,450	\$0
	Change Order 008	\$107,292	\$87,012	\$0
	<b>Current Construction Cost:</b>	<b>\$32,597,650</b>	<b>\$27,504,621</b>	<b>\$28,569,705</b>

	<b>Program Element</b>	<b>Central Elementary</b>	<b>Haverhill Elementary</b>	<b>Woodland Elementary</b>
<b>Contingency</b>	Original Project Contingency (10%)	\$3,055,748	\$2,595,228	\$2,856,971
	Previous Contingency Cost	(\$1,018,635)	(\$637,450)	\$0
	Change Order 008 Contingency cost	(\$107,292)	(\$87,012)	\$0
	<b>Current Contingency</b>	<b>\$1,929,821</b>	<b>\$1,870,766</b>	<b>\$2,856,971</b>

<b>Construction &amp; Contingency</b>	<b>\$34,527,471</b>	<b>\$29,375,387</b>	<b>\$31,426,676</b>
<b>Current Bond Projects</b>		<b>\$95,329,534</b>	

**Central Elementary**

	<b>Description of work:</b>	<b>Total Cost:</b>	<b># of Affected Contractors:</b>
1	New raw cold water piping distributed to all exterior hose bibbs.	\$35,218	1
2	Bulletin 13 - Mechanical Updates to shift water pipes to avoid structural pier column and revisions to the screen wall for the condensing units.	\$13,628	6
3	Bulletin 14 - Added waste piping for sinks on second floor, door revisions, and updates to passageway return air grille.	\$14,684	4
4	Bulletin 17 - Add new doorbell system to receiving door, updates to technology racks.	\$7,586	4
5	Bulletin 18 - Revised location and orientation of sinks.	\$4,001	2
6	4" Curb in Mechanical Room for through floor penetrations.	\$3,971	1
7	Caulking of stair stringers.	\$475	1
8	Allowance - Add solid surface tops and vanities with sinks to specified areas. \$26,825	\$0	1
9	Allowance - Repair damaged drywall and framing throughout the building. \$5,365	\$0	1
10	Bulletin 19 - Provide AED Cabinets and relocate Café return air duct to avoid storm piping.	\$13,967	6
11	Change in water softener brand due to extended lead times.	(\$3,000)	1
12	Allowance - Remaining balance of project fencing. \$44,978	\$0	1
13	Added framing to complete parapet wall connection between beam and block wall.	\$1,436	1
14	Added blocking for pocket doors needed to support door track.	\$3,835	1
15	Rework existing window sills and add new drywall sills.	\$3,297	1
16	Add termination bar to ceiling in common areas to help make a clean cut line between the K-13 and remaining ceiling.	\$797	1
17	Allowance - Infill and seal CMU firewall between bathroom and hallway. \$2,209	\$0	1
18	Added blocking and clips in structural stud to hold plate for Fero bracket.	\$7,397	1
19	Allowance - Add millings to existing building drive after demolition of asphalt. \$3,958	\$0	
	<b>Central Elementary Change Order 008 Total:</b>	<b>\$107,292</b>	

**Haverhill Elementary**

	<b>Description of work:</b>	<b>Total Cost:</b>	<b># of Affected Contractors:</b>
1	Bulletin 10 - Roofing detail clarifications, added sheathing at exterior face, added detail to show concrete cap detail for underground electrical service conduits.	\$24,853	3
2	Added steel to beam to get proper bearing above Mechanical room.	\$1,121	1
3	Added 2x4 at metal panel opening locations.	\$1,841	1
4	Wiring and programming of ADA buttons.	\$2,551	1
5	Owner requested we add angles to exposed precast plank in ST5 stair. This will give the edge a cleaner look.	\$1,923	1
6	Add back flow preventer for the building domestic water.	\$7,037	1
7	Bulletin 13 - Revise wash fountain plumbing.	\$1,009	1
8	Repair of DCMU after field modification of lintel at library opening.	\$1,529	1
9	Playground equipment changes.	\$28,000	1
10	Allowance - Boom lift for window install. \$2,510	\$0	1
11	Lower ceiling grid in multiple toilet rooms to sit on top of tile for seamless look.	\$2,608	1
12	Rework fire extinguisher openings per building inspector.	\$4,293	2
13	Change all wood doors veneer to White Oak.	\$4,105	1
14	Added and adjusted roof blocking due to field modifications.	\$1,734	1
15	Updates to door hardware to accommodate sound seals.	\$3,496	1
16	Clarifications to power at learning studio.	\$912	2
	<b>Haverhill Elementary Change Order 008 Total:</b>	<b>\$87,012</b>	

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MAY 5, 2025, 6:30 P.M.**

**Note Page**

- IV. Board Education**
  - 1. ELA Update



To: Mark Bielang, Superintendent  
From: Dr. Mackenzie Sheahan, Director of K-8 Curriculum & Professional Learning  
CC: Dr. Michael Pascoe, Assistant Superintendent of Instruction  
Date: May 5, 2025  
Re: English Language Arts Curriculum Resource Update

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### **English Language Arts Curriculum Resource Update**

During the 2024-2025 school year the Curriculum, Instruction, and Assessment Office collaborated with grade-level and department teams to gather comprehensive feedback on the current English Language Arts curriculum resources used in grades K–8. Surveys were distributed to students, families, and teachers to evaluate the effectiveness, relevance, and impact of the instructional units being taught.

This report presents the analyzed results of the stakeholder surveys. It identifies recurring themes across respondent groups, highlights areas of strength and concern, and outlines proposed action steps based on the data collected. The goal is to ensure that ELA curriculum resources continue to meet the needs of all learners while aligning with district goals and community values.

### **Summary of Contents**

1. Stakeholder feedback breakdown (students, families, and teachers)
2. Analysis of open-ended and multiple-choice responses
3. Identified strengths and areas for growth
4. Action steps for updates and training based on feedback



Every student. Every future.


**English Language Arts Curriculum Resource Update  
for the Board of Education  
2024-2025**

## SEMESTER 1 SURVEY PARTICIPANTS

During the 2024–2025 school year, the Office of Curriculum, Instruction, and Assessment collaborated with grade-level and department teams to gather comprehensive feedback on the current English Language Arts curriculum resources used in grades K–8. Upon the completion of Semester 1, the Curriculum, Instruction, and Assessment Department (CIA) collected feedback on units completed up to that point in the school year to gather input and voices that would help improve the experience for those particular units and upcoming ones. Teachers were sent directions to take the survey and collect responses from students and families through two Google Surveys. The CIA compiled the results, and those in this document were shared with the Board of Education, Principals, and Teacher Leaders.

<b>RESPONSES TO ELEMENTARY &amp; MIDDLE SCHOOL ELA SURVEYS</b>			
Grade	Student Surveys	Family Surveys	Teacher Surveys
Kindergarten	N/A	85	16
First	N/A	151	18
Second	N/A	79	15
Third	162	70	10
Fourth	298	80	15
Fifth	399	134	19
Sixth	331	58	5
Seventh	210	62	3
Eighth	419	104	5

*\*End of the year surveys are/will be sent for final data collection of 24-25*



**PORTAGE** PUBLIC SCHOOLS 2  
Every Student. Every Year.

**Content of this Report:**

- [Kindergarten Family and Teacher Results](#)
- [First Grade Family and Teacher Results](#)
- [Second Grade Family and Teacher Results](#)
- [Third Grade Family, Student, and Teacher Results](#)
- [Fourth Grade Family, Student, and Teacher Results](#)
- [Fifth Grade Family, Student, and Teacher Results](#)
- [Middle School Family, Student, and Teacher Results](#)
- [Summary & Next Steps](#)

# KINDERGARTEN ENGLISH LANGUAGE ARTS

**Grade Level ELA Units**

- Unit 1: Welcome to School
- Unit 2: Noticing Patterns in Stories
- Unit 3: Celebrating Fall
- Unit 4: Falling in Love with Authors and Illustrators

- Unit 5: Winter Wonderland
- Unit 6: Exploring Life Cycles
- Unit 7: Reduce, Reuse, Recycle
- All Units Include: UFLI Foundations*

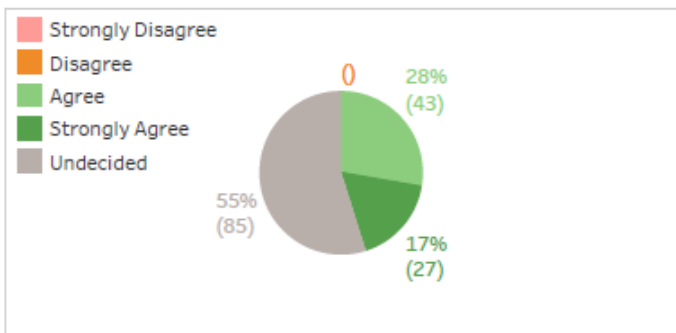
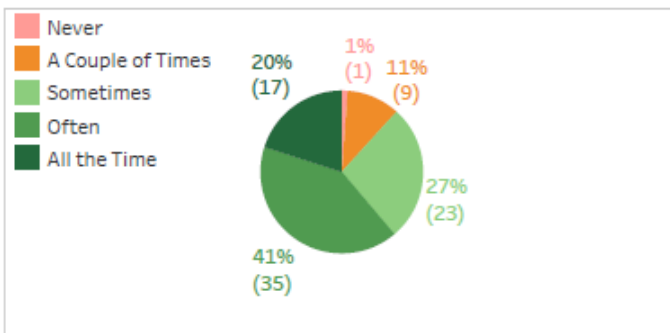
**24-25 Kindergarten Family Survey Results**

Total Families Who Took the Kindergarten Survey: 85

Families Who Filled Opted to Comment on the Survey: 12

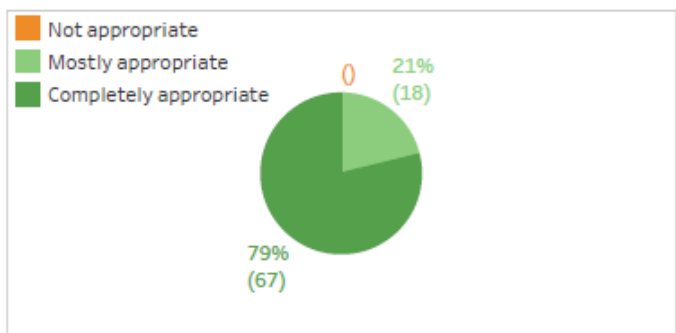
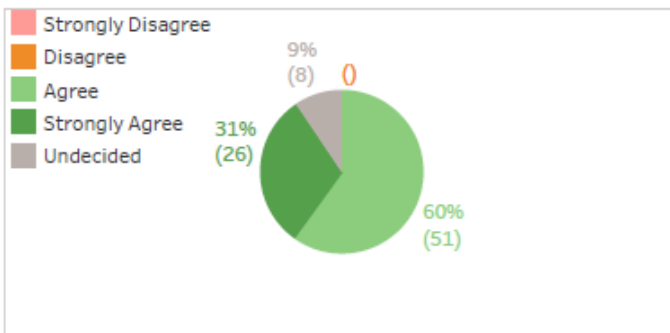
How often is your student sharing what they are learning about during the new ELA units?

The new ELA units are helping my student become a better reader, writer, speaker, and listener.



During the new ELA units my student is learning about other subject areas (science, social studies, social emotional learning, etc.) along with reading, writing, speaking and listening.

Did you find the material covered in ELA Units appropriate for the student's age and maturity level?



**Kindergarten Family Highlight:**

"I spoke Spanish with our child when she was little, but she would fight me on it as she got bigger. After doing a few stories in class with Spanish interwoven in them, she came home wanting me to teach her more."

**A Few Additional Family Comments:**

- "...we've loved engaging in learning, particularly about the fall and coming into the winter sessions, I think that's been memorable to help her talk about the seasons and talk about the weather in general. Thus far I found our lesson planning and discussions with her kindergarten teacher to be very engaging and I've found that the information that is sent home is appropriate for her level and attention span."
- "We feel that we are very well educated with the resources and communication that have been provided."
- "I find the communication with home about what is being read and covered in class very helpful."

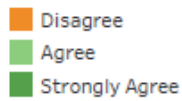
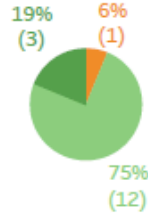
**Considerations Based on Feedback:**

- Based on a few family comments, we need to ensure that all students are present for the whole core instruction time block. Example: "My son has weekly speech, and his teacher is constantly concerned about him missing because there is so much information that needs to be covered, making make-ups difficult. It's a great program, but is there a way the workload could be reduced?"

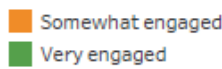
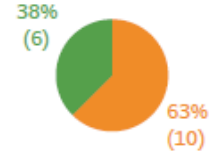
## 24-25 Kindergarten Teacher Survey Results

62% of Kindergarten Teachers Took the Survey

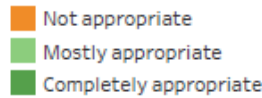
To what level do you agree that the ELA Units help students become better readers, writers, speakers, and listeners.



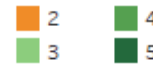
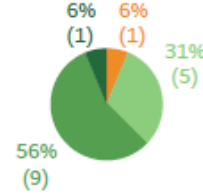
How engaged were students during the units you have covered so far?



Did you find the material covered in ELA Units appropriate for the student's age and maturity level?

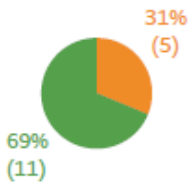


On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with the ELA Units?

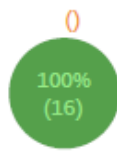


### Indicate which materials you used to teach the ELA Units.

PPS Teacher Guide



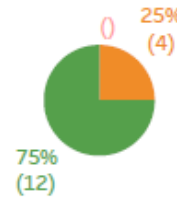
Year Long Planning Calendar



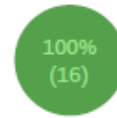
Family Letter



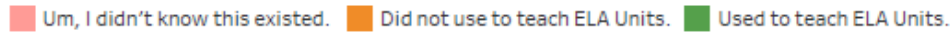
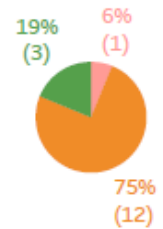
Enhanced Lesson Plans



Unit Slide Deck



PPS Fishtank Site



### What feedback did you receive from families that could help inform, adjust, or maintain particular aspects of our ELA Units?

- 63% of teachers said they had received no feedback from families
- 37% of teachers said that they received feedback on families' excitement around the diversity in the literature and the rigor of what their students were learning. Examples include, "At conferences I received feedback from one parent that was appreciative of the Chinese culture being shared via Grace Lin - Authors unit." and "Families have been surprised at the content level, skills acquired, and use of vocabulary words".
- Among those who did receive input, no consistent themes emerged.

### In what ways have Unit Launches helped you prior to teaching the unit?

- "To create sentence stems for writing/prep on how to pronounce certain words."
- Several teachers noted they would prefer more opportunities for discussion and reflection after completing a unit, rather than solely before beginning it.

### Considerations Based on Feedback:

- Teachers indicated a need for greater emphasis on the use of the Teacher Guide, Enhanced Lesson Plans, and additional resources available through the Fishtank website.
- Several teachers expressed a desire for more flexibility in pacing to allow time for supplemental activities and crafts. While this preference is noted, student engagement remains strong with the current pacing and content. The depth of instruction, classroom discussions, and student application observed during lessons are essential for student growth. Continued support will help the team adjust to the increased rigor and pacing over time.

# FIRST GRADE ENGLISH LANGUAGE ARTS

**Grade Level ELA Units**

- Unit 1: Being a Good Friend
- Unit 2: Folktales Around the World
- Unit 3: Amazing Animals

Unit 4: Making Old Stories New

Unit 5: Inspiring Artists and Musicians

Unit 6: The Power of Reading

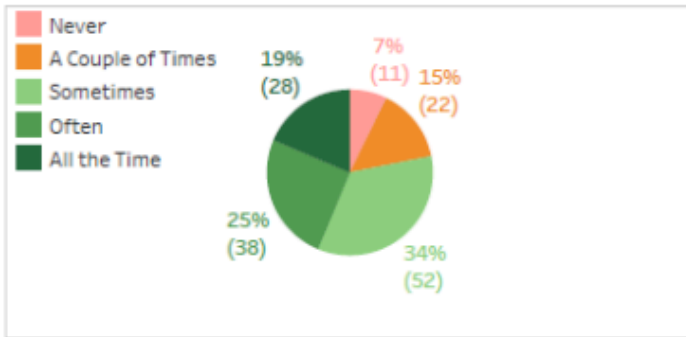
All Units Include: UFLI Foundations

## 24-25 First Grade Family Survey Results

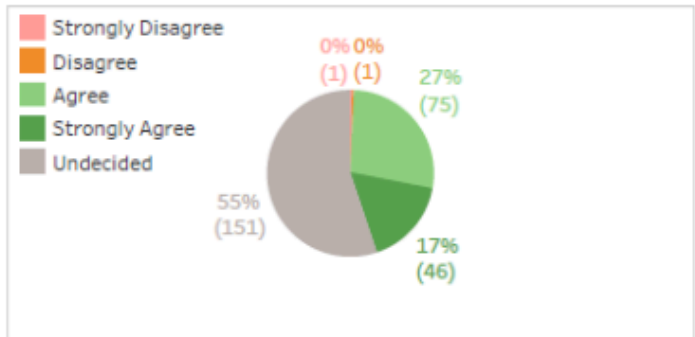
Families Who Took the Survey: 151

Families Who Filled Opted to Comment on the Survey: 30

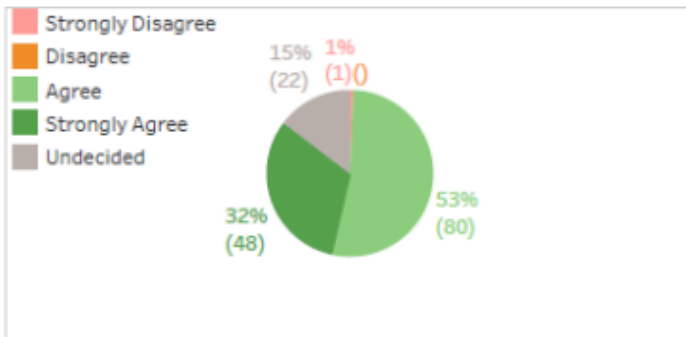
How often is your student sharing what they are learning about during the new ELA units?



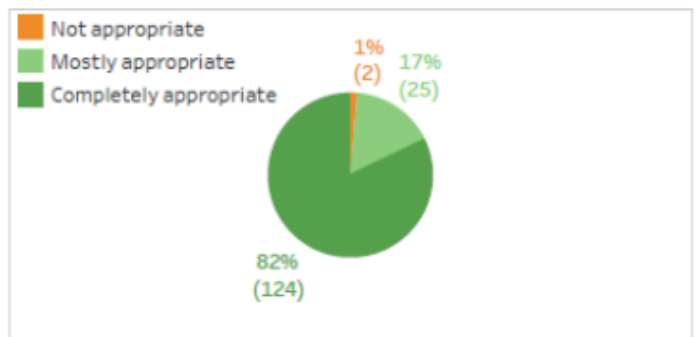
The new ELA units are helping my student become a better reader, writer, speaker, and listener.



During the new ELA units my student is learning about other subject areas (science, social studies, social emotional learning, etc.) along with reading, writing, speaking and listening.



Did you find the material covered in ELA Units appropriate for the student's age and maturity level?



**First Grade Family Highlight:**

*"My child has improved so much in reading this year and has really enjoyed the variety of topics she's read about. I have no issues with the books or units- I'm very happy with them."*

**A Few Additional Family Comments:**

- "I very much appreciate the new ELA curriculum and find that it does a good job of diversifying the characters and origins of the stories they're reading. This is important work."
- "I love that one of the books was based on Nigerian folktales, since my son is half Nigerian. His Nigerian father read the story to him at home and explained some of the Yoruba words to him. So good job incorporating other cultures."

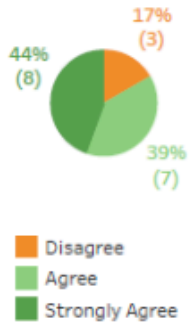
**Considerations Based on Feedback:**

- Family feedback was split: about half of the respondents reported not receiving communication about first semester units, while the other half praised the family letters and information provided.
  - This inconsistency has been addressed through coaching sessions with in-building Reading Specialists. Ongoing reminders will be given to teachers to consistently send Family Letters home before the start of each unit.
- Many families also requested clearer guidance on what their children should be reading at home to better support learning.

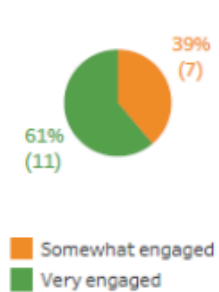
## 24-25 First-Grade Teacher Survey Results

### 64% of First-Grade Teachers Took the Survey

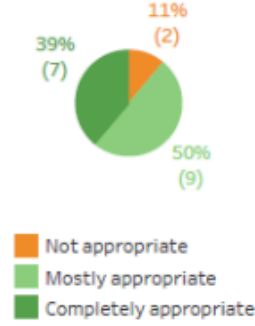
To what level do you agree that the ELA Units help students become better readers, writers, speakers, and listeners.



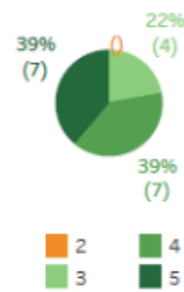
How engaged were students during the units you have covered so far?



Did you find the material covered in ELA Units appropriate for the student's age and maturity level?

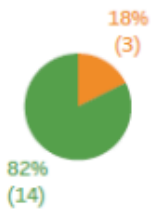


On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with the ELA Units?



### Indicate which materials you used to teach the ELA Units.

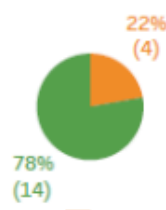
PPS Teacher Guide



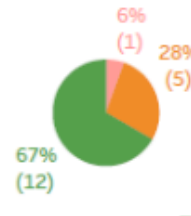
Year Long Planning Calendar



Family Letter



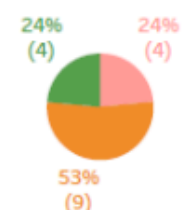
Enhanced Lesson Plans



Unit Slide Deck



PPS Fishtank Site



Um, I didn't know this existed. Did not use to teach ELA Units. Used to teach ELA Units.

### What feedback did you receive from families that could help inform, adjust, or maintain particular aspects of our ELA Units?

- "Parents have had an overall positive reaction. They comment on how students want to tell them about the books read at home, and parents are seeing their comprehension in those conversations."
- "Families enjoyed looking at the writing samples I saved to share during conferences. I also had a few families reach out to tell me how excited their first grader was to learn about amazing animals and shared so many animal facts at home."
- Among those who did receive input, no consistent themes emerged.

### In what ways have Unit Launches helped you prior to teaching the unit?

- "They have helped us look ahead to the books for red flags and look at the writing assignments to see which ones we know are going to take our students longer than the recommended time."
- "Unit launches provide a clear overview of the content that needs to be covered and highlight potential "tricky" areas."
- "The unit launches help us pre-emptively think about topics/issues that could arise."

### Considerations Based on Feedback:

- Teachers identified a need for greater emphasis on using the Teacher Guide, Enhanced Lesson Plans, and exploring additional resources available through the Fishtank website.
- Several teachers also requested more support and clearer guidance on how to teach and facilitate student writing at this grade level. This need will be addressed through targeted sessions during next year's Professional Learning Days.

## SECOND GRADE ENGLISH LANGUAGE ARTS

**Grade Level ELA Units**

- Unit 1: Awesome Insects
- Unit 2: Lessons From Anansi the Spider
- Unit 3: People Who Changed the World

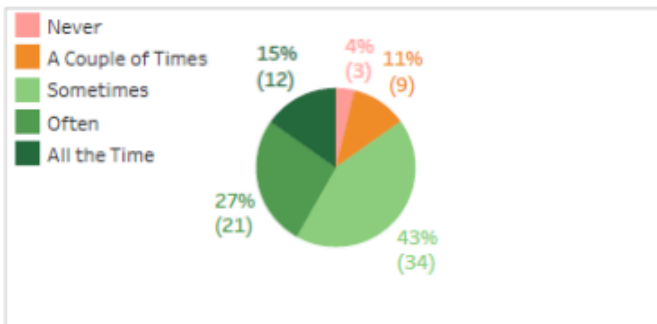
- Unit 4: Learning from Mistakes
- Unit 5: Solving Mysteries
- All Units Include: UFLI Foundations

### 24-25 Second Grade Family Survey Results

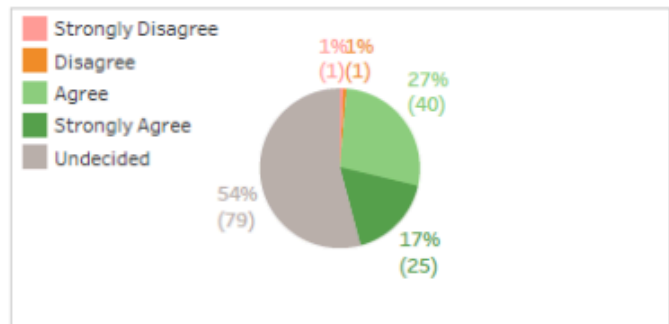
Families Who Took the Survey: 79

Families Who Filled Opted to Comment on the Survey: 17

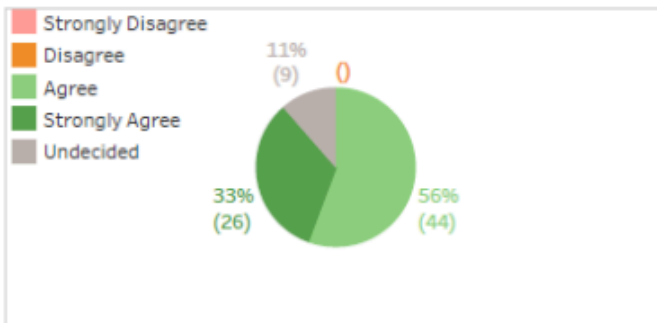
How often is your student sharing what they are learning about during the new ELA units?



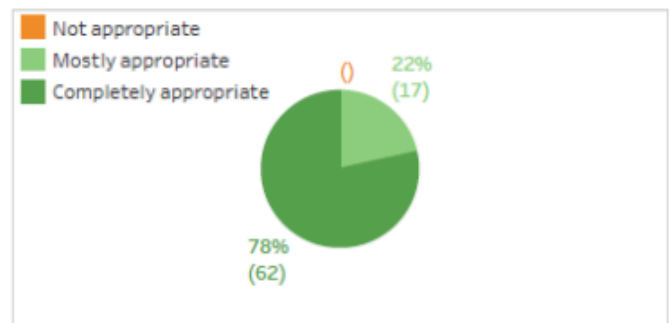
The new ELA units are helping my student become a better reader, writer, speaker, and listener.



During the new ELA units my student is learning about other subject areas (science, social studies, social emotional learning, etc.) along with reading, writing, speaking and listening.



Did you find the material covered in ELA Units appropriate for the student's age and maturity level?



**Second Grade Highlight:**

*"I have seen an improvement in my children's writing since they have been doing these units. These units are helping them organize their thoughts and find the main purpose of each reading."*

**A Few Additional Family Comments:**

- *"I strongly agree with nature and outside science with bugs and the environmental. It helps more of their instinct to kick in for their curiosity to their environmental and awareness surrounding."*
- *"The topics have been of high interest to my son and in turn I notice he's very engaged in learning and excited to share what he's learning and doing."*

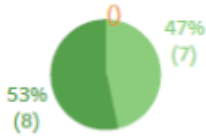
**Considerations Based on Feedback:**

- About a dozen of the 79 families surveyed requested additional homework, such as books to read, writing prompts, or videos to watch to support learning at home.
- Other families shared positive feedback about using the discussion questions and resources provided in the Family Letters. Examples of feedback include: *"We rarely get any letters from the teacher we don't get up to date information on what they took in school also no resources provided to help home learning."* and *"I like having the vocabulary words, discussion questions and additional resources for each unit."*

## 24-25 Second-Grade Teacher Survey Results

54% of Second-Grade Teachers Took the Survey

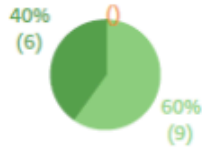
To what level do you agree that the ELA Units help students become better readers, writers, speakers, and listeners.



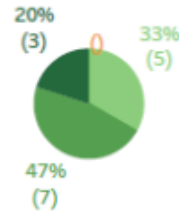
How engaged were students during the units you have covered so far?



Did you find the material covered in ELA Units appropriate for the student's age and maturity level?

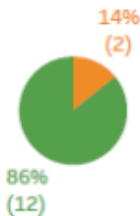


On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with the ELA Units?



### Indicate which materials you used to teach the ELA Units.

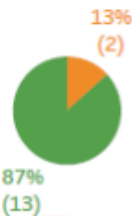
PPS Teacher Guide



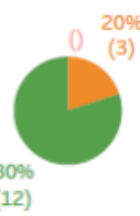
Year Long Planning Calendar



Family Letter



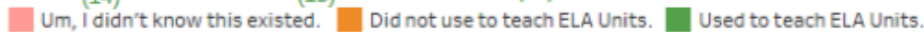
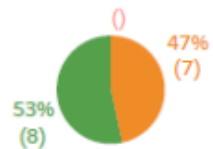
Enhanced Lesson Plans



Unit Slide Deck



PPS Fishtank Site



### What feedback did you receive from families that could help inform, adjust, or maintain particular aspects of our ELA Units?

- Many teachers said they had received no feedback from families
- Many teachers reported families' comments about writing. Examples included:
  - "Parents are impressed with the amount of writing they are seeing."
  - "They like the various topics that are discussed and that students are writing frequently."
- Among those who did receive input, no consistent themes emerged.

### In what ways have Unit Launches helped you prior to teaching the unit?

- "Helps us gather our thoughts and talk about any misconceptions we might have. Helps get clarity on questions we have."
- "Knowing what is expected, time to prepare, and looking ahead has been helpful. The material can be a lot, and this time has provided me with guidance and time to plan on what my students need."

### Considerations Based on Feedback:

- Based on teacher feedback, there needs to be an emphasis on utilizing the Teacher Guide, Enhanced Lesson Plans, and information provided on what else the Fishtank website can support.
- Several teachers expressed wanting more coaching support and acknowledged that the building Reading Specialist is doing a great job but is not able to support all the needs that are present.

# THIRD GRADE ENGLISH LANGUAGE ARTS

**Grade Level ELA Units**  
 Unit 1: Defining Identity  
 Unit 2: Exploring Ancient Civilization

Unit 3: Understanding the Animal Kingdom  
 Unit 4: Embracing Differences  
 Unit 5: Honoring Indigenous Peoples

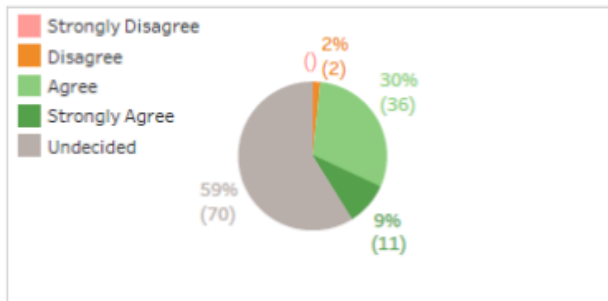
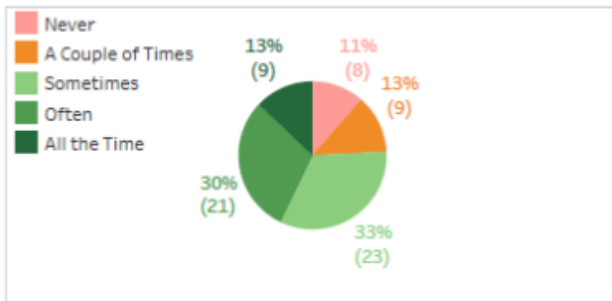
## 24-25 Third Grade Family Survey Results

*Families Who Took the Survey: 70*

*Families Who Filled Opted to Comment on the Survey: 14*

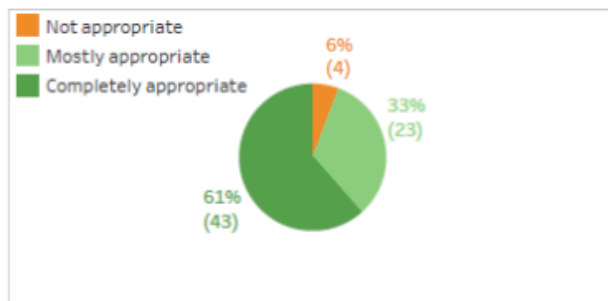
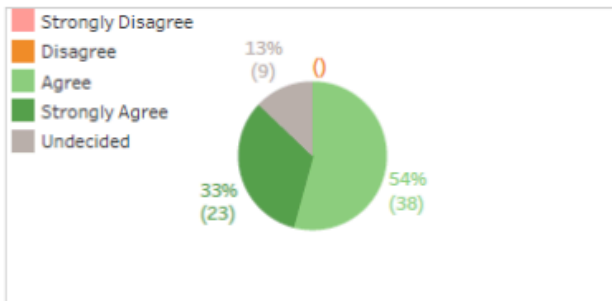
How often is your student sharing what they are learning about during the new ELA units?

The new ELA units are helping my student become a better reader, writer, speaker, and listener.



During the new ELA units my student is learning about other subject areas (science, social studies, social emotional learning, etc.) along with reading, writing, speaking and listening.

Did you find the material covered in ELA Units appropriate for the student's age and maturity level?



### Third Grade Family Highlight:

*"I have deeply enjoyed seeing my child's personal moral values make strong appearances in their worksheet answers. Additionally, I was beyond delighted to learn about the first unit in particular, being comfortable with learning about and enjoying stories involving experiences outside our own feels like something that has gotten a bit lost, and both stories were wonderful opportunities for developing empathy. Also, reading through the Rome worksheets and the class slides for us, it was clear that this was a great way to cover history topics in a way that built up skills in analysis vs date and fact memorization; blending disciplines is often shown to expand our understandings—historians learning from hair dressers, textiles being the foundations of computing, mathematics being used to plan out art, we see it again and again in professional fields. This is all so amazing, in my personal opinion."*

### A Few Additional Family Comments:

- "I am very happy that this is something the school district is engaging in. Having our children be competent in both traditional learning and emotional learning is critical. I know that our school has done this to some degree even before this school year but having it as part of the curriculum is critical in ensuring that this learning is prioritized."
- "My only concern on this is the age appropriateness. The Roman civilization wasn't taught to me until middle school, and with good reason. When my daughter came home and wanted to talk about the colosseum I was concerned. It is extremely hard to teach about the ancient romans without recognizing the brutality of it. Also learning about Pompeii (and the deaths/disaster of that) at age 9 seems a bit excessive. That being said, she cannot wait for the animal kingdom module. That should be awesome."

### Considerations Based on Feedback:

- Families expressed a desire for students to have the ability to bring books home to support discussion and completion of assignments.
- A few families also requested additional activities that students could complete outside of school to reinforce their learning.

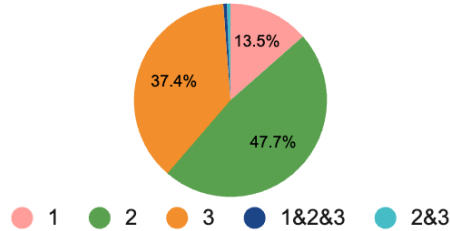
## 24-25 Third-Grade Student Survey Results

Students Who Took the Survey: 162

### What unit has been your favorite so far? Why is it your favorite?

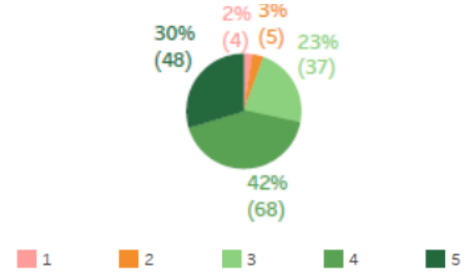
"My favorite unit so far is the unit of Rome. It is my favorite because it is real. I love learning about real things."

"Well Rome was infuriating, gross, and cool. Dimonde/Maria wasn't half bad. And the animal kingdom is fun."



Unit	Favorite
1: Defining Identity	13.5%
2: Exploring Ancient Civilizations	47.7%
3: Understanding the Animal Kingdom	37.4%
1&2&3	0.6%
2&3	0.6%

### On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with our ELA Units?

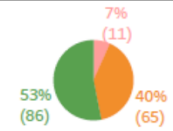


### Were there any parts that were difficult for you? If so, what was challenging?

- "Ancient Rome because we had to tell a whole bunch of detail"
- "crustacans in animal kingdom book"
- "Dimonde Daniel and Marie Isabel was the most chalanging"

### Have the ELA units helped you become a better reader, writer, speaker, and listener?

Yes, the ELA units helped me become a better reader, writer, speaker, and listener	53%
I am not sure if the ELA Units helped me become a better reader, writer, speaker, and listener.	40%
No, the ELA Units did not help me become a better reader, writer, speaker, and listener.	11%

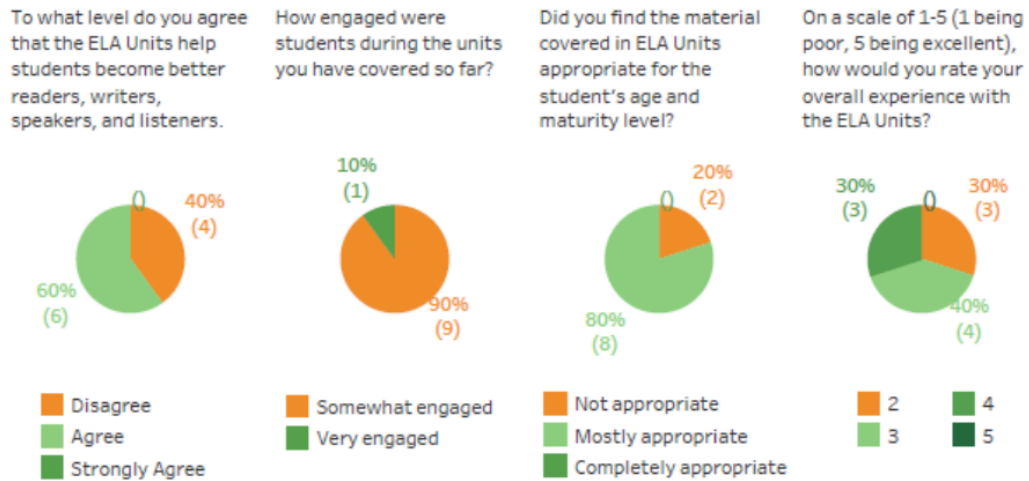


### How do you think these units and our learning together has helped you this year?

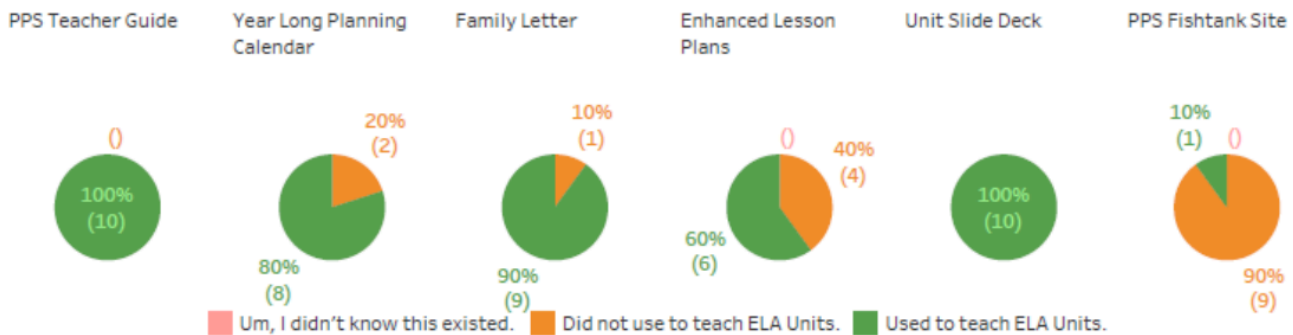
- "By helping me feel less afraid to read out loud."
- "I think these units are helping by making me a better reader."
- "I think YES! because I have become a better reader, riter, and speaker."
- "I think the units and learning together has helped me this year by teaching me learning is important and that teamwork helps us learn."
- "It has helped me by learning new words, the past and present, stories, animals, life styles and much more."
- "I understand more stuff and I can read bigger words like Dyamonde."

## 24-25 Third-Grade Teacher Survey Results

34% of Third Grade Teachers Took the Survey



### Indicate which materials you used to teach the ELA Units.



### What feedback did you receive from families that could help inform, adjust, or maintain particular aspects of our ELA Units?

- 70% of teachers indicated they had not received any feedback from families regarding the ELA units.
- Among those who did receive input, no consistent themes emerged.

### In what ways have Unit Launches helped you prior to teaching the unit?

- "Time is nice to set aside to look ahead at the lessons and plan, but I feel like a "debrief" and reflect time would also be beneficial to have after each unit so we can make note of things we might want to change for next year."
- "Preview any lessons or topics that may be challenging and brainstorm solutions with my team."

### Considerations Based on Feedback:

- Third grade had the lowest teacher participation in the survey. With limited responses, findings should be interpreted with caution. Principal support will be essential to ensure full participation in the end-of-year survey.
- Teachers indicated a need for more clarity and training on the use of Enhanced Lesson Plans and how to better utilize Fishtank resources.
- Only 3 of the 10 responding teachers provided written feedback. While their concerns focused on unit selection, this view was not echoed in student or family survey responses, indicating a potential disconnect.

## FOURTH GRADE ENGLISH LANGUAGE ARTS

**Grade Level ELA Units**

Unit 1: Taking a Stand

Unit 2: Preparing for the Worst: Natural Disasters

Unit 3: Believing in Yourself

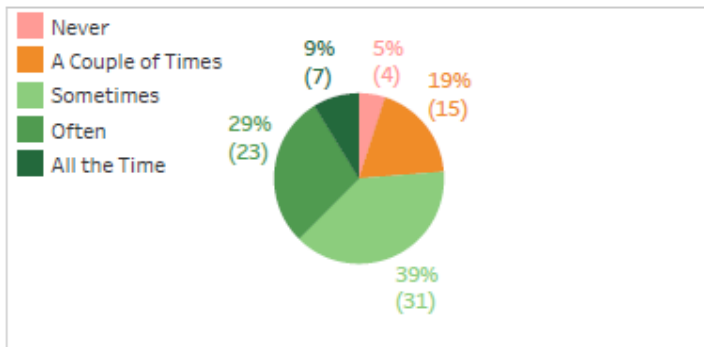
Unit 4: Politics & People: The U.S. Government

Unit 5: Heart and Soul

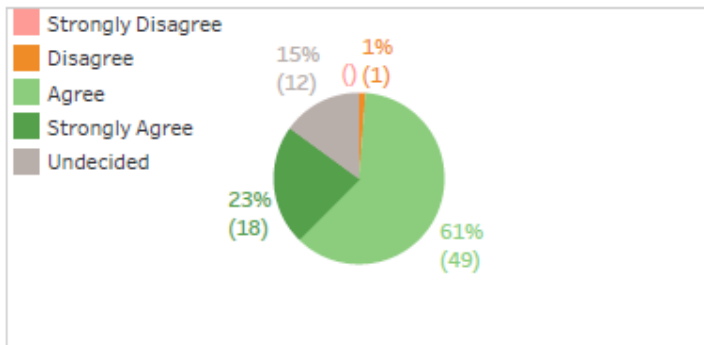
### 24-25 Fourth Grade Family Survey Results

**Families Who Took the Survey: 80**

How often is your student sharing what they are learning about during the new ELA units?

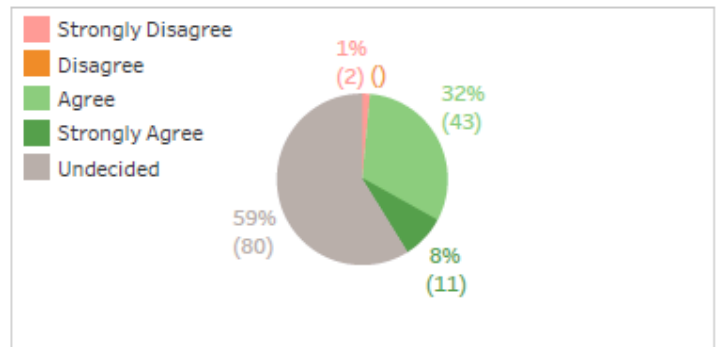


During the new ELA units my student is learning about other subject areas (science, social studies, social emotional learning, etc.) along with reading, writing, speaking and listening.

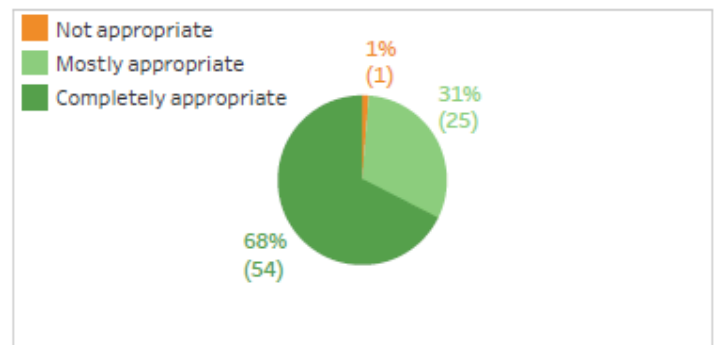


**Families Who Filled Opted to Comment on the Survey: 17**

The new ELA units are helping my student become a better reader, writer, speaker, and listener.



Did you find the material covered in ELA Units appropriate for the student's age and maturity level?



**Fourth Grade Family Highlight:**

*"My son enjoys the topics and shares about what them. He is enjoying learning about volcanoes in the present unit."*

**A Few Additional Family Comments:**

- "Family letters are good!"
- "Can students bring home books they have been reading."

**Considerations Based on Feedback:**

- A few families asked for homework, whether it was books to read, writing prompts, or videos to watch. Two families specifically asked if the text could be brought home: Examples are below:
  - "Home packets or information sheets to help and encourage or contribute to continued support maybe?"
  - "A paper with the vocabulary words included would be nice. Then I could practice the words with my son."
  - "Can the books come home? Rereading of the text may be helpful."

## 24-25 Fourth-Grade Student Survey Results

Students Who Took the Survey: 298

**What unit has been your favorite so far? Why is it your favorite?**

- “My ELA unit has been awesome! My favorite part of the ELA unit is my natural disasters narrative writing.”
- “Shiloh has been my favorite because learning the life of Marty and Shiloh was interesting and i liked the story line of how Marty saved Shiloh from Judd.”

Unit	Favorite
Unit 1: Taking a Stand: Shiloh	54.6%
Unit 2: Preparing for the Worst: Natural Disasters	43.9%
1&2	1.1%
None	0.4%

**On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with our ELA Units?**

1 2 3 4 5

**Were there any parts that were difficult for you? If so, what was challenging?**

“It was challenging when we worked on topic sentence, conclusion sentences and also like middle paragraph first paragraph end paragraph.”

**Have the ELA units helped you become a better reader, writer, speaker, and listener?**

Yes, the ELA units helped me become a better reader, writer, speaker, and listener	57%
I am not sure if the ELA Units helped me become a better reader, writer, speaker, and listener.	39%
No, the ELA Units did not help me become a better reader, writer, speaker, and listener.	4%

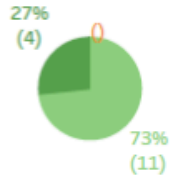
**How do you think these units and our learning together has helped you this year?**

- “Yes because it will help me in my whole life and my childhood and I came in fourth grade knowing nothing about natural diasasters.”
- “These units have helped me by teaching me to get better at reading, writing, and listening so overall I've been learning quite a bit.”
- “I think these units and our learning so far helped me because it helped me sustain better vocabulary.”
- “I think it helped me be a better writer,and makes me think that if I wanted to,I could be a great writer.”
- “I think that these units and learning together has helped me become a stronger writer, a more fluent reader, a better listener of ideas.”

## 24-25 Fourth-Grade Teacher Survey Results

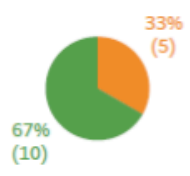
### 54% of Fourth-Grade Teachers Took the Survey

To what level do you agree that the ELA Units help students become better readers, writers, speakers, and listeners.



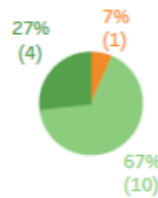
Disagree  
Agree  
Strongly Agree

How engaged were students during the units you have covered so far?



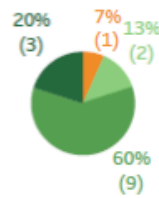
Somewhat engaged  
Very engaged

Did you find the material covered in ELA Units appropriate for the student's age and maturity level?



Not appropriate  
Mostly appropriate  
Completely appropriate

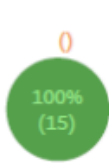
On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with the ELA Units?



2  
3  
4  
5

### Indicate which materials you used to teach the ELA Units.

PPS Teacher Guide



Year Long Planning Calendar



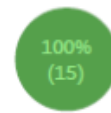
Family Letter



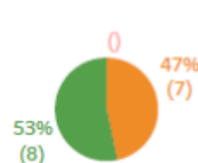
Enhanced Lesson Plans



Unit Slide Deck



PPS Fishtank Site



Um, I didn't know this existed. Did not use to teach ELA Units. Used to teach ELA Units.

### What feedback did you receive from families that could help inform, adjust, or maintain particular aspects of our ELA Units?

- "All families were pleased with what we have read so far."
- "As an early adopter, I had parents last year ask me how to better support conversations about the given texts at home. Whether it was elaborating their thinking on a topic, or helping them understand importance of learning about given topics."
- "I think the only concerns I've had coming in are ones that are coming from lack of understanding. There has been some concern with material only because they weren't fully informed on what their child would be learning about. Being an early adopter, it helped to ease some worries."

### In what ways have Unit Launches helped you prior to teaching the unit?

- "Open discussion and trouble shooting."
- "Our reading specialists, and the rest of the coaching staff have been AMAZING! Their time and support has been incredible and we couldn't do this without them."
- "Our school's coach has been a great resource in answering any questions from our team."

### Considerations Based on Feedback:

- Teachers indicated a need for more clarity and training on the use of Enhanced Lesson Plans and how to better utilize Fishtank resources.

## FIFTH GRADE ENGLISH LANGUAGE ARTS

### Grade Level ELA Units

Unit 1: Exploring Human Rights

Unit 2: Protecting the Earth: Plastic Pollution

Unit 3: Young Heroes

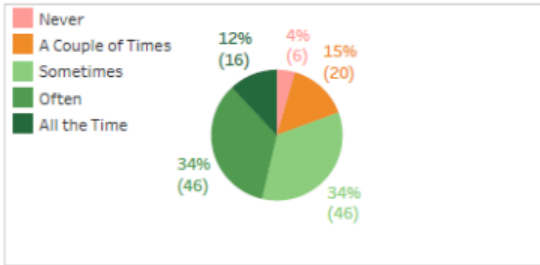
Unit 4: Seeking Truth

### 24-25 Fifth Grade Family Survey Results

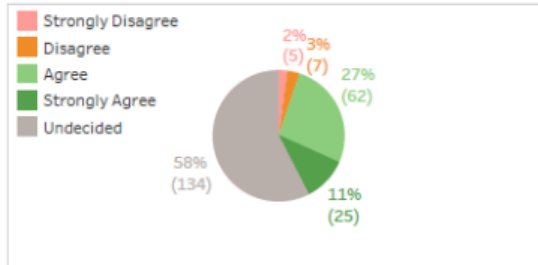
Families Who Took the Survey: 134

Families Who Filled Opted to Comment on the Survey: 47

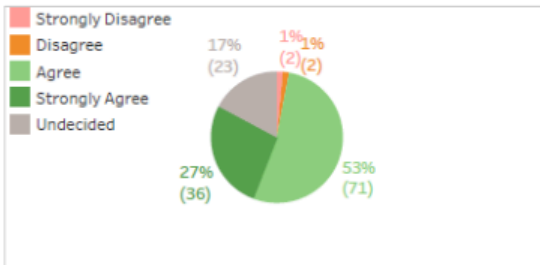
How often is your student sharing what they are learning about during the new ELA units?



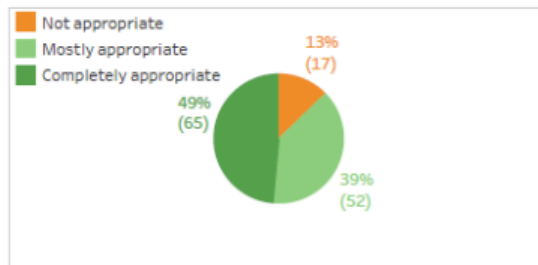
The new ELA units are helping my student become a better reader, writer, speaker, and listener.



During the new ELA units my student is learning about other subject areas (science, social studies, social emotional learning, etc.) along with reading, writing, speaking and listening.



Did you find the material covered in ELA Units appropriate for the student's age and maturity level?



#### Fifth Grade Family Highlight:

*“My son loved the Breadwinner and read all the sequels (and he’s a pretty sensitive kid). Some of the topics are hard but they are important and my fifth grader is old enough to handle it. Thank you for teaching them about the world they live in - if they don’t know about the world they can’t help make it better. I am truly grateful for the education experience being provided. Thank you.”*

#### A Few Additional Family Comments:

- “Our teacher did amazing explaining what the kids were learning and always keeps line of communication open.”
- “I think they are very appropriate and needed at PPS.”
- “We have seen very positive responses from our 5th grader on the topics taught this year. This is the first time he has shared his learning topics without me prompting him.”
- “Thank you for helping our students learn to be global citizens and tackle the realities of the world in a safe and supportive environment.”
- “I appreciate the new ELA program and the progressive literature chosen. My child has been engaged in the reading material and has been asking questions at home. Though some of the subjects are tough, history will repeat itself if presented with too much filter.”

#### Considerations Based on Feedback:

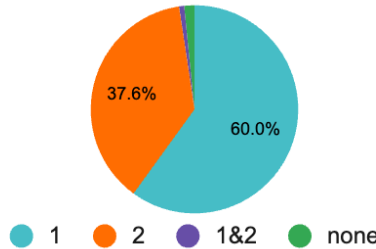
- While a small number of families expressed concerns about the appropriateness of Unit 1 in the comment section, survey results indicate that the majority of families and students found the content appropriate for their age and maturity level.
- There is a continued need to ensure teachers consistently send home Family Letters and additional information before the start of each unit to strengthen home-school communication. Examples of feedback include:
  - “The family letters aren’t really helpful. The 5th grade newsletter each week is awful, and lacks details as well. It would be nice to get these details\*before\* they start the book.”
  - “I would love access to stories being read so I can support my daughter at home”
  - “I’d love to get a heads up of when they are starting a new book - I often like to have a copy at home so I can read along and chat with my child about it.”

### 24-25 Fifth-Grade Student Survey Results

Students Who Took the Survey: 399

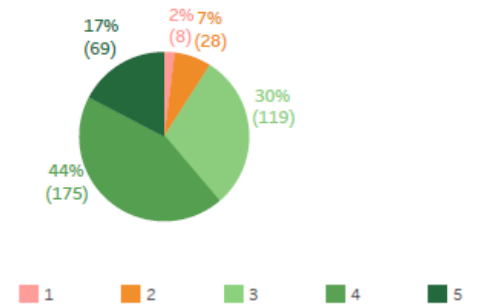
#### What unit has been your favorite so far? Why is it your favorite?

- "My favorite unit so far has been Breadwinner because it was interesting to read a story book about people's lives and really explore how people are living in different parts of the world and their problems and how they solve them I like exploring other people's lives and see what they're going through and comparing it to how we live."
- "My favorite unit was unit 2, because we're learning about how dangerous plastic is and can be, and it encourages us to not use as much plastic."



Unit	Favorite
Unit 1: Exploring Human Rights	60%
Unit 2: Plastic Pollution	37.6%
1&2	0.8%
None	1.6%

#### On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with our ELA Units?



#### Were there any parts that were difficult for you? If so, what was challenging?

"Yes, there were parts in the beginning that were difficult for me. In the beginning It was hard for me to express myself on paper and really think about what I'm writing in depth knowledge, and most importantly have fun writing. I wasn't a big writer I used to limit myself to only a matter of creativity till I started to really show connection and evidence. Now it became a habit and I feel really confident with what i do and write."

#### Have the ELA units helped you become a better reader, writer, speaker, and listener?

Yes, the ELA units helped me become a better reader, writer, speaker, and listener	54%
I am not sure if the ELA Units helped me become a better reader, writer, speaker, and listener.	40%
No, the ELA Units did not help me become a better reader, writer, speaker, and listener.	6%

#### Additional Student Comments

- "It has helped me by making me a more confident writer and enjoy writing more and reading books more."
- "They always introduce a new type of strategy to add to my writing. For example, using words such as additionally, for instance, for example all help add to my writing. This year we learned about the different types of sentences to make your writing more interesting."
- "last year I barely knew anything about how plastic pollution is impacting the world, and how women were impacted by men beating them for no reason but now I know lots about it. I have learned a lot this year so far and I hope I keep learning more and more about this kind of stuff."
- "I think it helped me with all the strong vocabulary and the some of the things that people dont usally talk about like plastic pollution I also think it helped me by almost telling me about whats going on in the world"
- "They helped me by staying focused because it has been so interesting."
- "malla and bredwinner it taut me all about womens writs. Trash vortex it is teaching me on how to save the world and what trash is doing to the world's ocean. I think i kinda want to be a news guy beuce of how much i could help the world about womens writs and trash and plastic The things that you wanted the books to teach us worked really well. i think all of my classmates like it too. I got borded some times but it did what it was sposed to do for us 5 graders and like i said i got borded but i got right to it amost every time beuce how much fun it was. And i am not saying it is like playing video games all day but ifi learned things i learnded it form theses two units the most same as my class. i am not saying this to be a goodie two shoes i really think it would help lots of students learn more and i amost never thout about not wanting to learn it eeven on the boring parts of the units. gerat job on how you guys did these two units."
- "I think these units have helped me think to my farthest and really brainstorm and learn new words add to my vocabulary really get what I'm thinking on to that paper and extend my knowledge and learn to have fun while writing, This learning has really and mostly helped my writing I've always loved reading though."

## **Fifth Grade Student Response Themes**

*Students Who Took the Survey: 339*

**From the student responses, here are the overarching themes identified in the skills and perspectives they developed during Unit 1:**

### **1. Reading Growth:**

- a. Many students reported becoming better readers
- b. They mentioned reading fluency, reading comprehension, and being able to focus on longer texts.
- c. Some became more confident reading out loud or tackling more difficult words.

*"They helped me read better."*

*"It has helped me concentrate on longer books better."*

*"I've become a confident reader."*

### **2. Improved Writing Skills**

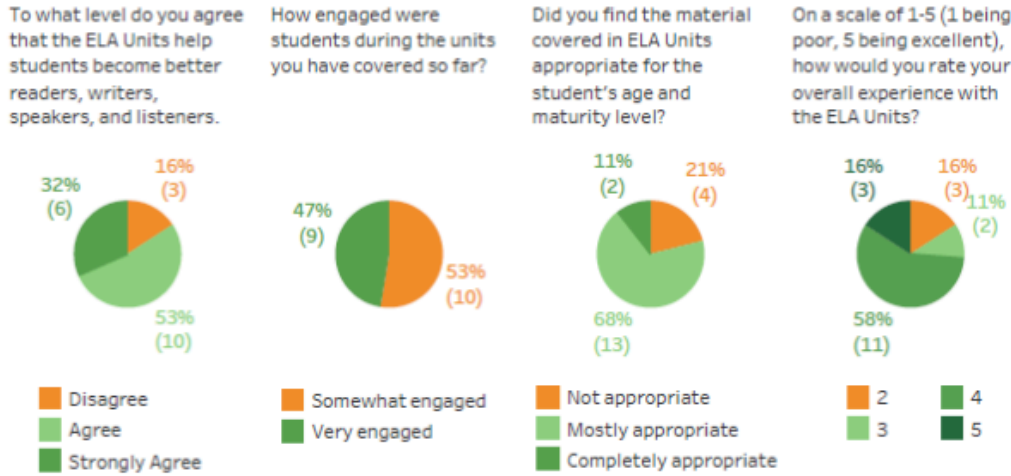
- a. A large number of students said they became better writers, often citing the ability to:
  - i. Write longer paragraphs
  - ii. Use stronger vocabulary
  - iii. Structure writing with better grammar and sentence variety
- b. Express ideas more clearly and with more detail
  - i. "It has helped me become a better writer."
  - ii. "It helped me write vivid sentences."
  - iii. "These units helped me write more complex paragraphs."

### **3. Speaking & Communication**

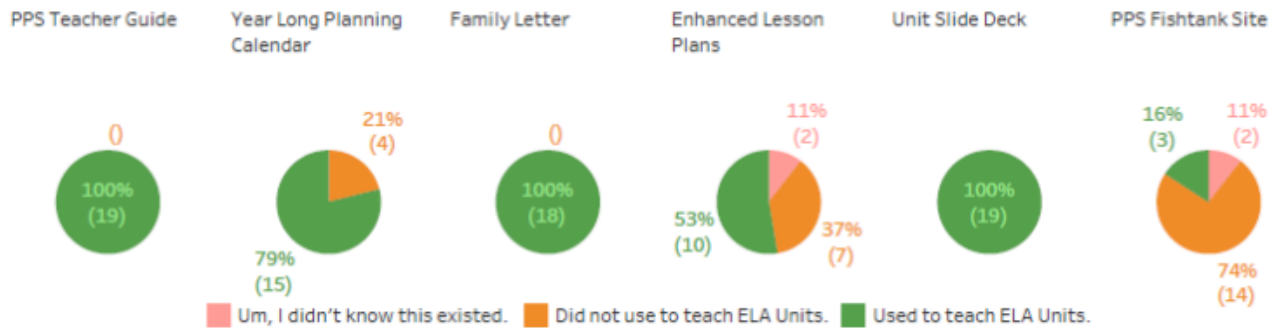
- a. Students noticed growth in:
  - i. Public speaking
  - ii. Speaking their opinions
  - iii. Participating in discussions and debates
    1. "I have become a better public speaker."
    2. "The debates have helped me learn more speaking skills."
    3. "I speak my opinion more."

## 24-25 Fifth-Grade Teacher Survey Results

68% of Fifth-Grade Teachers Took the Survey



Indicate which materials you used to teach the ELA Units.



What feedback did you receive from families that could help inform, adjust, or maintain particular aspects of our ELA Units?

- "I have not heard from any families. When talking to them at conferences, many were unaware of the topics covered, even though the parent letter was emailed home. I feel like many families put trust that the district will make the best choice for their children."
- "Many parents told me that their children came home and shared what they had read about."
- "In the first unit, I had some parents telling me their children were struggling with some of the concepts covered/having nightmares or acting scared at home from things they learned at school. Families, though, have stated a noticeable improvement in their writing abilities."
- "Families seem to be pleased by how engaged their students are and how much they talk about ELA at home."

In what ways have Unit Launches helped you prior to teaching the unit?

- "I appreciate knowing a little bit about what's ahead, it's a good balance between having a quick introduction but then just needing to get into it and teach it to figure it all out."
- "Unit Launches have helped me prepare for possible situations or scenarios that may come up due to the reading material. I also enjoy sharing and learning from my team's ideas and suggestions."
- "The coaching has been vital to my teaching. I was interested to see all the componets and see where I could grow."
- "It has helped answer questions that I may have about how other schools (or even other teachers in my school) have taught this content. Our reading specialist can reach out to other reading specialists to discuss what has been working well."

Considerations Based on Feedback:

- Teachers indicated a need for more clarity and training on the use of Enhanced Lesson Plans and how to better utilize Fishtank resources.

## MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

### SIXTH GRADE

**Grade Level ELA Units**

Unit 1: Developing Resilience  
 Unit 2: Expressing Yourself  
 Unit 3: Fleeing Conflict

### SEVENTH GRADE

**Grade Level ELA Units**

Unit 1: Defining America  
 Unit 2: Fighting Injustice  
 Unit 3: Exploring Identity

### EIGHTH GRADE

**Grade Level ELA Units**

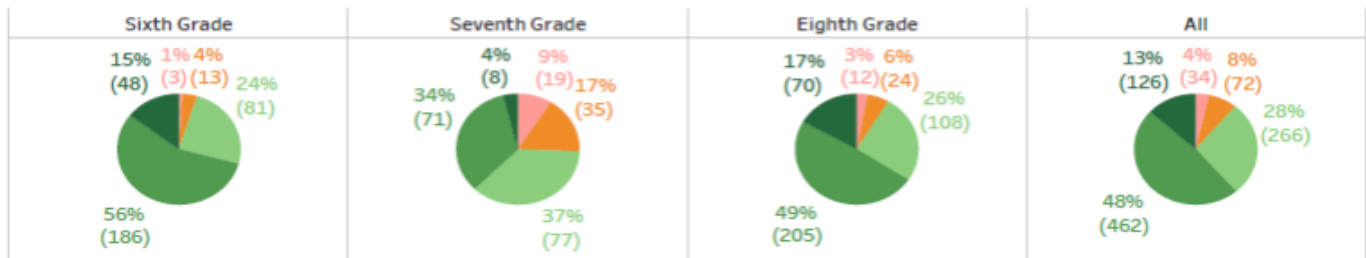
Unit 1: Twisting Expectations  
 Unit 2: Abusing Power  
 Unit 3: Facing Calamity

## 24-25 Middle School Student Survey Results

Total Students Who Took the Middle School Survey: 960

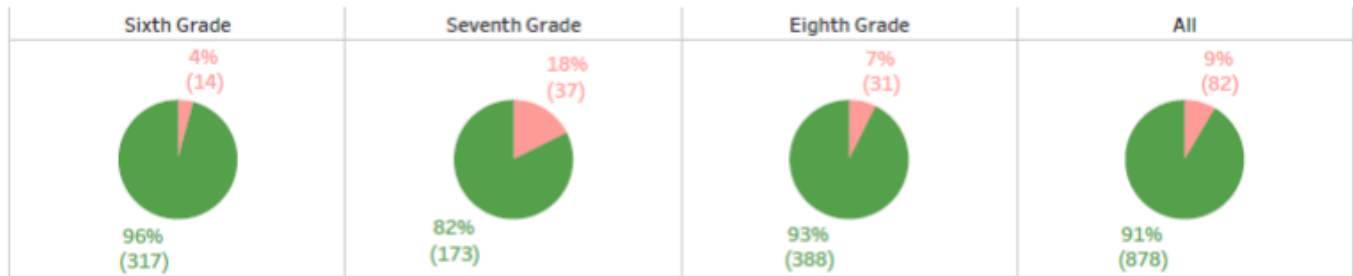
Question: On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your overall experience with Unit 1?

1 - Poor    2    3    4    5 - Excellent



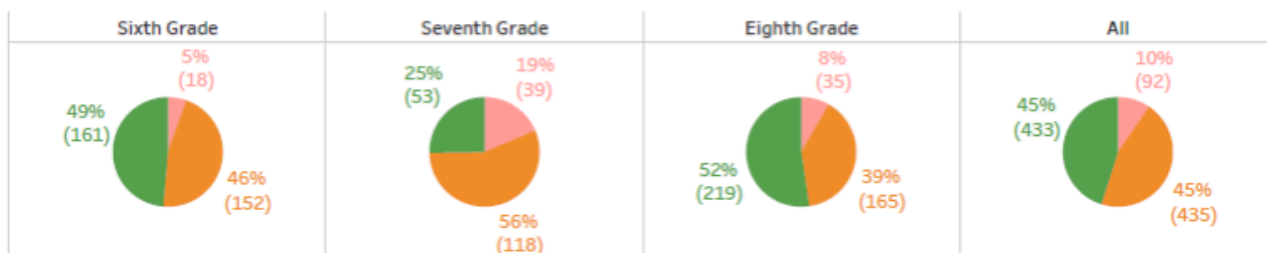
Question: Do you think Unit 1 should be taught to students your age and maturity level?

No, I don't think the unit is appropriate for students my age and maturity level.  
 Yes, I think the unit is appropriate for students my age and maturity level.



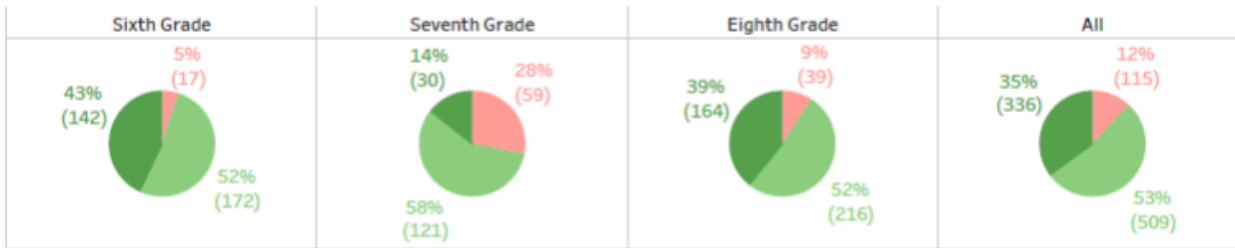
Question: Did Unit 1 help you become a better reader, writer, speaker, and listener?

No, Unit 1 did not help me become a better reader, writer, speaker, and listener.  
 I am not sure if Unit 1 helped me become a better reader, writer, speaker, and listener.  
 Yes, Unit 1 helped me become a better reader, writer, speaker, and listener.



**Question: Did you find Unit 1 interesting?**

- No, Unit 1 was not interesting.
- Unit 1 was somewhat interesting.
- Yes, Unit 1 was interesting.



**24-25 Middle School Student Response Themes**

**Question: What new skills or perspectives did Unit 1 help you develop?**

**Sixth Grade Student Themes**

*Students Who Took the Survey: 330*

From the student responses, here are the overarching themes identified in the skills and perspectives they developed during Unit 1:

- 1. Writing Skills:** Students developed stronger writing abilities, including crafting well-structured paragraphs, using proper grammar and punctuation, and creating clear summaries and analyses.
- 2. Vocabulary Expansion:** Learners gained new words and their meanings, improving their ability to incorporate advanced vocabulary into writing and conversations.
- 3. Reading Fluency:** Unit 1 helped students become more confident and fluent readers, with a better ability to comprehend and analyze texts.
- 4. Text Analysis:** Students learned how to break down stories and poems to identify themes, characters, and structure while honing their ability to summarize and identify key ideas.
- 5. Historical Perspectives:** By exploring segregation and life in the 1960s, students gained a deeper understanding of historical events and developed empathy for different experiences and viewpoints.
- 6. Figurative Language:** Learners identified and used figurative language such as imagery and metaphors, enriching their reading and writing skills.
- 7. Communication Skills:** The unit improved students' public speaking, listening, and overall communication, enabling them to express ideas more confidently.
- 8. Critical Thinking:** Students enhanced their ability to think critically by analyzing text messages, drawing logical conclusions, and engaging with complex ideas.

**Seventh Grade Student Themes**

*Students Who Took the Survey: 210*

- 1. Understanding Immigration and Perspectives:** Many students reported gaining a better understanding of immigrants' experiences, struggles, and perspectives. This theme includes insights into the hardships immigrants faced, how America is viewed differently by immigrants, and how these stories helped students view the world or others in a new way.
- 2. Improved Writing Skills:** A significant portion of responses highlighted development in writing, including writing essays, using text evidence, constructing better paragraphs, using figurative language, and expanding vocabulary.
- 3. Enhanced Reading Skills:** Some students mentioned improvements in reading abilities, such as reading faster, understanding challenging texts, and interpreting details effectively.
- 4. Awareness of Social Issues:** Several students reflected on learning about social and historical topics, including immigration, labor laws, and historical events like the Triangle Factory fire, which helped deepen their understanding of past struggles and societal issues.
- 5. Building Perspective and Empathy:** A notable number of responses indicated growth in empathy and understanding of other people's points of view, particularly through the lens of immigrants' experiences and challenges.
- 6. Skills in Using Evidence:** Students commonly noted they developed or improved their ability to find, use, and explain textual evidence in their work.
- 7. Limited Impact or Ambiguity:** Some students expressed that the unit didn't teach them new skills but rather enhanced existing ones. Others felt the unit was repetitive, boring, or unimpactful.

8. **Vocabulary Expansion:** A recurring theme was learning new vocabulary and using it in writing and speaking, even if some students felt it was a temporary improvement.
9. **Personal Development:** Some students noted broader personal growth, such as becoming better listeners, developing memory, or overcoming fears like reading aloud in class. Other responses included growth in group discussion, listening skills, annotation, and learning new literary terms.

### Eighth Grade Student Themes

*Students Who Took the Survey: 418*

1. **Writing Skills Development:** Many students mentioned that Unit 1 helped them improve their writing abilities, such as constructing better paragraphs, essays, and claims. They also noted enhanced grammar, formatting, and fluency.
2. **Understanding Literary Devices:** Students learned about various literary tools like suspense, irony, foreshadowing, and imagery. They discussed how these devices are used by authors to create mood, enhance storytelling, and engage readers.
3. **Perspective and Analysis:** A significant number of responses highlighted how Unit 1 helped them view stories from different perspectives, including those of various characters or even the antagonist. They also improved in annotating, analyzing, and understanding the deeper meaning behind texts.
4. **Increased Creativity:** Some students emphasized how the unit encouraged creative writing and thinking, particularly in crafting suspenseful or descriptive stories.
5. **New Vocabulary:** Students frequently mentioned expanding their vocabulary and learning to use descriptive and impactful words effectively in their writing.
6. **Interest in Reading:** A few students expressed that the horror theme and suspenseful stories made them more engaged and interested in reading, especially genres they had not explored before.
7. **Confidence and Public Speaking:** Some students noted improvements in public speaking and participating in discussions, such as Socratic seminars, which enhanced their confidence in sharing ideas.
8. **Annotating and Close Reading:** Many students reported learning to annotate texts better, which helped them analyze stories in-depth and understand literary techniques.
9. **General Academic Growth:** Several responses pointed to broader improvements in academic habits, such as time management, concentration, and completing assignments.

### Question: (Optional) Is there anything you think could improve this unit for other students?

#### Sixth Grade Student Themes

*Students Who Took the Survey: 330*

From the student responses, here are the overarching themes identified on what they think could be improved in Unit 1:

1. **Vocabulary Support:** Feedback indicated a desire for faster pacing between chapters and more effective vocabulary instruction. Spending more time on vocabulary with clear examples and fewer words could improve comprehension and test performance.
2. **Pacing of the Unit:** Several students commented on the pacing, with some feeling the unit moved too slowly, especially between chapters, while others wanted faster reading progress.

#### Seventh Grade Student Themes

*Students Who Took the Survey: 210*

1. **Engagement and Interest:** Many students suggested making the lessons more interesting, with engaging activities and more interactive lessons.
2. **Workload and Pacing:** Many students felt overwhelmed by the amount of work and found the pacing of the unit too slow. Suggestions included reducing the amount of writing, notes, and assignments while providing more time for understanding and completing tasks.
3. **Clarity and Structure:** Some students requested clearer instructions and more guidance on tasks, especially regarding due dates, assignments, and the pacing of lessons. They also mentioned needing more direct support for understanding the material. Examples: "Take more time to explain when stuff is due." "A little bit more guidance." "Not doing all the work on the computer and work together more."

#### Eighth Grade Student Themes

*Students Who Took the Survey: 418*

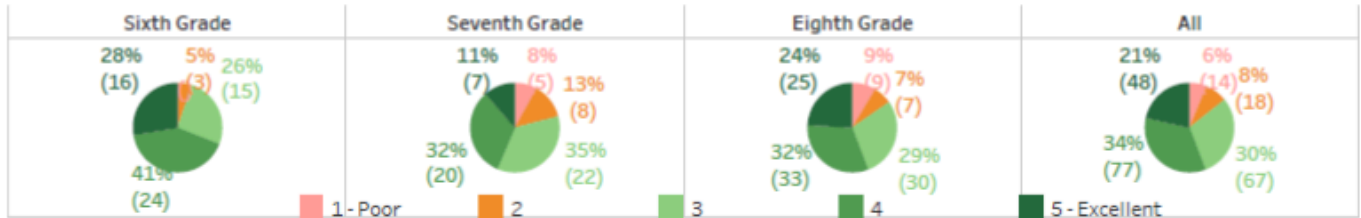
1. **Story Selection:** Students frequently mentioned wanting more stories that are scarier or more interesting. Example: "Get better horror stories please none of them scared me."
2. **Engagement and Creativity:** Many students suggested incorporating more interactive activities instead of individual writing assignments. Some suggested incorporating opportunities to write their own stories or engage in group work and hands-on projects. Examples: "Allow us to write our own scary/suspenseful stories to have a hand on the topic." and "Make it more hands-on and not just write."

- 3. Pacing and Workload:** A common concern was the unit's length and perceived overload of assignments. Some students expressed a desire for fewer stories or more time to explore them in depth. Example: "Read fewer stories and spend more time on the ones you do read."

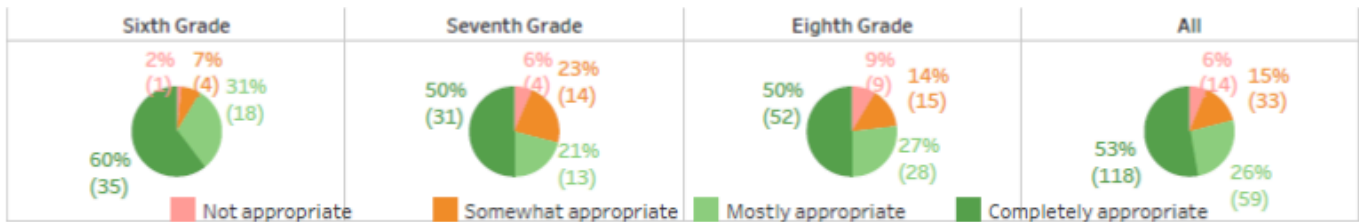
**24-25 Middle School Family Survey Results**

Total Families Who Took the Middle School Survey: 224

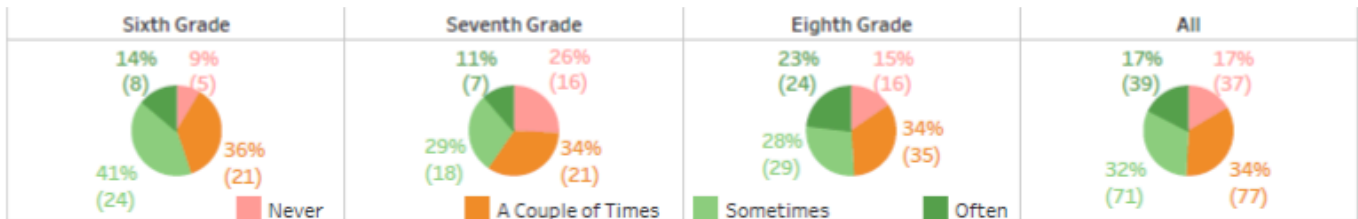
Question: On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate your student's overall experience with Unit 1?



Question: Did you find the material covered in the unit appropriate for your student's age and maturity level?



Question: How often is your student sharing what they are learning about during the first unit?



Question: (Optional) What new skills or perspectives did this unit help your student develop?

**Sixth Grade Family Response Themes**

Families Who Took the Survey: 58 (14 Responded to this Question)

Based on the family responses, the top themes for skills or perspectives gained by students in this unit are:

1. **Improved Writing Skills:** Many families noted that students improved in structuring paragraphs, supporting claims with evidence, and planning and revising their writing. Examples:
  - a. "Paragraph structure, supporting claims with text evidence."
  - b. "A more thoughtful approach to writing that includes planning, structure, and revisions."
  - c. "Using information to support an idea in a paragraph."

2. **Literary Analysis Skills:** Families highlighted students' ability to identify and analyze literary devices like foreshadowing, symbolism, and text evidence.
3. **Broader Perspectives and Empathy:** Some families appreciated the opportunity for students to reflect on different perspectives, empathize with others, and discuss family and societal dynamics. Examples:
  - a. *"Gained more empathy of others, along with perspective on the realities of life for some people that weren't that easy or how wrong it is to treat someone unfair."*
  - b. *"Gained perspective on a story about a family very different than our own, but allowed us to discuss the dynamics of families and our similarities and differences altogether."*
4. **Confidence and Life Skills:** A few families mentioned growth in overall confidence and the development of general life skills through the unit.

### Seventh-Grade Family Response Themes

*Families Who Took the Survey: 62 (15 Responded to this Question)*

1. **Understanding Diverse Perspectives:** Several families highlighted the importance of exploring perspectives outside students' own experiences, encouraging empathy and critical thinking. Examples:
  - a. *"Understanding what it is like from another person's lived experiences."*
  - b. *"I felt it was important for students to read about others who are not like them and think outside of their comfort zone."*
2. **Writing Skills and Challenges:** Families noted both progress and struggles in writing, particularly in essay formatting, claims development, and clarity.
3. **Confidence in Communication:** A few families noted improvements in students' confidence, particularly in speaking and reading.

### Eighth Grade Family Response Themes

*Families Who Took the Survey: 104 (25 Responded to this Question)*

1. **Improved Writing Skills:** Many families noted growth in specific writing abilities, such as crafting claims, providing evidence, and developing suspense or tension in writing. Examples:
  - a. *"She became better at giving more details in her written answers."*
  - b. *"My student improved dramatically at writing claims statements and providing evidence."*
  - c. *"Building tension in a story was great and helpful."*
2. **Engagement with New Genres:** Several families appreciated the introduction of new or unexpected genres, like horror/suspense, which helped engage students and expand their reading experiences. Examples:
  - a. *"Loved bringing in the genre at Halloween time. What a fun way to keep them engaged."*
  - b. *"She enjoyed reading new types of stories she may not have chosen on her own."*

### Question: (Optional) Is there anything you think could improve the ELA experience for your student?

#### Sixth Grade Family Response Themes

*Families Who Took the Survey: 58 (19 Responded to this Question)*

Based on the sixth-grade family responses, the top themes for improving the ELA experience are:

1. **Engagement and Pacing:** Families frequently mentioned issues with the pacing of the curriculum and the level of engagement with the material. Examples:
  - a. *"The pace of reading is agonizingly slow for some students, reading a chapter a week disengaged mine from the plot."*
  - b. *"She says some more fun activities would be nice—it got a little boring."*
  - c. *"My daughter felt it dragged and would have liked to read it much faster."*
2. **Home-School Connection:** Families wanted more opportunities to engage with their students' learning through materials sent home. Examples:

- a. *"It would be great to be able to have the book come home so that we could discuss parts together."*
- b. *"Being able to see the student versions of lesson slides in Google Classroom or have him bring books home."*

**3. Concerns About Movies in the Curriculum:** Some families expressed a preference for limiting or providing alternatives to movie watching.

### Seventh-Grade Family Response Themes

*Families Who Took the Survey: 62 (15 Responded to this Question)*

- 1. Classroom Management and Environment:** Disruptive behavior was identified as a barrier to learning, impacting teacher-student interaction and overall engagement.
- 2. Family Communication and Involvement:** Families expressed a need for better communication from teachers and opportunities to stay informed about what their students were learning. Examples:
  - a. *"More communication with parents. The newsletter didn't provide much."*
  - b. *"I really couldn't ask questions about the class since we really didn't know what was going on."*

### Eighth Grade Family Response Themes

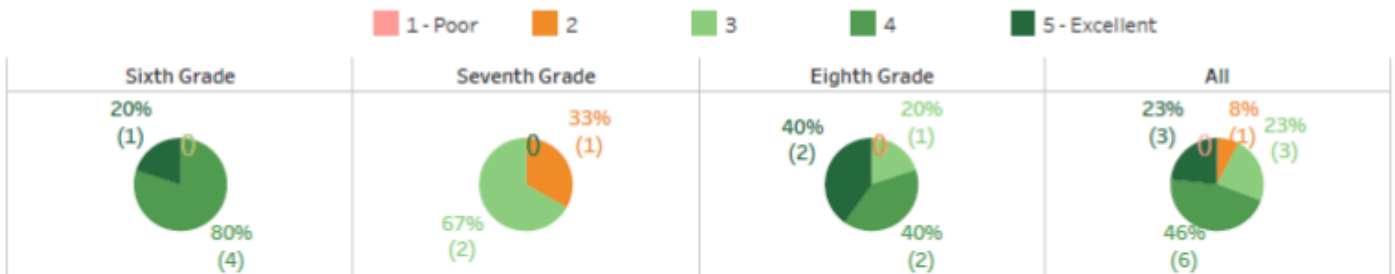
*Families Who Took the Survey: 104 (29 Responded to this Question)*

- 1. Classroom Management and Environment:** Disruptive behaviors in the classroom were cited as a significant barrier to learning and engagement.
- 2. Workload and Student Overwhelm:** Several families noted that the workload felt overwhelming for students, particularly those with disabilities or different learning needs. Examples:
  - a. *"The assignments can be overwhelming to my student who has a disability. They seem to come one right after another without a break."*
  - b. *"It felt like he spent hours working on English assignments outside of school, which made for long nights after school."*
  - c. *"My child typically enjoys reading but felt there was a lot of busy work, leading to frustration."*

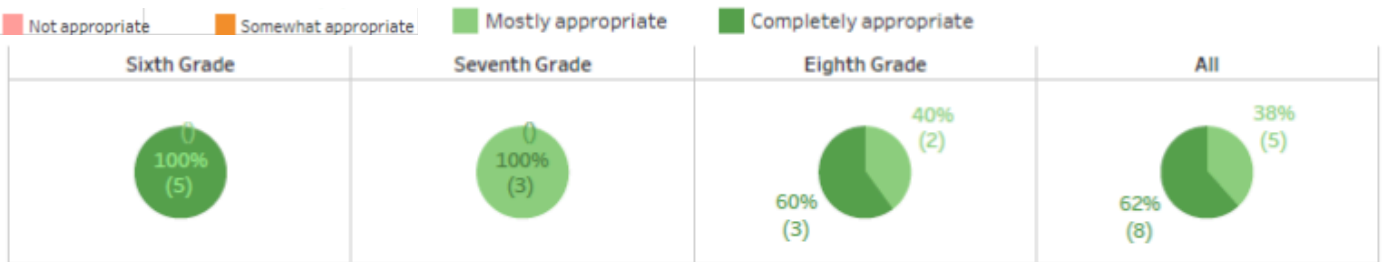
## 24-25 Middle School Teacher Survey Results

83% of Sixth-Grade ELA Teachers Took the Survey 50% of Seventh-Grade ELA Teachers Took the Survey 83% of Eighth-Grade ELA Teachers Took the Survey

**Question: On a scale of 1-5 (1 being poor, 5 being excellent), how would you rate a student’s overall experience with Unit 1?**



**Question: Did you find the material covered in the unit appropriate for the student’s age and maturity level?**



**Question: Indicate which resources you used to teach Unit 1.**

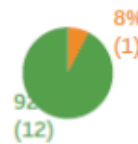
Teacher and Pacing Guide



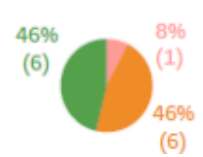
Slide Deck



Family Letter



Enhanced Lesson Plans



### Middle School Teacher Highlights:

*“It was helpful to discuss the unit with other teachers before delving into the content with students to have a broader idea of how things might look with this new unit.”*

### A Few Additional Teacher Comments:

- “I love the support that the ESI team is putting in the drive to help!”
- “The pacing guide and slides were very helpful.”
- “I feel this year was planned out better and I felt that there was a better timeline of things.”
- “I appreciated being able to dive into the unit ahead of time to better plan ahead of time.”

### Considerations Based on Feedback:

- Teachers requested additional coaching and modeling to strengthen their facilitation of Socratic Seminars.
- A solution is needed to improve access to audiobooks to better support student learning.

## Summary & Next Steps

### Key Strengths Identified

- 1. Reading and Writing Growth:** Students across grades reported improvements in reading fluency, writing skills, vocabulary, and critical thinking.
- 2. Family Feedback:** Families generally appreciated the diversity of literature, real-world connections, and inclusion of social-emotional learning themes.
- 3. Engagement:** Many students found units interesting, particularly when texts were relevant, multicultural, or interdisciplinary.
- 4. Teacher Support:** Teachers appreciated Unit Launches and pacing guides, and collaborative planning time was seen as beneficial.

### Areas for Improvement

- 1. Home-School Communication:** Several families across grades mentioned inconsistent communication regarding units, books, and at-home support materials.
- 2. Homework/Materials Access:** Families requested more take-home materials (texts, vocabulary lists) and resources to better support learning at home.
- 3. Pacing Issues:** Students and families in multiple grades (especially middle school) noted that units sometimes felt slow, overwhelming, or misaligned with student needs.
- 4. Classroom Environment:** Middle school families raised concerns about disruptive behavior impacting learning.
- 5. Coaching and Instructional Support:** Teachers requested more professional development around Socratic Seminars and better access to audiobook resources.

## Action Steps Based on Feedback & Data

- 1. Strengthen Home-School Communication:** Continue to require consistent distribution of Family Letters *before* each unit begins. District and Building Coaches will send reminders and support before each unit. Principals will be provided with a schedule of units so they are able to support the distribution of these Family Letters. Launch an updated "Family Partnership in ELA" communication guide.

### Next Steps:

- During Summer Curriculum Work we will add to the optional home discussion questions and suggested books, while adding reading schedules and vocabulary lists to the Family Letters.
- Next year we will encourage teams to brainstorm additional supporting activities that can be added to their weekly newsletters.
- In Fall we will launch an updated "Family Partnership in ELA" communication guide.

- 2. Ensure Access to Learning Materials:** Reinforce the process for how teachers should be checking books out to students in order to allow students to take home classroom books or provide digital access where feasible.

### Next Steps:

- Develop a process on a one-pager that explains how to check out books in Destiny. This is something that is unfamiliar to elementary teachers.

- 3. Adjust Pacing and Units Based on Feedback:** Review unit pacing guides to ensure units are not drawn out so that students lose interest. Based on stakeholder feedback and recommendations from Fishtank we will adjust Unit 1 of Seventh Grade.

### Next Steps:

- During Summer Curriculum Work revise Unit 1 of Seventh Grade to the new recommendation from Fishtank.
- In fall, implement updated pacing and content recommendations.

- 4. Offer Additional Coaching and Modeling:** Expand coaching sessions focused on Socratic Seminars, literary analysis discussions, and managing rigorous content. Provide additional behavioral support resources or professional learning for middle school teachers.

### Next Steps:

- Develop short instructional videos modeling effective Socratic Seminar facilitation.
- Establish/ensure building-wide expectations for behavior during ELA time to maximize learning and support specific ELA structures.
- Survey teachers on the effectiveness of coaching and professional development changes.



**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**VI. Consent Agenda**

1. Approval of Minutes

- a. April 14, 2025 Regular Business Meeting & Closed Session

2. Copy/Print Services

**That the Board of Education authorize the Superintendent or his designee to enter into a three year agreement (with the option to extend the agreement up to two additional years) with Adams Remco, located in Kalamazoo, Michigan, for the lease of copy/print equipment along with associated maintenance and service agreements as presented, with the term of this agreement to begin on July 1, 2025 and end no later than June 30, 2030, and required payments for this agreement to come from the General Fund Budgets covering the term of the agreement.**

3. PCEC Roof Repair

**That the Board of Education authorize Owen-Ames-Kimball Co. to issue a Notice of Pending Award, in the amount indicated for the PCEC roof repair, to Apex Industrial Roofing, LLC, pending confirmation that all requirements of the contract documents have been met, and furthermore, upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, a contract will be awarded to Apex Industrial Roofing, LLC. By Portage Public Schools, in the amount of \$371,407 with a sum total of all fees not-to-exceed \$442,780, the funds for which will come from the Building and Site Sinking Fund.**

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING  
APRIL 14, 2025**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, April 14, 2025, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

Board Trustees Present: Emily Crawford, Kimberly Larson, Terri Novaria, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Board Trustees Absent: None

**REVISIONS/APPROVAL OF AGENDA**

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

**The motion carried unanimously.**

**REPORTS**

**Superintendent's Report**

**Bond Project Update**

Mr. Johnny Edwards, Assistant Superintendent of Operations, provided an update on the elementary bond projects.

At the Central Elementary site, during spring break the existing entrance was demolished, and storm structures and piping were installed to mitigate any traffic concerns this summer between the demolition contractor and the parking lot contractor. Currently, work continues throughout the building. Furniture will be delivered later this month. A final staff construction walkthrough will take place in early May.

At the Haverhill Elementary site, work continues throughout the building, furniture delivery and the final staff construction walkthrough will take place in early May.

For the Woodland Elementary project, the March 25 family night was well attended. Students and parents were excited to see the renderings of the new school.

Mr. Edwards showed photos of construction progress at Central and Haverhill site.

## **Other**

Superintendent Bielang shared items of interest.

Relative to the recent fire at Central High, the reporting was not completely accurate. It was reported that the fire happened in the wood shop, which is false. The fire was contained to the receiving area and damage was limited to that area. The fire occurred at night. The fire department quickly contained the fire and there is no suspicion of foul play.

As we return from spring break, we enter a busy time of the year with testing taking place along with many school activities and the superintendent search.

Mark reminded board members of the next KCSOA meeting on May 21, 2025 which will take place at the new KRESA Career Connect Center. A tour is planned in addition to the meeting.

## **BOARD EDUCATION**

### **Alternative Education Update**

Superintendent Bielang provided introductory remarks. Mr. Clint Wagner, Community High School Principal, provided a verbal report on our Alternative Education Program.

Mr. Wagner reviewed the history of the program, reviewed current student enrollment numbers, program initiatives, and challenges the program faces.

Trustees shared positive remarks and thanked Mr. Wagner for the update.

## **COMMENTS OR COMMUNICATIONS**

President Van Antwerp opened the floor to public comment.

Kat Frink shared good news from around the District.

President Van Antwerp thanked Ms. Frink for her remarks, and opened the floor to Trustee comments.

Ms. Larson gave a shout out to all involved in testing scheduling/coordination.

President Van Antwerp thanked Ms. Larson for her comments.

## **CONSENT AGENDA**

**President Van Antwerp presented the following Consent Agenda item for approval by the Board of Education: the March 10, 2025 special meeting and regular business meeting minutes.**

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

## **ASSURANCE OF DISTRICT PERFORMANCE**

### **Monitoring Report 1.3 – Ends**

Superintendent Bielang reviewed highlights from his report, which was followed by a presentation. Dr. Jeanine Mattson-Gearhart, Director of Educational Supports & Intervention focused on supports for Social-Emotional Learning, which covered a review of the many staff positions involved in this work, family/community engagement activities and partnerships, and student support services provided.

The second half of the presentation covered North Middle School's Reflection Room initiative. Dr. Travis Thomsen, Principal of North Middle School, and Mr. Darryl Matthews, Student Interventionist at North Middle School, presented. The initiative launched this school year in an effort to curb office referrals for behavioral issues. The impact has been huge with discipline referrals decreased by 43 percent. The connection between Mr. Matthews and students has played a key role in the success of this work.

Trustees expressed their appreciation for the report and presentation.

**Motion offered by Mr. Snyder, seconded by Mrs. Novaria, that the Board of Education accept as presented, the Monitoring Report on 1.3, Ends, as a reasonable interpretation and evidence of compliance with policy.**

**The motion carried unanimously.**

## **REQUIRED ACTION ITEMS**

### **KRESA Biennial Election Resolution**

**Motion offered by Mrs. Novaria, seconded by Mrs. Rohwer, that the Board of Education approve the Resolution to Consider Designation of Electoral Representative for the June 2, 2025 Biennial Election, as presented.**

Superintendent Bielang reviewed information regarding KRESA's biennial election and the necessary resolutions constituent school boards must adopt and their timelines for doing so.

**The motion carried unanimously.**

## **ACTION ITEMS**

### **Teacher & Staff Appreciation Week Proclamation**

**Motion offered by Ms. Larson, seconded by Mrs. Novaria, that the Board of Education approve the Teacher & Staff Appreciation Week Proclamation, as presented.**

Mrs. Novaria read the proclamation aloud.

**The motion carried unanimously.**

## **DISCUSSION ITEMS**

### **Copy / Print Services**

Dr. Ryan Miller, Director of Information / Technology Systems, reviewed the recommendation for a multi-year agreement for the lease of copy/print equipment and services.

### **PCEC Roof Repair**

Mr. Johnny Edwards went over the recommendation for roof repairs at the Portage Community Education Center.

## **CLOSED SESSION**

### **Discuss Collective Bargaining Strategy**

**Motion offered by Mr. Snyder, seconded by Mrs. Crawford, 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).**

**Upon a roll call vote, the motion carried unanimously.**

The Board entered into closed session at 7:49 p.m. and returned to open session at 8:26 p.m.

With no further business to come before the Board, the meeting was adjourned at 8:27 p.m.

Respectfully Submitted,

Barb Atkinson  
Recording Secretary

**RESOLUTION TO CONSIDER DESIGNATION OF ELECTORAL REPRESENTATIVE  
FOR THE JUNE 2, 2025 BIENNIAL ELECTION**

Portage Public Schools (the “District”)

A regular meeting of the board of education of the District (the “Board”) was held in Portage Central High School, Room #1136, 8135 S. Westnedge, Portage, MI 49002, within the boundaries of the District, on the 14<sup>th</sup> day of April, 2025, at 6:30 o’clock in the p.m. (the “Meeting”).

The Meeting was called to order by Randy Van Antwerp, Board President.

Present: Members: Emily Crawford, Kimberly Larson, Terri Novaria, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Absent: Members: None

The following preamble and resolution were offered by Member Novaria and supported by Member Rohwer.

**WHEREAS:**

1. The Revised School Code provides that board members of Kalamazoo Regional Educational Service Agency, Michigan (the “ISD”), be elected biennially on the first Monday in June by an electoral body composed of one (1) person designated by the board of each constituent school district; and
2. The Revised School Code further provides that this Board shall consider the resolution designating its representative to the electoral body at not less than one (1) public meeting before adopting the designating resolution; and
3. This Board now determines it necessary and desirable to establish the first public meeting at which this Board will consider the proposed resolution designating the District’s representative to the electoral body.

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

1. At the public meeting of this Board to be held on the 5<sup>th</sup> day of May, 2025, at 6:30 o’clock in the p.m., to be held at Portage Central High School, Room #1136, 8135 S. Westnedge, Portage, MI 49002, this Board will consider a resolution to appoint \_\_\_\_\_ as the designated representative of this District to the electoral body for the ISD biennial election to be held June 2, 2025 and \_\_\_\_\_ as an alternate in the event the designated representative is unable to attend.
2. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members: Crawford, Larson, Novaria, Rohwer, Snyder, Stevenson, Van Antwerp

Nays: Members: None

Resolution declared adopted.



## **TEACHER & STAFF APPRECIATION WEEK PROCLAMATION**

**Whereas**, a strong effective free public education for all children is critical to our democracy at the national, state and local level; and

**Whereas**, a strong public school system makes for a strong community; and

**Whereas**, the vision of Portage Public Schools is to be *an exceptional, continuously improving learning culture with high expectations, committed to all*; and

**Whereas**, the commitment Portage Public Schools teachers and staff show to students by inspiring them to succeed academically, artistically, socially and athletically is essential to making the vision a reality; and

**Whereas**, our educators go above and beyond for our students, making a lasting contribution to their lives.

**Therefore**, the Board of Education of Portage Public Schools, does hereby proclaim **May 5-9, 2025 as Teacher & Staff Appreciation Week** in the Portage Public School District, and encourages all citizens to thank educators for their daily work.

Adopted this 14th day of April 2025  
Portage Public Schools' Board of Education



To: Mark Bielang, Superintendent

From: Ryan Miller, Director of Technology and Systems

CC: Paula Johnson, Director of Finance

Date: April 1, 2025

Re: Copy/Print Contract

**RECOMMENDATION**

I recommend the Board of Education authorize the Superintendent or his designee to enter into a three year agreement (with the option to extend the agreement up to two additional years) with Adams Remco, located in Kalamazoo Michigan, for the lease of copy/print equipment along with associated maintenance and service agreements as laid out in the attached documentation. The term of this agreement will begin on July 1, 2025 and end no later than June 30, 2030. Required payments for this agreement will be taken from the general fund budgets covering the term of the agreement.

**COST BREAKDOWN**

<b>Lease Year</b>	<b>Lease Fees</b>	<b>Software / Fees</b>	<b>Estimated Copy Fees</b>	<b>Total Estimated Cost</b>
1	\$116,622.78	\$3962.11	\$72,841.67	\$193,426.56
2	\$116,622.78	\$3962.11	\$72,841.67	\$193,426.56
3	\$116,622.78	\$3962.11	\$72,841.67	\$193,426.56
4	\$0	\$4830.00	\$72,841.67	\$77,671.67
5	\$0	\$4830.00	\$72,841.67	\$77,671.67
			Equipment Credits	-\$5000.00
			<b>Estimated Total - 5 Year</b>	<b>\$730,623.01</b>

**BACKGROUND INFORMATION**

The current fleet of multifunction printers (MFPs) are in their fifth year of service, and the current fleet of printers are in their tenth year of service, and are due to be replaced. A request for proposal was issued in

January for a proposed solution, municipal lease agreement, and a per-impression (copy) charge for service and supplies. With a municipal lease, PPS becomes the owner of the machines after 3 years. The total contract value fluctuates with our actual usage of the equipment. The estimated \$731,000 for the 5 years is based on an annual average of about 13-14 million impressions per year.

### **BIDDING PROCESS**

These services were formally bid out, our team met with three finalists, and Adams Remco was the lowest qualified bidder. We have worked with Adams Remco for many years and maintain a good working relationship. We have found the equipment they provide is reliable and their service technicians have done a great job with response and minimizing downtime. The term of the lease is 3 years, and keeping with past practices, we will plan to extend the service contract for 2 additional years after the lease is paid off. Those two years we will only incur per-impression service and supplies cost. As per terms of the proposal, PPS will provide paper and staples, while Adams Remco will provide toner and replacement parts & service. I would be happy to answer any questions that the Board members have related to this recommendation.

Attachments

# i. Pricing Summary - Multi-function Devices

As per the requirements outlined in this RFP, the proposer submits the following costs for consideration. Prices listed here shall be considered final – should there be conflicting pricing in any portion of a proposal, the following pricing shall supersede any discrepancy.

Price per B&W Impression up to 8"x14" .0029

Price per B&W Impression larger than 8"x14" and up to 11"x17" .0058

Price per Color Impression up to 8"x14" .029

Price per Color Impression larger than 8"x14" and up to 11"x17" .058

Annual Lease Cost for Hardware if not Included in the Above \$105,164.65

Cost to Move a Device from One Location to Another No Charge

Cost/Credit (circle one) to Dispose of Existing Multi-Function Devices \$5000\*\*

Annual Minimum Impressions Required to Secure Pricing None

Penalties Should the Annual Minimum Listed Above Not be Met None

### Additional Costs not Captured Above (provide costs and details below):

Includes (20) 4528A BW devices with Internal Finisher and Stand, (3) 6529A BW devices with 65-Sheet Multi-Tray Finishers and 2/3 Hole Punch, (29) 7529A BW devices with 65-Sheet Multi-Tray Finishers and 2/3 Hole Punch, (18) 4525AC Color devices with Internal Finisher and Stand, and (1) 4525AC with Platen Cover and Cabinet

Internal Finishers can be upgraded to 65-Sheet Multi-Tray Finishers at the time of order for an additional annual cost of \$121.94 each.

2/3 Hole Punch can be added to the Internal Finishers at the time of order for an additional annual cost of \$93.41 each

2500 Sheet External Large Capacity Trays can be added to the 6529A and 7529A at the time of order for an additional annual cost of \$155.80 each

2000 Sheet Large Capacity Trays can be added to the 4528A and 4525AC at the time of order for an additional \$23.18 each

All devices come standard with ethernet connection. Wireless cards can be added at the time of order for an additional annual cost \$147.60 each

\*\* Adams Remco will issue a \$5000 credit to Portage Public Schools upon completion of installation of the new devices and removal of the current devices

The lease is based on a three year Municipal Tax Exempt Lease with annual payments. Portage Schools will own the devices at the end of the lease term with no additional lease cost

The black and white and color cost per impression will remain the same as stated above for five years

All proposed replacement devices are new and currently in production

Cost per page included all parts, all labor, all scheduled and emergency service, and all supplies except paper and staples

## ii. Pricing Summary – Traditional Laser Printers

As per the requirements outlined in this RFP, the proposer submits the following costs for consideration. Prices listed here shall be considered final – should there be conflicting pricing in any portion of a proposal, the following pricing shall supersede any discrepancy.

Price per B&W Impression up to 8"x14" .0095

Price per Color Impression up to 8"x14" .062

Total Annual Lease Cost for B&W Hardware if not Included in the Above \$13,240.77

Per Unit Annual Lease Cost Increase if a B&W Device Were to be Upgraded to Color if not Included in the Above \$209.28

Cost to Move a Device from One Location to Another No Charge

Cost/Credit (circle one) to Dispose of Existing Traditional Laser Printers \$0

Annual Minimum Impressions Required to Secure Pricing None

Penalties Should the Annual Minimum Listed Above Not be Met None

### Additional Costs not Captured Above (provide costs and details below):

Includes (37) Lexmark M3350 BW printers with 550-Sheet Tray and Duplex, (5) Lexmark C4352 Color with 550-Sheet Paper Tray and Duplex, and (1) Lexmark C6160 Color Printer with 550-Sheet Tray, Duplex and Stapling

The black and white and color cost per impression will remain the same as stated above for five years

All proposed replacement devices are new and currently in production

Cost per page included all parts, all labor, all scheduled and emergency service, and all supplies except paper and staples

### iii. Pricing Summary - Cost Accounting Software

As per the requirements outlined in this RFP, the proposer submits the following costs for consideration. Prices listed here shall be considered final – should there be conflicting pricing in any portion of a proposal, the following pricing shall supersede any discrepancy.

**Cost per year for copy/print cost accounting software** \$3962.11

**One time license costs for copy/print cost accounting software** NA

The cost per year listed above is for three years Papercut Maintenance and Support to be added to the annual lease cost

One year renewals after the initial three year period will be approximately \$4830 per year

Internal HID Card Readers can be added at the time of order for an additional annual cost of \$84.85 each

<b>Vendor:</b>	<b>US Business - Kyocera</b>	<b>US Business - Sharp</b>	<b>US Business - HP Printers</b>	<b>Applied Innovation</b>
Copier Lease	\$116,820.96	\$116,215.74	\$0.00	\$97,848.00
Printer Lease	\$0.00	\$5,634.21	\$5,634.21	\$5,960.00
# of Copiers	not specified	not specified	0	70
# of Printers	not specified	not specified	not specified	43
Per Page - Copier - BW Less than 8.5x14	\$0.0034	\$0.0029		\$0.0032
Per Page - Copier - BW Greater Than 8.5x14	\$0.0068	\$0.0058		\$0.0064
Per Page - Copier - Color Less than 8.5x14	\$0.035	\$0.029		\$0.033
Per Page - Copier - Color Greater than 8.5x14	\$0.065	\$0.058		\$0.066
Per Page - Printer - BW		\$0.0078	\$0.01	\$0.009
Per Page - Printer - Color		\$0.068	\$0.09	\$0.06
Software	\$8,229.37	\$8,229.37	\$8,229.37	\$6,259.00
Alt - ID-1 Impression	\$0.00	\$0.00	\$0.00	\$0.00
Alt - Card Printers Lease	\$4,328.80	\$4,328.80	\$4,328.80	\$6,300.00
Annual Copier B/W 12,004,128	\$40,814.04	\$34,811.97	\$0.00	\$38,413.21
Annual Copier Color 1,100,438	\$38,515.33	\$31,912.70	\$0.00	\$36,314.45
Annual Printer B/W 339,696	\$0.00	\$2,649.63	\$3,396.96	\$3,057.26
Annual Printer Color 46,611	\$0.00	\$3,169.55	\$4,194.99	\$2,796.66
<b>Additional Features (Years 1-3):</b>				
<b>Total Est. Annual (Years 1-3):</b>	<b>\$204,379.70</b>	<b>\$202,623.17</b>	<b>\$21,455.53</b>	<b>\$190,648.59</b>
Year 4 Lease				
Year 4 Per Page - Copier - BW	\$0.0034	\$0.0029		\$0.0032
Year 4 Per Page - Copier - Color	\$0.035	\$0.029		\$0.033
Year 4 Per Page - Printer - BW		\$0.0078	\$0.01	\$0.009
Year 4 Per Page - Printer - Color		\$0.068	\$0.09	\$0.06
Year 4 - Software/Fees	\$8,229.37	\$8,229.37	\$8,229.37	\$5,670.00
Year 5 - Lease				
Year 5 Per Page - Copier - BW	\$0.0034	\$0.0029		\$0.0032
Year 5 Per Page - Copier - Color	\$0.035	\$0.029		\$0.033
Year 5 Per Page - Printer - BW		\$0.0078	\$0.01	\$0.009
Year 5 Per Page - Printer - Color		\$0.068	\$0.09	\$0.06
Year 5 - Software/Fees	\$8,229.37	\$8,229.37	\$8,229.37	\$5,670.00
<b>Total Estimated (Year 4):</b>	<b>\$87,558.74</b>	<b>\$80,773.22</b>	<b>\$15,821.32</b>	<b>\$86,251.59</b>
<b>Total Estimated (Year 5):</b>	<b>\$87,558.74</b>	<b>\$80,773.22</b>	<b>\$15,821.32</b>	<b>\$86,251.59</b>
<b>Equipment Removal Costs/Credits:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Software Establishment (One Time):</b>	<b>\$9,684.40</b>	<b>\$9,684.40</b>	<b>\$9,684.40</b>	<b>\$0.00</b>
<b>5 Year Est. Investment:</b>	<b>\$797,940.96</b>	<b>\$779,100.35</b>	<b>\$105,693.63</b>	<b>\$744,448.94</b>

Vendor:	DL Gallivan	Konica Minolta	Adams Remco	Precision Printer Services - Opt 1	Precision Printer Services - Opt 2
Copier Lease	\$107,787.84	\$115,544.76	\$103,382.01	\$176,158.68	\$130,905.84
Printer Lease	\$7,425.32	\$12,753.84	\$13,240.77	\$19.99	\$19.99
# of Copiers	71	71	72	71	76
# of Printers	43	43	43	44	44
Per Page - Copier - BW Less than 8.5x14	\$0.0033	\$0.0034	\$0.0029	\$0.0048	\$0.0077
Per Page - Copier - BW Greater Than 8.5x14	\$0.0066	\$0.0034	\$0.0058	\$0.005	\$0.0079
Per Page - Copier - Color Less than 8.5x14	\$0.03	\$0.039	\$0.029	\$0.031	\$0.06
Per Page - Copier - Color Greater than 8.5x14	\$0.06	\$0.039	\$0.058	\$0.035	\$0.063
Per Page - Printer - BW	\$0.0073	\$0.01	\$0.0095	\$0.005	\$0.005
Per Page - Printer - Color	\$0.045	\$0.0345	\$0.062	\$0.05	\$0.05
Software	\$3,125.20	\$7,631.65	\$3,962.11	\$4,842.20	\$4,842.20
Alt - ID-1 Impression	no bid	no bid	no bid	no bid	no bid
Alt - Card Printers Lease	no bid	no bid	no bid	no bid	no bid
Annual Copier B/W 12,004,128	\$39,613.62	\$40,814.04	\$34,811.97	\$57,619.81	\$92,431.79
Annual Copier Color 1,100,438	\$33,013.14	\$42,917.08	\$31,912.70	\$34,113.58	\$66,026.28
Annual Printer B/W 339,696	\$2,479.78	\$3,396.96	\$3,227.11	\$1,698.48	\$1,698.48
Annual Printer Color 46,611	\$2,097.50	\$1,608.08	\$2,889.88	\$2,330.55	\$2,330.55
<b>Additional Features (Years 1-3):</b>					
<b>Total Est. Annual (Years 1-3):</b>	<b>\$195,542.40</b>	<b>\$224,666.41</b>	<b>\$193,426.56</b>	<b>\$276,783.29</b>	<b>\$298,255.13</b>
Year 4 Lease					
Year 4 Per Page - Copier - BW	\$0.0033	\$0.0034	\$0.0029	\$0.0048	\$0.0077
Year 4 Per Page - Copier - Color	\$0.03	\$0.039	\$0.029	\$0.031	\$0.06
Year 4 Per Page - Printer - BW	\$0.0073	\$0.01	\$0.0095	\$0.005	\$0.005
Year 4 Per Page - Printer - Color	\$0.045	\$0.0345	\$0.062	\$0.05	\$0.05
Year 4 - Software/Fees	\$3,125.20	\$4,842.20	\$4,830.00	\$4,842.20	\$4,842.20
Year 5 - Lease					
Year 5 Per Page - Copier - BW	\$0.0033	\$0.0034	\$0.0029	\$0.0048	\$0.0077
Year 5 Per Page - Copier - Color	\$0.03	\$0.039	\$0.029	\$0.031	\$0.06
Year 5 Per Page - Printer - BW	\$0.0073	\$0.01	\$0.0095	\$0.005	\$0.005
Year 5 Per Page - Printer - Color	\$0.045	\$0.0345	\$0.062	\$0.05	\$0.05
Year 5 - Software/Fees	\$3,125.20	\$4,842.20	\$4,830.00	\$4,842.20	\$4,842.20
<b>Total Estimated (Year 4):</b>	<b>\$80,329.24</b>	<b>\$93,578.36</b>	<b>\$77,671.67</b>	<b>\$100,604.62</b>	<b>\$167,329.30</b>
<b>Total Estimated (Year 5):</b>	<b>\$80,329.24</b>	<b>\$93,578.36</b>	<b>\$77,671.67</b>	<b>\$100,604.62</b>	<b>\$167,329.30</b>
<b>Equipment Removal Costs/Credits:</b>			-\$5,000.00		
<b>Software Establishment (One Time):</b>	<b>\$9,904.00</b>	<b>\$11,005.00</b>	<b>\$0.00</b>	<b>\$19,368.80</b>	<b>\$19,368.80</b>
<b>5 Year Est. Investment:</b>	<b>\$757,189.67</b>	<b>\$872,160.93</b>	<b>\$730,623.01</b>	<b>\$1,050,927.92</b>	<b>\$1,248,792.77</b>
	*DL Gallivan bid a 2 tier color at .015/.03 per impression for less than 6% color coverage				

Vendor:	Precision Printer Services - Opt 3	American Office Solutions	Printer Source Plus - MFP Opt 1	Printer Source Plus - MFP Opt 2
Copier Lease	\$0.00	\$114,117.43	\$126,615.20	\$138,238.55
Printer Lease	\$19.99	\$7,112.31	\$0.00	\$0.00
# of Copiers	0	71	71	71
# of Printers	44	42	0	0
Per Page - Copier - BW Less than 8.5x14		\$0.00368	\$0.003	\$0.003
Per Page - Copier - BW Greater Than 8.5x14		\$0.00736	\$0.006	\$0.006
Per Page - Copier - Color Less than 8.5x14		\$0.0339	\$0.03	\$0.03
Per Page - Copier - Color Greater than 8.5x14		\$0.0678	\$0.06	\$0.06
Per Page - Printer - BW	\$0.0050	\$0.0079		
Per Page - Printer - Color	\$0.050	\$0.059		
Software		\$10,793.97	\$4,842.20	\$4,842.20
Alt - ID-1 Impression	no bid	no bid	no bid	no bid
Alt - Card Printers Lease	no bid	no bid	no bid	no bid
Annual Copier B/W 12,004,128	\$0.00	\$44,175.19	\$36,012.38	\$36,012.38
Annual Copier Color 1,100,438	\$0.00	\$37,304.85	\$33,013.14	\$33,013.14
Annual Printer B/W 339,696	\$1,698.48	\$2,683.60	\$0.00	\$0.00
Annual Printer Color 46,611	\$2,330.55	\$2,750.05	\$0.00	\$0.00
<b>Additional Features (Years 1-3):</b>				
<b>Total Est. Annual (Years 1-3):</b>	<b>\$4,049.02</b>	<b>\$218,937.40</b>	<b>\$200,482.92</b>	<b>\$212,106.27</b>
Year 4 Lease				
Year 4 Per Page - Copier - BW		\$0.00368	\$0.003	\$0.003
Year 4 Per Page - Copier - Color		\$0.0339	\$0.03	\$0.03
Year 4 Per Page - Printer - BW	\$0.0050	\$0.0079		
Year 4 Per Page - Printer - Color	\$0.050	\$0.059		
Year 4 - Software/Fees		\$10,793.97	\$4,842.20	\$4,842.20
Year 5 - Lease				
Year 5 Per Page - Copier - BW		\$0.00368	\$0.003	\$0.003
Year 5 Per Page - Copier - Color		\$0.0339	\$0.03	\$0.03
Year 5 Per Page - Printer - BW	\$0.0050	\$0.0079		
Year 5 Per Page - Printer - Color	\$0.050	\$0.059		
Year 5 - Software/Fees		\$10,793.97	\$4,842.20	\$4,842.20
<b>Total Estimated (Year 4):</b>	<b>\$4,029.03</b>	<b>\$97,707.66</b>	<b>\$73,867.72</b>	<b>\$73,867.72</b>
<b>Total Estimated (Year 5):</b>	<b>\$4,029.03</b>	<b>\$97,707.66</b>	<b>\$73,867.72</b>	<b>\$73,867.72</b>
<b>Equipment Removal Costs/Credits:</b>			\$0.00	\$0.00
<b>Software Establishment (One Time):</b>	\$0.00	\$37,294.76	\$8,804.00	\$8,804.00
<b>5 Year Est. Investment:</b>	<b>\$20,205.12</b>	<b>\$889,522.26</b>	<b>\$757,988.22</b>	<b>\$792,858.27</b>

Vendor:	Printer Source Plus - MFP Opt 3	Printer Source Plus - Print Opt 1	Printer Source Plus - Print Opt 2	Printer Source Plus - Print Opt 3	Xerox
Copier Lease	\$167,471.53	\$0.00	\$0.00	\$0.00	\$130,224.24
Printer Lease	\$0.00	\$205.43	\$11,152.46	\$4,702.34	\$12,018.57
# of Copiers	71	0	0	0	72
# of Printers	0	1	47	47	42
Per Page - Copier - BW Less than 8.5x14	\$0.003				\$0.0035
Per Page - Copier - BW Greater Than 8.5x14	\$0.006				\$0.0035
Per Page - Copier - Color Less than 8.5x14	\$0.03				\$0.0325
Per Page - Copier - Color Greater than 8.5x14	\$0.06				\$0.0325
Per Page - Printer - BW		\$0.003	\$0.003	\$0.003	\$0.0075
Per Page - Printer - Color		\$0.03	\$0.03	\$0.03	\$0.0690
Software	\$4,842.20				\$4,842.20
Alt - ID-1 Impression	no bid	no bid	no bid	no bid	\$0.00
Alt - Card Printers Lease	\$2,637.56	no bid	no bid	no bid	\$6,926.64
Annual Copier B/W 12,004,128	\$36,012.38				\$42,014.45
Annual Copier Color 1,100,438	\$33,013.14				\$35,764.24
Annual Printer B/W 339,696	\$0.00	\$1,019.09	\$1,019.09	\$1,019.09	\$2,547.72
Annual Printer Color 46,611	\$0.00	\$1,398.33	\$1,398.33	\$1,398.33	\$3,216.16
<b>Additional Features (Years 1-3):</b>					
<b>Total Est. Annual (Years 1-3):</b>	<b>\$241,339.25</b>	<b>\$2,622.85</b>	<b>\$13,569.88</b>	<b>\$7,119.76</b>	<b>\$230,627.57</b>
Year 4 Lease					
Year 4 Per Page - Copier - BW	\$0.003				\$0.0035
Year 4 Per Page - Copier - Color	\$0.03				\$0.0325
Year 4 Per Page - Printer - BW		\$0.003	\$0.003	\$0.003	\$0.0075
Year 4 Per Page - Printer - Color		\$0.03	\$0.03	\$0.03	\$0.0690
Year 4 - Software/Fees	\$4,842.20				\$4,842.20
Year 5 - Lease					
Year 5 Per Page - Copier - BW	\$0.003				\$0.0035
Year 5 Per Page - Copier - Color	\$0.03				\$0.0325
Year 5 Per Page - Printer - BW		\$0.003	\$0.003	\$0.003	\$0.0075
Year 5 Per Page - Printer - Color		\$0.03	\$0.03	\$0.03	\$0.0690
Year 5 - Software/Fees	\$4,842.20				\$4,842.20
<b>Total Estimated (Year 4):</b>	<b>\$73,867.72</b>	<b>\$2,417.42</b>	<b>\$2,417.42</b>	<b>\$2,417.42</b>	<b>\$88,384.76</b>
<b>Total Estimated (Year 5):</b>	<b>\$73,867.72</b>	<b>\$2,417.42</b>	<b>\$2,417.42</b>	<b>\$2,417.42</b>	<b>\$88,384.76</b>
<b>Equipment Removal Costs/Credits:</b>	<b>\$0.00</b>				<b>\$20,700.00</b>
<b>Software Establishment (One Time):</b>	<b>\$8,804.00</b>				<b>\$12,737.94</b>
<b>5 Year Est. Investment:</b>	<b>\$880,557.21</b>	<b>\$12,703.38</b>	<b>\$45,544.47</b>	<b>\$26,194.11</b>	<b>\$902,090.18</b>

To: Mark Bielang, Superintendent

From: Johnny Edwards, Assistant Superintendent of Operations

Cc: Paula Johnson, Director of Finance

Date: April 14, 2025

Re: Portage Community Education Center (PCEC) Roof Repair

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### **RECOMMENDATION**

I recommend the Board of Education authorize Owen-Ames-Kimball Co. to issue a Notice of Pending Award, in the amount indicated for the PCEC roof repair, to Apex Industrial Roofing, LLC, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, a contract will be awarded to Apex Industrial Roofing, LLC. by Portage Public Schools, in the amount of \$371,407 with a sum total of all fees not to exceed \$442,780. The funds will come from the Building and Site Sinking fund.

### **BACKGROUND INFORMATION**

The PCEC was originally built in 1951. Over the course of time, the roof has had countless repairs. During heavy rains and storms, the roof often leaks and requires contractors to patch portions of the roof. This then leads to replacement of ceiling tiles on the inside of the school. To extend the life of the building for another six to seven years, an investment to repair or restore the roof is necessary. This is short of a complete roof replacement, but a responsible way to invest in the building without spending too much money.

### **BIDDING PROCESS**

The roof repair work was competitively bid with Apex Industrial Roofing, LLC. being the lowest qualified bid. A bid tab has been attached to this recommendation for your review.

I would be happy to answer any questions.



Portage Public Schools  
PCEC Roof Restoration  
Award Summary Sheet  
Construction Manager: Owen-Ames-Kimball Co.



	Bid Category	Contractor	Base Bid	Alternate No. 01 - Safety Walkway	Total
1	Roofing	Apex Industrial Roofing, LLC	363,965	7,442	371,407
	General Conditions	Owen-Ames-Kimball Co.	17,427	48	17,475
	Preconstruction Services	Owen-Ames-Kimball Co.	1,200		1,200
	CM Fee	Owen-Ames-Kimball Co.	12,205	240	12,445
		Subtotal	394,797	7,730	402,527
	Building Contingency		39,479	774	40,253
		<b>Billing Subtotal/Award</b>	434,276	8,504	442,780



**Portage Public Schools  
PCEC Roof Restoration  
Motion Recommendation  
Construction Manager: Owen-Ames-Kimball Co.**

**RECOMMENDED MOTION**

I move that Owen-Ames-Kimball Co. be authorized to issue a Notice of Pending Award, in the amount indicated, to the contractor listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, a contract be awarded to this contractor by Portage Public Schools.

1	Roofing	Apex Industrial Roofing, LLC	\$371,407
---	---------	------------------------------	-----------

Owner: Portage Public Schools  
 Project Name: PCEC Roof Restoration  
 Owen-Ames-Kimball Co. - Construction Manager  
 Bid Opening: 4/2/2025 @ 2:30pm



Bid Category No. 01 - Roofing					
Contractor	Bid Bond	Addendum	Base Bid	Alternate No. 01 - Safety Walkway	Notes
Apex Industrial Roofing LLC (Bronson, MI)	Y	1	\$363,965	\$7,442	
Hoekstra Roofing Company (Kalamazoo, MI)	Y	1	\$449,575	\$9,200	

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**VII Assurance of District Performance**

1. Monitoring Report 1.4, Ends (GP 4.4)

**Recommended Motion:**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education accept Monitoring Report 1.4 - Ends, as a reasonable interpretation and evidence of compliance with policy.**

**Portage Public Schools  
Monitoring Report**

Policy Type: Ends  
Policy Title: Ends Policy 1.4

**Certification**

I hereby present my monitoring report on Ends Policy 1.4 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of May 1, 2025.

  
\_\_\_\_\_  
Signature

4.30.25  
\_\_\_\_\_  
Date

## **1.4 POLICY LANGUAGE**

Students have knowledge and skills necessary to succeed at post-secondary institutions without remediation and have the employability skills necessary to obtain meaningful employment.

### **Interpretation**

I interpret "knowledge and skills" to be the information gained through the core curriculum as defined in Ends Policy 1.1 and the foundational abilities (critical thinking, creativity, communication and collaboration) identified in Ends Policy 1.2.

I interpret "to succeed at post-secondary institutions without remediation" to mean that the percentage of Portage Public Schools graduates who enroll in institutions of higher education that require remedial classes is less than the state average. Furthermore, Portage Public Schools graduates will earn 24 hours of college credit at rates higher than the state average.

I interpret "have the employability skills necessary to obtain meaningful employment" to mean that the four and five-year cohort graduation rates are at least 95%; that students have access to Career and Technical Education classes and that at least 90% of students earn a certificate through the WorkKeys Assessment. Data will be based on students graduating from Central and Northern High Schools.

### **Report**

According to the Partnership for 21<sup>st</sup> Century Learning<sup>1</sup>, it is essential for schools to not only ensure students have a grasp of reading, writing and arithmetic; they "must promote an understanding of academic content at a much higher level by weaving 21<sup>st</sup> Century themes into core subjects and ensure that learning and innovation skills are a daily part of learning." Through ENDS policies, we have defined 21<sup>st</sup> Century skills to include communication, critical thinking, collaboration and creativity. These are woven into our courses and we continue to refine our use of Science, Technology, Engineering, and Mathematics (STEM) lessons at the elementary, middle and high school levels.

This report focuses on success at the post-secondary level and readiness for post-secondary education and employment.

Portage Public Schools graduates attend college at rates significantly higher than state averages. The latest three-year average (classes graduating in 2022, 2023, and 2024) indicates a college enrollment rate within six months of graduation of 74%. This compares to the state average over the same time period of approximately 54%. This percentage includes students attending Community Colleges and 4-year institutions.

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<sup>1</sup> <https://www.battelleforkids.org/networks/p21>

We know that some students who are planning on attending a college do not matriculate to college immediately after high school graduation. In past years we have looked at enrollment in college within a 24 month timeframe. That data is not yet available on MISchoolData for the class of 2022. However, we can see that the class of 2022 did increase enrollment from 76% to 78% after 12 months.

We also know that some Portage graduates don't attend a college and move directly to a trade or directly to employment. The opportunities for students to receive post-secondary education outside of the 2- and 4-year institutions is increasing in our region. The data set we receive to produce this chart may not account for all of the post-secondary learning opportunities.

The charts and graphs on attached Data Sheet 1.4.1 (data source for all data sheets is MI-School Data) show this information. Additional disaggregated data is provided to school improvement teams to use in the development of their school improvement plans.

Colleges report - and the state provides - data on the number of students earning at least 24 college credits, which is equivalent to completing the first year of college. The class of 2023 data is not yet available on MISchoolData. However, the class of 2021 - 2022 data (Data Sheet 1.4.2) indicates Portage students earning 24 credits at a rate of 13% greater than state average. This data is lower than the previous year, as we were 20% greater than state average for the class of 2021.

Another measure of college success - and student preparedness - is the number of students requiring enrollment in a college remedial class. The information on Data Sheet 1.4.3 shows the number of students taking a college remedial class over the last three years. The percentages shown are the number of students enrolled in any remedial course as a percentage of students enrolled in college. The state continues to categorize certain classes at community colleges as remedial (including the TRS-104 First Year Experience course). Thus our percentage continues to be at or above the state level. Our overall percentage of students taking remedial classes in their post-secondary learning has dropped from 19% for the Class of 2021 to 12% for the Class of 2023 which, for the first time in several years, has decreased to equal the state average. The percentage of students taking remedial courses for our smaller subgroups fluctuates due to the small sample sizes.

Graduation rates are also an indicator of future success. Whether a student is going to an institute of higher education or entering the world of work, having completed high school (graduation) indicates persistence and commitment. A five-year cohort graduation rate is commonly accepted as the standard for meeting local graduation requirements and acknowledges programs such as Early Middle College which are planned five-year high school programs.

The latest five-year graduation rate for Portage students is 98.06%. PPS remains above the state average and is consistent with last year. Our current trend is generally flat. Data Sheet 1.4.4a shows the information for the last five graduating classes. The five year Cohort dropout rate decreased last year to 1.62%, and still remains well below the state average of 10.57%.

The vast majority of Portage students graduate in four years - 97.15% in 2023-24. Data sheet 1.4.4b shows the information for the last five graduating classes.

Data sheet 1.4.4c shows the relative four-year graduation rates of high schools within our comparable communities. The chart lists all of the high schools individually and does not include any alternative high school programs.

Career and Technical Education (CTE, which is replacing the term/structure of Education for Employment) classes help prepare students for future success in the world of work. Several CTE classes allow students to earn licenses or certificates and/or provide for workplace experiences. All CTE programs incorporate employability and workplace skills training. Employability skills include topics such as resume writing, interviewing tips, completing a job application and much more. Workplace skills include soft skills and interpersonal interactions.

Students have access to a wide variety of Career and Technical Education (CTE) programs through cooperation with Kalamazoo County High Schools, Kalamazoo Valley Community College, and businesses and industry. CTE programs train for business and industry certification and offer college credit.

The new Career Connect Center will open for the 2025-26 school year and we expect to see increases in enrollment in CTE classes offered at the Center.

The Kalamazoo Regional Educational Service Agency (KRESA) data provided on Data Sheet 1.4.5 shows the number of CTE classes offered along with the number of Portage students participating. 38.7% of Portage 11<sup>th</sup> and 12<sup>th</sup> grade students participate in at least one CTE class. 4.1% are enrolled in one of the 14 programs which lead to licensure or certification. And 6.8% of enrolled 11<sup>th</sup> and 12<sup>th</sup> grade students perform work in an industry setting. KRESA continues to develop their CTE programming in preparation for the opening of the new CTE Center.

ACT's National Career Readiness Certificate (NCRC) is a portable credential that demonstrates achievement and a certain level of workplace employability skills as well as Applied Math, Graphic Literacy, and Workplace Documents. Individuals can earn the NCRC by taking three Workkeys Assessments: Applied Math, Graphic Literacy, Workplace Documents.

The class of 2024-25 has 95% of students receiving a Career Readiness Certificate, which is similar to previous classes. The chart on Data Sheet 1.4.6 indicates this along with presenting two previous years of historical data.

### **Conclusion Statement**

Of the five measures listed in the interpretation, four of the five were met. The one not met was the percentage of PPS graduates requiring remediation, which in 2022-23, equaled the state average.

**Attachments**

- Data Sheet 1.4.1 : College Enrollment
- Data Sheet 1.4.2 : Time to Complete 24 Credits
- Data Sheet 1.4.3 : Students Taking College Remedial Classes
- Data Sheet 1.4.4a : 5 Year Cohort Graduation/Dropout Rate
- Data Sheet 1.4.4b : 4 Year Cohort Graduation/Dropout Rate
- Data Sheet 1.4.4c : Comparator Schools 4 Year Cohort Graduation Rate
- Data Sheet 1.4.5 : Career and Technical Education (CTE)
- Data Sheet 1.4.6 : ACT WorkKeys National Career Readiness Certificates

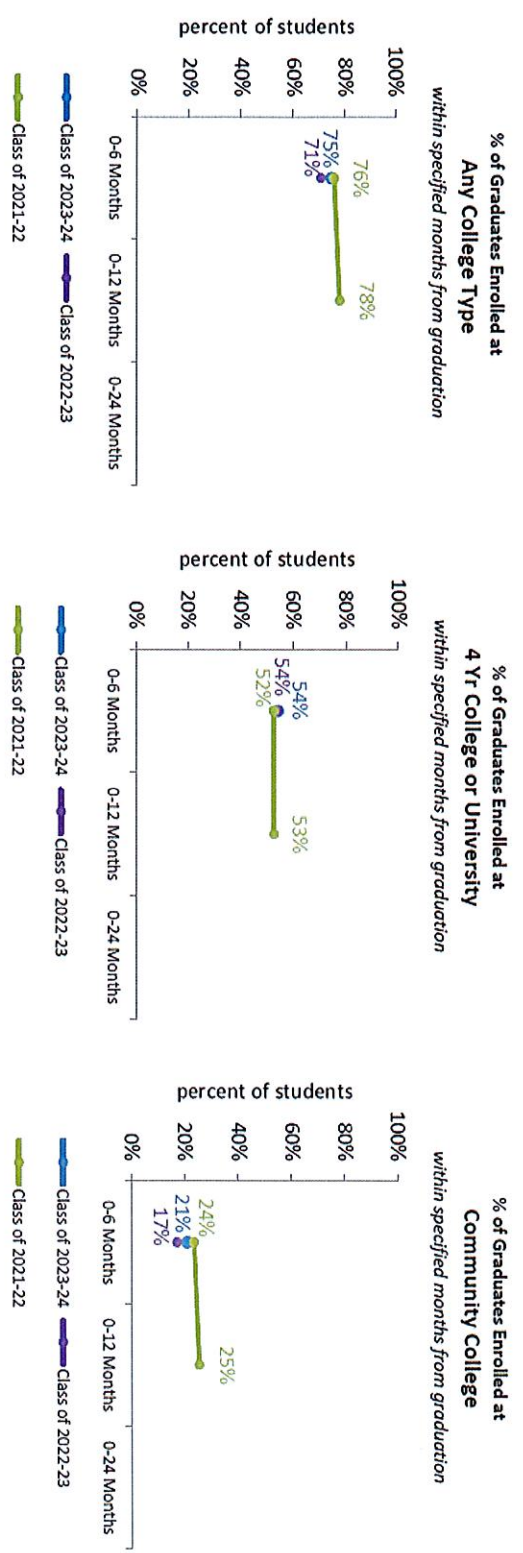
### College Enrollment

	# Graduates enrolled at any IHE from graduation until present	0-6 Months			0-12 Months			0-24 Months			
		4 Yr Coll. or Univ.	Comm Coll. Type	Any Coll. Type	Tot. Grads	% Any Coll. Type	4 Yr Coll. or Univ.	Comm Coll. Type	Any Coll. Type	Tot. Grads	% Any Coll. Type
<b>Class of 2023-24</b>	pps	332	129	461	615	75%					
	State					53%					
<b>Class of 2022-23</b>	pps	325	103	428	604	71%	*	*	*	*	*
	State					53%					
<b>Class of 2021-22</b>	pps	296	133	429	565	76%	297	144	441	565	78%
	State					55%				58%	*

\* Data not available on MISchoolData as of 4/29/25

3 year avg of students enrolled (any college type) within 6 months:	PPS		State	
		74%	54%	54%

Note: 3 year overage uses number of graduates for each year, which varies. Therefore it is not a straight average of the numbers in the table above.

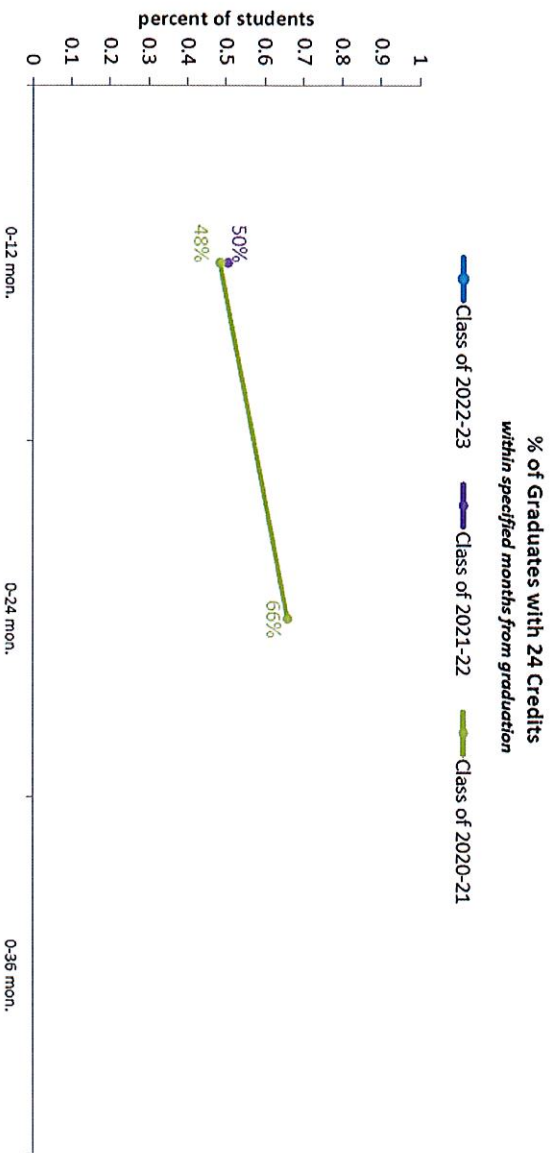


Source: MISchoolData, which uses CEPI and National Student Clearinghouse to track both in-state and out-of-state college enrollees; does not include COHS

### Time to Complete 24 Credits

	Graduates with 24 credits	0-12 mon.		0-24 mon.		0-36 mon.	
		Tot. % w/ 24 cred.	Tot. % w/ 24 cred.	Tot. % w/ 24 cred.	Tot. % w/ 24 cred.		
Class of 2022-23	pps	*	*				
	State	*	*				
Class of 2021-22	pps	285	50%	*	*		
	State		37%		*		
Class of 2020-21	pps	265	48%	361	66%	*	
	State		28%		48%	*	

\* Data not available on MisSchoolData as of 4/29/25



Source: MisSchoolData, which uses CEPI and National Student Clearinghouse to track both in-state and out-of-state college enrollees; does not include COHS

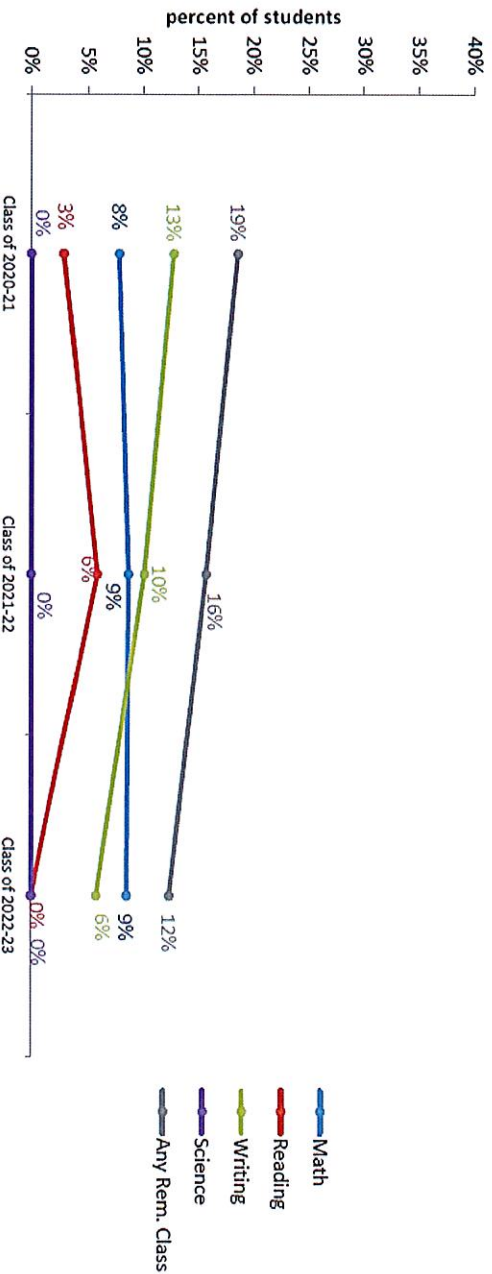
### Students Taking College Remedial Classes

	Class of 2020-21			
	# College Enrolled Grads Taking a College Remedial Class		State	
	# Any Rem. Class	# Grads in any Coll Class	% Any Rem. Class	% Any Rem. Class
All Students	64	344	19%	16%
Black	10	20	50%	29%
Asian	4	34	12%	9%
Hispanic	3	13	23%	23%
2/More	3	16	19%	18%
White	44	260	17%	14%
F/R Lunch	13	40	33%	24%
Disabilities	9	15	60%	36%
Female	33	172	19%	17%
Male	31	172	18%	15%

	Class of 2021-22			
	# College Enrolled Grads Taking a College Remedial Class		State	
	# Any Rem. Class	# Grads in any Coll Class	% Any Rem. Class	% Any Rem. Class
All Students	56	355	16%	12%
Black	5	13	38%	24%
Asian	1	36	3%	6%
Hispanic	3	20	15%	17%
2/More	6	30	20%	14%
White	41	256	16%	10%
F/R Lunch	9	50	18%	19%
Disabilities	5	20	25%	29%
Female	28	180	16%	13%
Male	28	175	16%	11%

	Class of 2022-23			
	# College Enrolled Grads Taking a College Remedial Class		State	
	# Any Rem. Class	# Grads in any Coll Class	% Any Rem. Class	% Any Rem. Class
All Students	45	362	12%	12%
Black	8	14	57%	23%
Asian	4	28	14%	7%
Hispanic	5	24	21%	20%
2/More	3	21	14%	12%
White	25	274	9%	9%
F/R Lunch	11	56	20%	18%
Disabilities	7	12	58%	25%
Female	23	192	12%	12%
Male	22	170	13%	11%

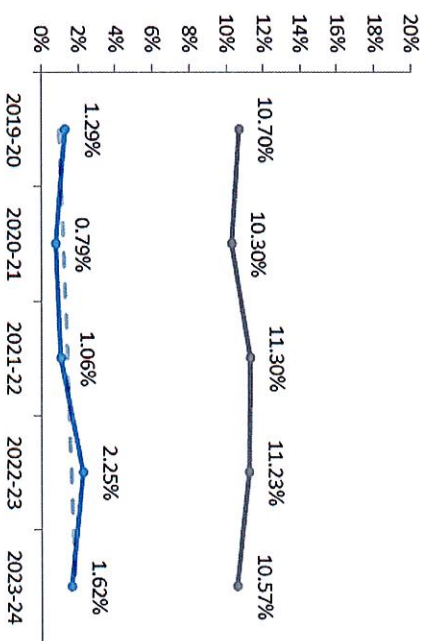
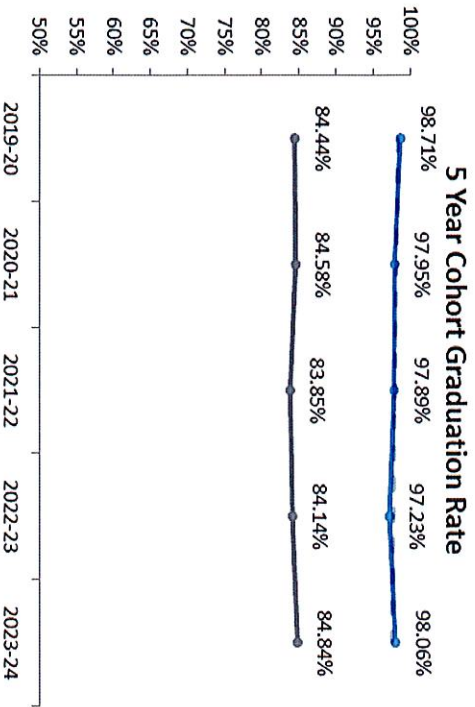
% of College Enrolled Graduates Taking a Remedial Class



Source: MISchoolData; does not include CoHS

### 5 Year Cohort Graduation/Drop Out Rate

# Students	School Year:				
	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort	622	633	568	578	617
Graduated	614	620	556	562	605
Dropouts (Reported & MER)	8	5	6	13	10
Off-Track Continuing	0	0	1	1	0
Other Completer (GED, etc.)	0	8	5	2	2
Graduation Rate	98.71%	97.95%	97.89%	97.23%	98.06%
Dropout Rate	1.29%	0.79%	1.06%	2.25%	1.62%

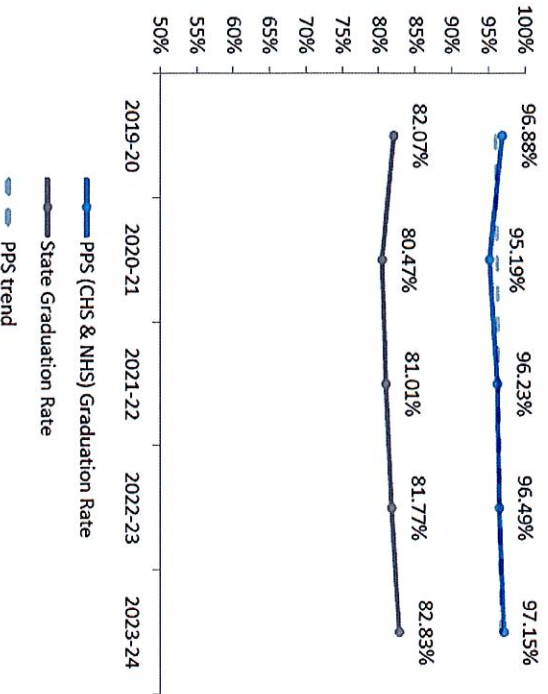


Source: MISchoolData; does not include CoHS

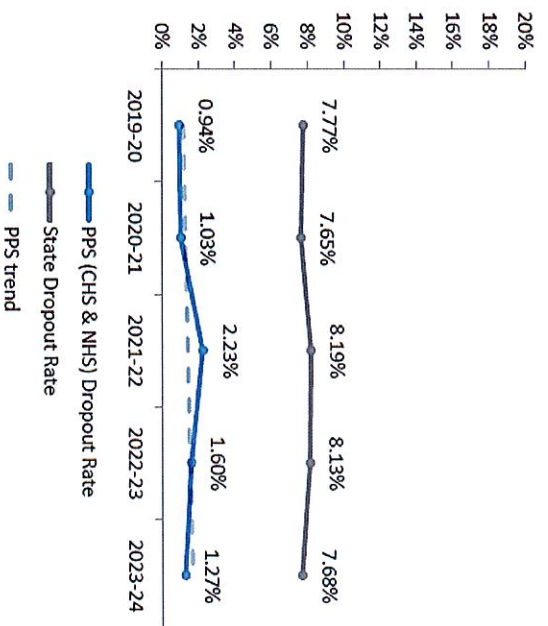
### 4 Year Cohort Graduation/Drop Out Rate

# Students	School Year:				
	2019-20	2020-21	2021-22	2022-23	2023-24
Cohort	640	582	583	626	632
Graduated	620	554	561	604	614
Dropouts (Reported & MER)	6	6	13	10	8
Off-Track Continuing	3	4	7	10	10
Other Completer (GED, etc.)	11	5	2	2	0
Graduation Rate	96.88%	95.19%	96.23%	96.49%	97.15%
Dropout Rate	0.94%	1.03%	2.23%	1.60%	1.27%

#### 4 Year Cohort Graduation Rate

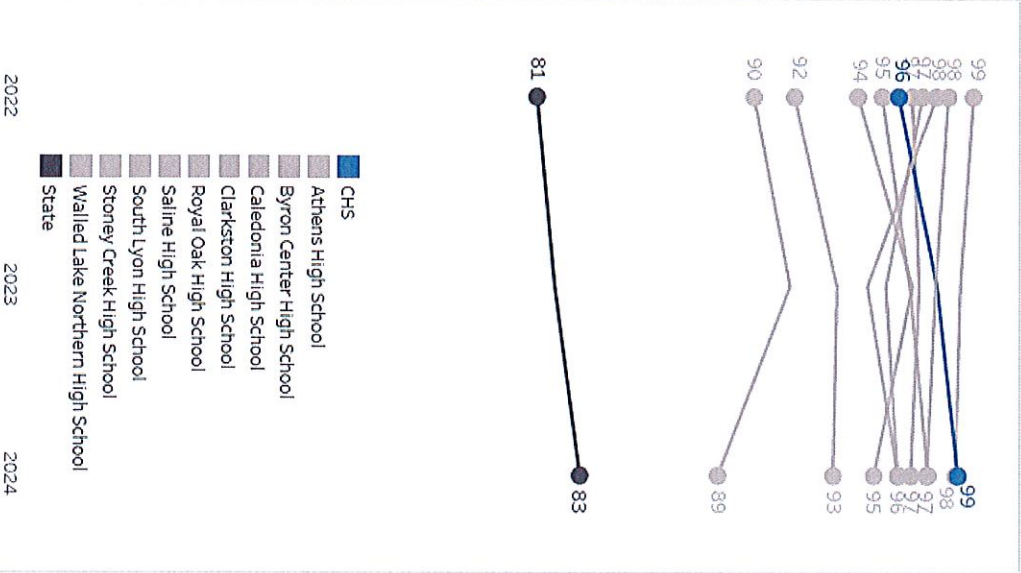


#### 4 Year Cohort Dropout Rate



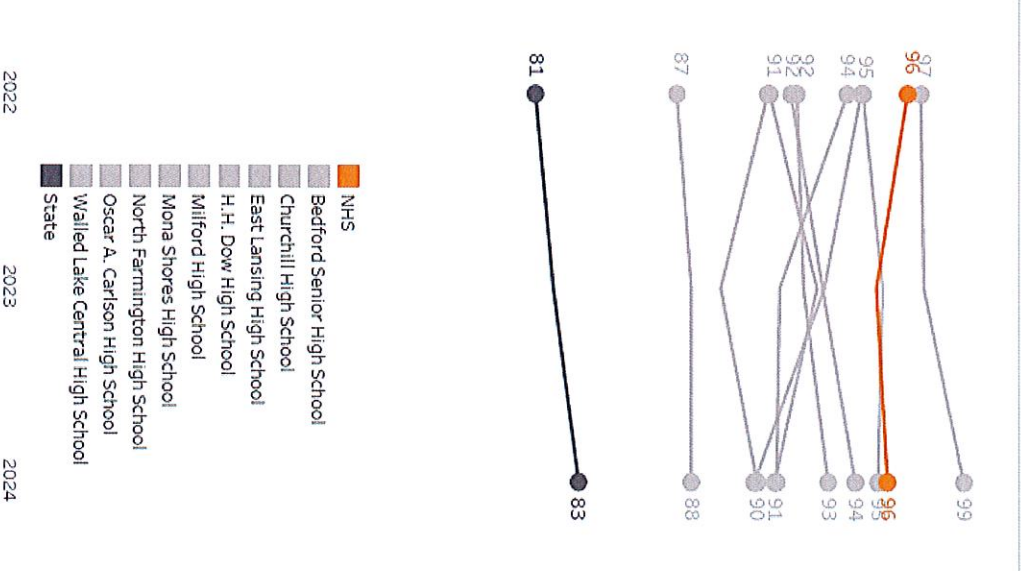
Source: MISchoolData; does not include CHS

### CHS Similar Schools 4 Year Cohort Graduation Rate (%)

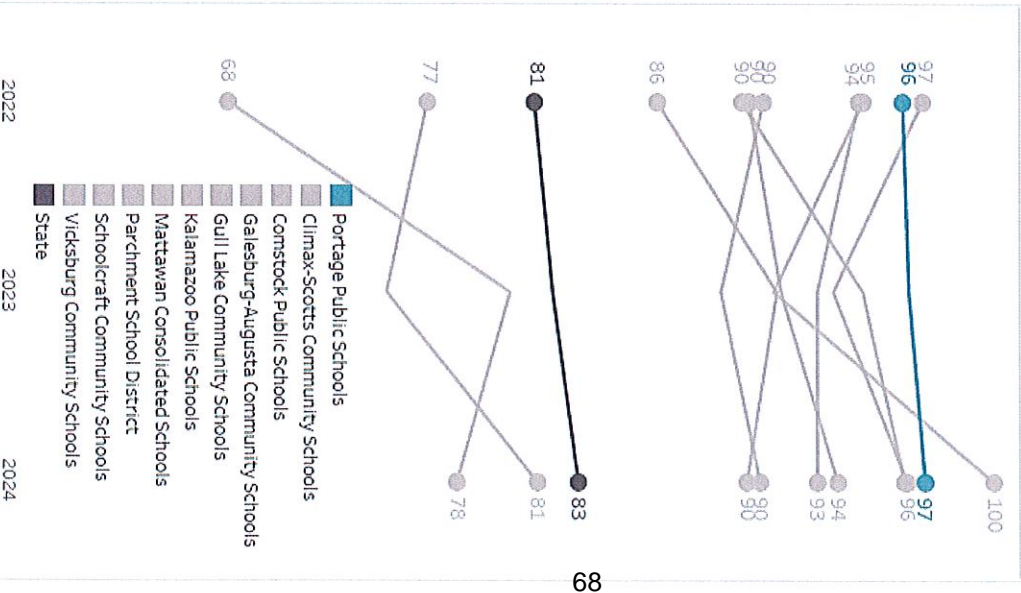


Source: MISchoolData

### NHS Similar Schools 4 Year Cohort Graduation Rate (%)



### KRESA and Adjoining School Districts 4 Year Cohort Graduation Rate (%)



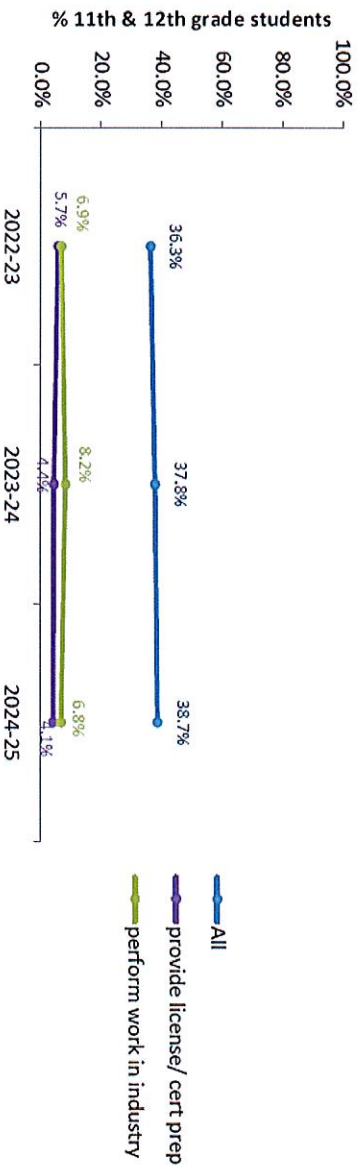
Career and Technical Education (CTE)

2022-23	CTE Classes:			
	All	provide license/cert prep	perform work in industry	
	# classes offered:	58	12	18
# students enrolled:	11th grade	224	46	33
	12th grade	259	30	59
	total	483	76	92
% of 11th & 12th graders:	36.3%	5.7%	6.9%	

2023-24	CTE Classes:			
	All	provide license/cert prep	perform work in industry	
	# classes offered:	64	14	21
# students enrolled:	11th grade	201	29	24
	12th grade	292	28	83
	total	493	57	107
% of 11th & 12th graders:	37.8%	4.4%	8.2%	

2024-25	CTE Classes:			
	All	provide license/cert prep	perform work in industry	
	# classes offered:	64	14	21
# students enrolled:	11th grade	219	28	28
	12th grade	278	25	59
	total	497	53	87
% of 11th & 12th graders:	38.7%	4.1%	6.8%	

11th & 12th Grade Students Participating in CTE Classes



Source: Skyward, does not include COHS

### ACT Workkeys National Career Readiness Certificates

ACT Workkeys assessments were developed to address the need for standardized measures of work readiness; and are research-based assessments that measure workplace skills. Certificates reflect Bronze, Silver, Gold, or Platinum level of work readiness.

	Class of 2022-23					Total Students	% Any Work Readiness
	Bronze	Silver	Gold	Platinum	Students		
# Students	75	174	147	181	615	94%	
All Students	8	9	2	1	24	83%	
Black	2	12	11	17	43	98%	
Asian	3	14	8	7	36	89%	
Hispanic	7	14	6	12	45	87%	
2/More	55	125	120	144	466	95%	
White	23	41	30	23	133	88%	
F/R Lunch	12	6	0	0	35	51%	
Disabilities	40	86	85	98	328	94%	
Female	35	88	62	84	287	94%	
Male							

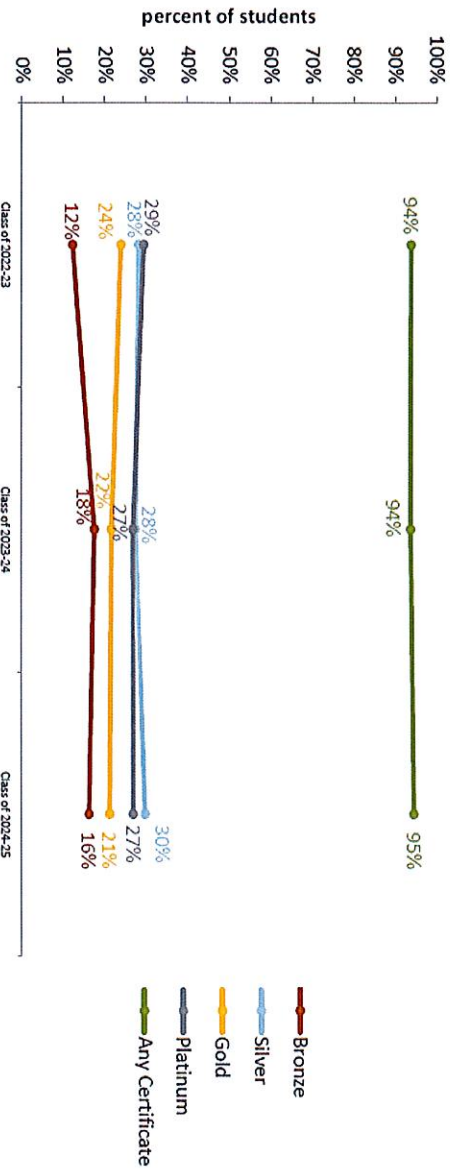
  

	Class of 2023-24					Total Students	% Any Work Readiness
	Bronze	Silver	Gold	Platinum	Students		
# Students	115	180	142	176	654	94%	
All Students	12	9	4	3	34	82%	
Black	6	10	7	19	44	95%	
Asian	9	19	4	7	44	89%	
Hispanic	14	17	13	18	65	95%	
2/More	74	125	114	129	467	95%	
White	38	36	28	22	143	87%	
F/R Lunch	9	8	2	2	40	53%	
Disabilities	50	89	76	96	326	95%	
Female	65	91	66	80	328	92%	
Male							

	Class of 2024-25					Total Students	% Any Work Readiness
	Bronze	Silver	Gold	Platinum	Students		
# Students	101	185	132	167	619	95%	
All Students	7	10	5	3	29	86%	
Black	5	8	8	27	49	98%	
Asian	11	20	11	10	53	98%	
Hispanic	12	22	2	11	49	96%	
2/More	66	125	105	116	438	94%	
White	32	43	18	15	122	89%	
F/R Lunch	8	11	3	0	38	58%	
Disabilities	49	90	68	83	307	94%	
Female	52	95	64	84	312	95%	
Male							

% of Students with ACT Workkeys Certificate



Source: BAA Workkeys datafile; does not include CHS

## Monitoring Report Evaluation Form

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

Is the Superintendent's interpretation reasonable? Yes  No

Comments:

Is evidence of compliance reasonable? Yes  No

Comments:

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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 – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**VII Assurance of District Performance**

2. Monitoring Report 2.11, Long-Term Asset Planning (GP 4.4)

**Recommended Motion:**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education accept Monitoring Report 2.11 – Long-Term Asset Planning, as a reasonable interpretation and evidence of compliance with policy.**

**Portage Public Schools  
Monitoring Report**

Policy Type: Executive Limitation  
Policy Title: (2.11) Long-term Asset Planning

**Global Board Policy**

Long-term asset decisions in terms of grounds, facilities, and infrastructure shall not deviate materially from the Board’s Ends priorities or the long-term wishes and needs of the community, risk long-term fiscal jeopardy, unduly limit the flexibility of future decisions, be made independent of other long-term asset decisions, or be made without appropriate levels of planning.

**Certification**

I hereby present my monitoring report on Executive Limitation, 2.11, Long-term Asset Planning in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of May 1, 2025.

  
\_\_\_\_\_  
Signature

4.30.25  
\_\_\_\_\_  
Date

**Interpretation**

I submit that the Board’s Global Policy is comprehensively interpreted in the succeeding seven sections. My interpretations of those sections, the report, and conclusion statements are presented below. The reports have been updated to reflect activity since the last report.

**2.11.1 POLICY LANGUAGE**

The Superintendent shall not make such decisions without ensuring that the key stakeholders’ long- term wishes and needs are known.

**Interpretation**

I interpret this to mean that the District establishes a process whereby key District stakeholders are provided an opportunity, when appropriate, to provide input for consideration relative to major facility improvements across the District.

I further interpret key stakeholders as being a subset of the following: District residents, employees of the District, and other individuals who can affect or be affected by Portage Public Schools.

## Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

### **Report**

The Designing for the Future process established in 2014, which included the involvement of key stakeholders, provided the foundation for the development and implementation of the District's Facilities Master Plan.

During the 2020-21 school year, the Board developed a plan to address elementary facility needs and contracted with Perspectives, Inc. to conduct a survey to solicit community feedback. That survey was presented to the Board on May 3, 2021 and helped inform next steps toward addressing elementary facilities. Based on survey results, the Board decided to place a \$175 million question on an August 2021 ballot. Voters approved the replacement of five elementary school buildings (AMB, ANG, CEL, HAV, and WOD), renovation of MBE, finding facility solutions for Early Childhood Education (Formerly known as Curious Kids/CK) and Community HS, purchasing buses, and acquiring/updating district technology.

Shortly after the passage of the bond, both a core team and steering committee were formed to serve as the primary decision-making bodies for the identified projects. Over the next several months these two groups accomplished the following: created guiding principles to provide direction for decision-making; sold the first series of bonds using Stifel as the District's underwriter; solicited for architectural, construction management, and owner's representative services; engaged staff, students and parents in the conceptual design process; conducted visits to elementary schools in Utah; and engaged with staff in the schematic design process.

Since last year's (May 2024) Monitoring Report, considerable progress has been made. Construction is nearing completion on CEL and HAV and we have completed all the steps leading up to the beginning of the construction phase at WOD. Construction will begin shortly after the end of the 2024-25 school year. This summer we will be taking occupancy of the new CEL and HAV. As soon as we vacate the old CEL, we will tear down that building and begin installing the remaining driveways, parking areas and finishing landscaping and other site work.

At the HAV site, we will be moving instructional and other district-owned materials from the old HAV building into the new facility. Almost simultaneously, we will be relocating instructional and other necessary items from WOD to the old HAV building, which is being used as a swing space for WOD students and staff while the new WOD is being built - a process expected to take approximately two years. Once WOD is vacated we will tear down that building and begin site work and construction.

Behind the scenes we will begin or continue our engagement with staff from AMB, ANG, MBE, CoHS, and Early Childhood in the development of program specifications and conceptual design as we did previously with our other building projects.

## Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

Additionally, the Board's Facilities Committee works with administration to identify projects to be funded through the District's Building and Site Sinking Fund. Projects recently completed or anticipated to start in summer of 2025 funded through BSSF are listed below.

### **BSSF Projects Most Recently Completed:**

- Flooring at Doghouse entrance
- Gym floor resanding at Doghouse and LCE
- Roof replacement at TWL
- Kitchen & servery flooring at NMS
- Exterior marquee at LCE

### **BSSF Planned Projects (2025-26 School Year):**

- CHS Parking lot pavement repairs
- HVAC Improvements in select locations at PNHS
- Interior/exterior lighting improvements at LCE
- Boiler replacement at PCEC
- Roof repair at PCEC
- Outdoor marquee at TWL

### **Conclusion Statement**

The organization met expectations.

### **2.11.2 POLICY LANGUAGE**

The Superintendent shall not make such decisions without assessing how they fit within a larger plan for all long-term asset decisions.

### **Interpretation**

This limitation does not require further interpretation except that I interpret all to mean those grounds, facilities and infrastructure currently existing or projected to exist as a result of the passing of the 2021 Bond.

### **Report**

The Designing for the Future process, informed in part by the 2013 District facility assessment conducted by Tower Pinkster, identified the condition of existing facilities and formulated recommendations for building improvements and replacements. The assessment indicated that in 2007 (referred to here as Phase I) plans were put in place to address facility needs at Central High and Northern High School, to construct two new elementary schools (12th Street and Lake Center), a new transportation/maintenance facility and relocate the central office.

## Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

For a variety of reasons, it was recognized that phased renovation and construction would be necessary to address the remaining facility needs of the District. The assessment identified that there were major needs especially to the older elementary and middle schools as well as the District swimming pools and stadium.

We have completed Phase II, which includes the building of two new middle schools (North and Central); renovating West Middle School; replacing the pools at West, North and Central Middle Schools with two new pools located at Central and Northern High Schools; replacing McCamley Field (now McCamley-Knight Field) and building a new stadium at Northern High School (Huskie Stadium); providing an additional turf field at each high school; making short-term improvements at Portage Community Education Center (PCEC); providing additional technology across the District, and relacing many district school buses.

Phase II projects commenced in 2016 are complete with the exception of those projects that are being added as a result of cost savings and interest earnings.

Phase III addresses the needs at six of the district's eight elementary schools. This includes the replacement of five schools: AMB, ANG, CEL, HAV, and WOD, renovating MBE, and finding new homes for students who attend programs housed at the Community Education Center, namely, Early Childhood/Curious Kids and Community High School. The two elementary schools not being addressed at this time are LCE and TWL as they were part of Phase I projects.

Based on estimates formulated in 2019, it was determined that addressing Phase III facility needs along with budgeting for technology and bus replacement would require approximately \$175 million. In August 2021 the District obtained voter approval to do so without having to raise the debt millage rate. It is noted that due to unexpected inflationary issues primarily caused by the COVID-19 epidemic (worker shortages, increased labor and material costs, and other related factors), the cost to complete Phase III projects will exceed initial budget projections. District administrators are developing a plan that will allow us to proceed with addressing Phase III and additional facility needs without increasing the current 6.85 debt millage rate. This will require that District voters approve the sale of additional bonds to complete all initially identified projects and other facility needs that have emerged over time.

### **Conclusion Statement**

The organization met expectations.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

### **2.11.3 POLICY LANGUAGE**

The Superintendent shall not make such decisions without assessing their long-term impact on academics and curriculum.

#### **Interpretation**

No further interpretation is made.

#### **Report**

The three interconnected activities (community dialogues, educational specifications development, and advisory group meetings), and the resultant documents, remain as the basis for assessing long-term impact on academics and curriculum.

The Core Team and Steering Committee members include administrators who have major academic and curricular responsibilities in the district. All members provide input and make decisions consistent with the established Guiding Principles and Facilities Master Plan.

During the 2024-25 school year, elementary teachers and administrators have continued to participate in professional development around using collaborative teaching and learning practices to prepare them to fully utilize our new elementary schools. Also, the District is furnishing the new facilities based on feedback received from students and staff who were able to evaluate various floor coverings and classroom furniture during the past year.

#### **Conclusion Statement**

The organization met expectations.

### **2.11.4 POLICY LANGUAGE**

The Superintendent shall not make such decisions without considering the impact of future demographic trends in the District and how they will impact future needs.

#### **Interpretation**

No further interpretation is made.

## Monitoring Report

Page -6-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

### **Report**

The Designing for the Future process was very much data-based including a close look at District demographics. The data reviewed included:

- Historical and projected enrollment by grade levels
- Building capacity/enrollment
- Building size (student capacity)
- Schools of Choice enrollment/trends
- Housing and population shifts
- Birth rates
- Populations trends
- Mapping of student enrollment
- Spatial analysis of student population
- Overlay of multiple data to determine trends and relationships
- Attendance zone analysis

This data and much more were shared with the Designing for the Future Steering Committee and others as the need arises.

Data is available on the District's website and is being used to help guide the decision-making process.

As the City of Portage continues to grow and change, we continue to look at demographic trends to make informed decisions about Phase III needs and attendance zone configurations. An example of an action we took is increasing the size of the new Central Elementary School to 600 students (from its current capacity of 450) to help accommodate growth in the southern portion of the District as well as to alleviate some overcrowding at Moorsbridge and Amberly. This is an area that we will need to monitor closely in the future and potentially look at redistricting attendance areas across the District.

### **Conclusion Statement**

The organization met expectations.

### **2.11.5 POLICY LANGUAGE**

The Superintendent shall not allow or cause material deviations from the original plan as portrayed to the community.

## Monitoring Report

Page -7-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

### **Interpretation**

I interpret “material deviation” to mean any changes to Board approved plans or budgets which diminish the overall real or perceived value of Portage Public Schools, or those which undermine the integrity of the District’s educational programming and services provided to its students.

### **Report**

The original plan was identified by the Board through the language placed on the 2021 ballot proposal. All of our decisions have been in line with that voter-approved plan. Voters approved:

- Replacing AMB, ANG, CEL, HAV and WOD Elementary Schools with new buildings.
- Remodeling Moorsbridge Elementary School and other District buildings
- Improving and developing sites
- Addressing District Technology needs
- Purchasing buses

The Board approved the placement of the five new elementary facilities on their current elementary campuses and will be deciding what other decisions, if any, will require board approval.

As our design and construction work continues there have been no material deviations from what was approved by voters or the Board or presented to the board and community.

This past year, the Core Team, composed of several district-level administrators and others as needed, continued to meet on an as-needed basis to determine projects that could be funded by the remaining 2015/2019 bonds. The Board’s Facilities Committee works with administration to identify projects and expenditures that make the best use of these unallocated funds in accordance with approved ballot language. These improvements have all come to the Board as either action or informational items and are allowable expenditures as defined by the voter-approved bond. The Board’s Facilities Committee continues to meet with administration to identify projects and enhancements that qualify for funding from the 2015/19 bonds. As of this report, approximately \$2 million remain in that fund. It is our intent to deplete these funds, and close out the books, as soon as practicable. The following items/projects are planned and will use a portion of those funds:

- Purchase of musical instruments
- STEM-related equipment at the MS level
- Demolition of buildings at district sites
- Stairwell railing replacement in identified buildings
- Bus purchases
- Arbitrage rebates to the IRS (for interest earnings)

### **Conclusion Statement**

The organization met expectations.

Monitoring Report

Page -8-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

### **2.11.6 POLICY LANGUAGE**

The Superintendent shall not authorize schedules and change orders that significantly change costs, reduce quality, or result in significant shifts in scope or focus.

#### **Interpretation**

I make the following interpretations relative to this sub-policy:

1. “Significantly change costs” means any changes to individual contracts that exceed \$100,000. Change orders exceeding \$100,000 will require Board approval. (This is consistent with the Boards Governance Policies, specifically Executive Limitations 2.5.7.)
2. “Reduce quality” means the desired level of quality will be conveyed through our requests for bids and the specifications within those documents. Any changes, substitutions or modifications will be vetted by District staff, Owner’s Representative and Construction Manager. Approvals will only be granted when there is no evident reduction in quality.
3. “Shifts in scope or focus” is interpreted to mean the scope and focus of what has been defined by the language contained in the ballot question and any subsequent Board approvals. Any material deviation from approvals previously made by the Board relative to scope or focus will require Board approval.

#### **Report**

1. All change orders over \$100,000 have come before the Board for approval. A summary of all other change orders less than \$100,000 is presented to the Board on a monthly basis.
2. None of the change orders processed to date resulted in a reduction of quality.
3. The Board has been informed of and involved in discussions about the use of any unallocated 2015/19 bond funds. Regarding the Phase III projects, the Board is being informed on a regular basis of all change orders during bond budget reports at board meetings.

#### **Conclusion Statement**

The organization met expectations.

### **2.11.7 Policy Language**

The Superintendent shall not make such decisions that fail to provide for equitable educational opportunities.

#### **Interpretation**

In this context, I interpret “equitable educational opportunities” to mean that as we build new facilities and/or renovate our older facilities and consider our educational programming, we will provide students with as many equitable opportunities as possible across the District.

## Monitoring Report

Page -9-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

### **Report**

When we built our two new middle schools (North and Central) and renovated West MS, we incorporated certain elements of our new schools into the West MS renovation, namely, extended learning spaces adjacent to classrooms. There will always be some measure of difference between buildings due to the fact that not all buildings will be targeted for renovation nor are all buildings designed to accommodate all types of educational programming. For example, 12th Street and Lake Center elementary schools were built over a decade ago and were not included in this phase of elementary school construction or renovation. The layout of these two buildings is very different from that of the new schools being constructed in Phase III. The same holds true for Moorsbridge Elementary School (MBE). When MBE will be renovated, not all of the elements being incorporated into the new elementary schools will be able to be incorporated into MBE.

Therefore, we rely on equitable educational programming to be available to all students in the district no matter which building they are in. The resources, interventions, and other supports that students have access to will be equitable... outstanding educators, effective leaders, para-educators, and support staff. We do not create situations where select services are only provided at select schools. Nor do we create situations where students who require special services are sent to select schools, for example, students with disabilities, English Language Learners, etc. Students who need such services will receive support in their respective buildings.

### **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 – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**VIII. Required Action Items**

1. Authorize Signer on Sale of Documents

**Recommended Motion:**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that at its board meeting of February 24, 2025, the Board of Education of Portage Public Schools approved the sale of a parcel on the campus of Portage Northern to Mark and Beth Koenig/Koenig Real Estate, LLC in the amount of \$35,000.00, and the Board hereby authorizes Johnny Edwards to sign all documentation related to this sale on behalf of the Board and Portage Public Schools.**



Enclosure VIII.1.  
May 5, 2025

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

To: Board of Education  
From: Mark Bielang, Superintendent  
Date: April 30, 2025  
Re: Portage Northern Parcel Sale

At the February 24, 2025 board meeting, the Board approved the sale of a parcel on the campus of Portage Northern to Mark and Beth Koenig/Koenig Real Estate, LLC in the amount of \$35,000.

The title company handling the closing on this transaction needs the Board's authorization on who can sign the closing documents on its behalf. To that end, the following recommendation is recommended to meet that requirement.

**Recommended Motion**

At its board meeting of February 24, 2025, the Board of Education of Portage Public Schools approved the sale of a parcel on the campus of Portage Northern to Mark and Beth Koenig/Koenig Real Estate, LLC in the amount of \$35,000.00, and hereby authorizes Johnny Edwards to sign all documentation related to this sale on behalf of the Board and Portage Public Schools.

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

1. KRESA Biennial Election Resolution #2 (MCL 380.614)



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

To: Board of Education  
From: Mark T. Bielang, Superintendent  
Date: April 30, 2025  
Re: KRESA Biennial Election and Resolution #2

**RECOMMENDATION:**

It is recommended that the Board of Education approve the Resolution Designating the District's Electoral Representative and First Ballot Candidate Choice, as presented. The resolution is enclosed.

**BACKGROUND:**

As you know from our April board meeting, ISD elections are held biennially, this year's election is on June 2, 2025 (at 5:00 p.m. at KRESA), and constituent boards must adopt two resolutions prior to the election.

At the April 14 meeting the Board adopted the first resolution to consider its voting representative/alternate and identify the board meeting (May 5) at which the Board will consider the second resolution. Via the second resolution, the Board will name its voting representative/alternate and name the candidates the Board desires the representative/alternative to vote for at the election. Because this second resolution cannot be adopted until 21 days before the election (not before May 12, 2025), the resolution is presented as a discussion item for the May 5 meeting and for action at the May 19 meeting.

Relative to the candidates, there are two seats to fill, each for a six-year term and the candidate filing deadline is May 5, 2025. The agenda packet released for the May 5 board meeting contains the resolution without candidate names since the candidate filing deadline has not been reached. The candidate names will be added to the resolution once that information is received from KRESA and included in the May 19 agenda packet.

Enclosure

**RESOLUTION DESIGNATING DISTRICT'S ELECTORAL REPRESENTATIVE AND FIRST  
BALLOT CANDIDATE CHOICE**

[To be adopted on or after May 12, 2025]

Portage Public Schools (the "District")

A regular meeting of the board of education of the District (the "Board") was held in Portage Central High School, Room #1136, 8135 S. Westnedge Avenue, Portage, MI 49002, within the boundaries of the District, on the 19th day of May, 2025, at 6:30 o'clock in the p.m. (the "Meeting").

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

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

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

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

**WHEREAS:**

1. The biennial election of the Board of Kalamazoo Regional Educational Service Agency, Michigan (the "ISD Board") will be held on Monday, June 2, 2025; and
2. The members of the ISD Board will be elected by an electoral body composed of one (1) person designated by the board of each of the constituent school districts; and
3. In accordance with Revised School Code Section 614(2), MCL 380.614(2), this Board desires to designate \_\_\_\_\_ as its representative and \_\_\_\_\_ as an alternate designated representative in the event the designated representative is unable to attend and further desires to direct said representative and alternate to vote on behalf of this Board for a specific candidate or candidates.

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

1. This Board does hereby approve the designation of \_\_\_\_\_ as the representative of this Board to the electoral body, which body will elect two (2) candidates to the vacancies on the ISD Board on Monday, June 2, 2025 and \_\_\_\_\_ as an alternate in the event the designated representative is unable to attend.
2. The designated representative and alternate are further directed to cast a vote on at least the first ballot on behalf of this Board for \_\_\_\_\_ and \_\_\_\_\_.
3. The Secretary of this Board is hereby further directed to file a certified copy of this resolution with the ISD Board Secretary.
4. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

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

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

Resolution declared adopted.

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

2. KRESA 2025-26 General Fund Budget (MCL 380.624)

Paula Johnson  
*Director of Finance*  
(269)323-5178 Voice  
(269)323-5189 Fax  
[pjohnson@portageps.org](mailto:pjohnson@portageps.org)

To : Mark Bielang, Superintendent  
From : Paula Johnson, Director of Finance  
Date : April 30, 2025  
Subject: Kalamazoo Regional Educational Service Agency (KRESA) General Education Fund Budget Resolution

**RECOMMENDATION**

That the Board of Education adopt the attached resolution indicating support of the KRESA General Education Fund budget for the 2025/26 school year.

**BACKGROUND INFORMATION**

Twenty-one years ago the legislature adopted a package of bills related to controls over Intermediate School Districts. One bill requires that local Boards of Education adopt a resolution related to their ISD general education fund budget. It is not a requirement that local Boards take action on the ISD special education fund budget. This package of bills was connected with oversight concerns that surfaced at Oakland ISD.

On April 25th, KRESA distributed a copy of their 2025/26 General Education Fund budget to the County business managers. We had the opportunity to ask questions on the information that was provided. In previous years, it was determined that this level of review was considered adequate for the required Board resolution. Included is a memo from KRESA of the budget assumptions used as well as major fluctuations in both the revenue and expenditure categories.

As has been the case for the past decade, the resolution provided by KRESA has been modified by including the following language:

“Based upon the information received from Kalamazoo Regional Educational Service Agency and recognizing that a limited review of a budget document provides limited oversight of the financial affairs of an organization,”

The intent of this additional language is not to raise concerns but rather to acknowledge that a limited review of a budget document doesn't address internal controls or other important financial controls.

I would be happy to answer any questions that you or Board members may have on this recommendation.



To: Local District Boards of Education, Superintendents, and Business Officials

From: Scott Thomas, Assistant Superintendent for Business Services 

Date: April 25, 2025

Subject: Kalamazoo RESA 2025-2026 Original General Education Fund Budget Narrative and Resolution

Kalamazoo RESA (KRESA) is an intermediate school district whose vision is to deliver transformative, equitable, and innovative programs, and specialized services that empower learners, families, and schools to thrive in a rapidly changing world. We carry out our vision through each of KRESA’s Centers of Excellence, which represents a distinct category—or pillar—of our work, encompassing a wide range of supports tailored to meet the needs of learners, families, and educators. KRESA’s five Centers of Excellence are Special Education, Early Childhood, Career Connect, Educator Supports, and Operational Supports. KRESA’s General Fund budget supports the work of these Centers of Excellence.

KRESA’s 2025-2026 Original General Fund budget shows an overall decrease in revenues of approximately 10.1% and an overall decrease in expenditures of approximately 10.0% compared to the 2024-2025 revised budget. These decreases are primarily due to the reduction of various grant revenues and their related expenditures, a shifting of a couple departments to the Career Connect Fund due to the opening of the Career Connect Campus and new CTE consortium agreement, as well as other changes in the various General Fund departments discussed in more detail below. The budget anticipates an overall deficit of \$13,560. This will leave the General Fund with an estimated fund balance at June 30, 2026 of \$12,160,885 or 16.4% of annual expenditures.

KRESA’s sources of General Fund revenues include an operating tax levy of 0.1425 mills on all property in the KRESA area. We are anticipating that property taxable values will increase by 4.8% and that property tax revenue will increase by \$69,782. State aid is received through Section 81 of the State Aid Act and this budget assumes Section 81 State Aid will remain the same. Local, state, and federal grants make up a large portion of the revenue received by KRESA, as well as revenues from departments that provide services on a fee for service basis or through shared service agreements.

KRESA’s expenditures include the following assumptions: 3.0% increase in health insurance costs, retirement costs based on ORS published rates effective 10-1-2025, and a compensation adjustment for staff that includes a 4% increase on pay schedules and step advancements.

KRESA’s General Fund revenues and expenditures are categorized in the following departments, which are supported by the attached proposed budget resolution:

General Administration and Operations: These expenses include the Board of Education, Superintendent’s Office, Communications, Human Resources, Business Office, and Maintenance and Operations departments. These departments are primarily funded through a portion of property tax revenue and Section 81 State Aid revenue.

Southwest MiTech Technology Services: The Southwest MiTech Technology Services department supports the technology needs of KRESA programs, state reporting compliance, on-site technology support staff to schools, the Michigan Data Hub and MiCloud statewide grants, internet bandwidth and phone service to local schools, network engineering, and customer service support personnel. Many of the services provided are on a fee for service model and direct support is charged back to the various KRESA departments. The Michigan Data Hub and MiCloud are funded by state grants. KRESA's General Fund budget is projected to contribute an additional \$458,401 to support this department.

Great Start Collaborative (GSC) and Great Start Readiness Program (GSRP): This budget includes early childhood services and programming county-wide. Funding includes state and local grants, and \$42,979 in direct support from KRESA's General Fund budget. The budget assumes funding for 2,328 GSRP preschool slots with 2,010 of these slots being provided to local districts and private providers.

Print Center: The Print Center is funded with fee for service in the areas of our full print shop, graphic arts services, county-wide delivery services, and shredding services. Schools who participate in the program pay a fee for the services they purchase. The Print Center is showing a small surplus of \$2,790 that is used to offset future equipment replacement purchases.

Instructional Services and Community Supports: The Instructional Services department is funded with state and federal grants, local district professional development consortium contributions, fee for service coaching and consulting billings, and a direct contribution from the KRESA General Fund budget of \$464,867. The expenditures include the following grants: Title I Regional Assistance, Sec 35a Early Literacy, Sec 23h Math Improvement, Sec 31n Mental Health, and a few other various grants. Instructional Services leads workshops through the professional development consortium, and provides instructional coaching and consulting services to local school districts.

Career Connect Education for the Arts (EFA): This program provides arts education to students within the Kalamazoo RESA area. Funding comes from a combination of state and local grants, local district contributions, and KRESA general fund support. EFA has an advisory board that includes local district superintendents that complete annual reviews of the programs including program budgets. Local school districts contribute to the high school programs. The KRESA General Fund budget directly contributes \$100,000 to the administration of the EFA program.

Regional Transportation Safety Institute (RTSI): RTSI provides training of transportation staff for a nine-county consortium. This includes required training for beginning school bus drivers, continuing education for all bus drivers, and training for transportation supervisor staff. RTSI is a provider for CDL/GDL and motorcycle testing for the State of Michigan, handles the mandatory drug testing program, and runs the Eaton Proving Grounds program to teach defensive driving classes to school bus drivers. This program is funded through a fee for service model and Section 74 State Aid funding.

Head Start Grant: The budget includes \$7,298,408 in grant revenues and expenses to operate KRESA's Head Start program, which serves 485 three and four year olds within Kalamazoo County with preschool, family, and health support services.

Enhancement Millage: This budget includes \$16,947,816 in revenue for the enhancement millage that was approved by voters in May of 2023. Enhancement millage revenue is distributed back to the local districts and public school academies to support their operations, which equates to approximately \$494 per student.

Attached to this budget narrative please find the Resolution for Local District Vote on ISD General Fund Budget and KRESA's proposed 2025-2026 General Fund Budget Resolution. Local district Boards of Education are required to adopt a resolution expressing its support or disapproval of KRESA's General Fund proposed budget during its May meeting, and submit to KRESA's Board of Education any specific objections and/or proposed changes prior to June 1, 2025.

More information on KRESA's Centers of Excellence, and additional details on KRESA's programs and services, can be found in our annual report. KRESA's most recent annual report can be found on our website here: <https://www.kresa.org/site/Default.aspx?PageID=1882>

Please contact me at 269.250.9363 or [scott.thomas@kresa.org](mailto:scott.thomas@kresa.org) for any questions related to KRESA's 2025-2026 Original General Fund budget. Thank you.

**RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION OF  
KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY  
2025-2026 ORIGINAL GENERAL EDUCATION FUND BUDGET**

RESOLVED, that this resolution shall be the appropriations of Kalamazoo Regional Educational Service Agency for the 2025-2026 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenues received by Kalamazoo Regional Educational Service Agency.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the GENERAL EDUCATION FUND of the Kalamazoo Regional Educational Service Agency for fiscal year 2025-2026 is as follows:

	ACTUAL 2023-24	ORIGINAL 2024-25	REVISED 2024-25	ORIGINAL 2025-26
<b>REVENUES:</b>				
Local	22,399,195	22,114,679	22,668,990	20,866,075
State	22,886,016	23,930,246	39,364,039	36,038,318
Federal	11,971,402	11,188,446	11,917,575	9,085,051
Other Sources	8,620,138	8,000,183	8,388,800	8,051,733
<b>Total Revenue</b>	<b>65,876,751</b>	<b>65,233,554</b>	<b>82,339,404</b>	<b>74,041,177</b>

BE IT FURTHER RESOLVED, that \$74,054,737 of the total available to appropriate in the GENERAL EDUCATION FUND is hereby appropriated in the amounts and for the purpose set forth below:

<b>Instruction:</b>				
Basic Programs	6,307,317	5,659,665	5,793,557	6,133,047
Added Needs	1,316,570	1,242,297	1,216,185	-
<b>Support Services:</b>				
Pupil	2,865,424	2,042,973	2,009,745	1,505,437
Instructional staff	5,592,369	6,174,200	9,366,102	6,715,418
General Administration	829,554	908,240	915,670	670,091
School Administration	595,915	554,254	612,109	609,723
Business	1,386,499	1,485,094	1,720,271	1,588,561
Operations and Maintenance	916,067	1,342,102	1,492,724	1,258,225
Transportation	656,017	922,917	979,751	1,020,271
Central	11,717,164	11,881,426	22,046,657	21,195,576
Other Support Services	360,979	23,500	7,500	-
Community Services	5,515,409	5,598,336	4,775,415	1,443,267
Other Financing Uses	26,311,858	27,614,549	31,343,918	31,915,121
<b>Total Expenditures</b>	<b>64,371,142</b>	<b>65,449,553</b>	<b>82,279,604</b>	<b>74,054,737</b>
<b>Revenues over Expenses</b>	<b>1,505,609</b>	<b>(215,999)</b>	<b>59,800</b>	<b>(13,560)</b>
<b>FUND BALANCE - July 1</b>	<b>10,609,036</b>	<b>10,459,651</b>	<b>12,114,645</b>	<b>12,174,445</b>
<b>FUND BALANCE - JUNE 30</b>	<b>12,114,645</b>	<b>10,243,652</b>	<b>12,174,445</b>	<b>12,160,885</b>

FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds, except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval by the board.

BE IT FURTHER RESOLVED, that the Superintendent is hereby charged with general supervision on the execution of the budgets adopted by the board and shall hold the department heads responsible for performance of their responsibilities within the amounts appropriated by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. (Resolution effective 6/17/2025)

Note: The General Education tax levy for 2025 is proposed to be 0.1425 mills and the Regional Enhancement tax levy for 2025 is proposed to be 1.4968 mills. These millages will be levied on all properties to be used for operating purposes as described above.

RESOLUTION FOR LOCAL DISTRICT VOTE ON ISD GENERAL FUND BUDGET

Kalamazoo Regional Educational Service Agency (“ISD”)
GENERAL EDUCATION FUND BUDGET
RESOLUTION

A regular meeting of the Board of Education of the Portage Public School District was held at Portage Central High School, 8135 S. Westnedge Avenue, Portage, MI, on May 19, 2025, at 6:30 o'clock in the evening.

Members present were: \_\_\_\_\_

The following preamble and resolution were offered by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_.

WHEREAS:

This Board received the Kalamazoo Regional Educational Service Agency General Education Fund Budget on or before May 1, 2025; and

WHEREAS:

In accordance with Section 380.624 of the Revised School Code, this Board must now adopt a resolution expressing its support or disapproval of the proposed ISD budget, and must submit to the ISD Board any specific objections and/or proposed changes the Board may have to the budget prior to June 1, 2025.

THEREFORE, BE IT RESOLVED THAT:

Based upon the information received from Kalamazoo Regional Educational Service Agency and recognizing that a limited review of a budget document provides limited oversight of the financial affairs of an organization, the ISD General Education Fund Budget for the 2025-2026 school year be (“supported” or “disapproved for the reasons attached hereto”), and that the Secretary of the Board is hereby directed to submit a copy of this Resolution to the Secretary of the ISD Board of Education, along with any specific objections or proposed changes to the budget.

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

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

Motion declared \_\_\_\_\_.

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

3. Chartwell Contract Renewal (EL 2.5)

To : Mark Bielang, Superintendent  
Board of Education

From : Sammi Stevens, Business Manager

Date : May 5, 2025

Subject : Contract for Food Service Management

**RECOMMENDATION**

It is recommended that the Board of Education approve the contract of Chartwells School Dining for food service management through June 30, 2030, and authorize the Director of Finance to execute all necessary agreements.

**BACKGROUND INFORMATION**

Since 1998, the District has utilized a contractor for management of our Food Service operations. By federal and state requirements we are required to seek proposals for this service every five years. Subsequent one year contracts can be renewed at our option during the upcoming five-year period.

Utilizing a process prescribed and controlled by the Michigan Department of Education (MDE), the District sought proposals for this service. Requests for proposals (RFP's) were sent out to 16 companies on a bid list supplied by MDE. We also placed an ad in the Kalamazoo Gazette indicating that we were seeking proposals.

Only three proposals were received on Monday, April 14<sup>th</sup>. Chartwells, Whitsons and Quest Food Services. The proposals were reviewed during the following month by the selection committee of Paula Johnson, Johnny Edwards and myself. The Michigan Department of Education has also reviewed and approved the proposal.

To recap the bid sheet that was provided, the total price per meal equivalent for Chartwells is \$3.07, which consists of food costs, on-site management labor and benefits, other non-food costs, an administrative fee, and the management fee, which is the Company's profit that it makes on each meal equivalent served. While Chartwells did not provide the lowest price per meal equivalent, the District has a long-standing relationship with Chartwells and we have been very satisfied with Chartwells' management of our program.

Chartwells partners with over 700 districts, 174 of them being in the region. One of the values of the proposal process is that it facilitates comparisons with other school districts and development of new goals. We will be continuing to work with Chartwells personnel to improve menu selections in conjunction with updated USDA nutrition guidelines. While all student meals are currently free under Michigan School Meals program, if that were to change in the future, we would work with Chartwells to increase actual participation rates of free and reduced students at all building levels, and improve customer input opportunities for students and parents. We are confident that we will continue to see improvements that benefit the young people, parents, and staff that we serve while also recognizing the contributions of our employees.

I would be happy to answer any questions that you or Board members may have on this recommendation.

Portage Public Schools - Bid Tab

Food Service RFP

4/14/2025 @ 3:00pm

<b>Vendor Name</b>	Whitsons	Chartwells - Compass Group	Quest Food Management Svcs
<b>Location</b>	Berkeley, IL	Charlotte, NC	Lombard, IL
<b>Phone Number</b>	631-434-2700	330-631-3695	847-513-4772
<b>Contact Name</b>	Jerry Dickman	Carrie Klingensmith	Anthony Ferrazzuolo
<b>Contact E Mail</b>	<a href="mailto:dickmanj@whitsons.com">dickmanj@whitsons.com</a>	<a href="mailto:carrie.klingensmith@compass-usa.com">carrie.klingensmith@compass-usa.com</a>	<a href="mailto:anthony@questfms.com">anthony@questfms.com</a>
<b>Legal Forms</b>			
<b>Familial</b>	N/A	N/A	N/A
<b>Iran Econ Act</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Legal Status Form</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Totals</b>			
<b>Meal Cost</b>	\$3.05	\$3.07	\$3.55
<b>Advanced Payment</b>	\$375,662.00	\$200,000.00	\$0.00

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

4. Purchase of ELA Texts (OP 6320)

To: Mark Bielang, Superintendent  
 From: Dr. Mackenzie Sheahan, Director of K-8 Curriculum & Professional Learning  
 CC: Paula Johnson, Director of Finance  
 Date: May 5, 2025  
 Re: Replacement of ELA Texts

**RECOMMENDATION**

It is recommended that the Board of Education approve the purchase of durable bound classroom sets for ELA Elementary Early Adopter classrooms from Bound to Stay Bound, not to exceed the total amount of \$94,725.30 to come from the Section 35j Professional Development, Curriculum, and Supports Grant.

**BACKGROUND INFORMATION**

In June 2023, the Board of Education authorized the purchase of the newly adopted English Language Arts (ELA) Curriculum for grades K-8. Following this decision, Phase 1 of the purchasing process, as detailed in the table below, was completed in July 2023. This phase included the purchase of teacher and classroom text sets with standard binding for 37 Elementary Early Adopters and all middle school ELA teachers.

In December 2023, the Board authorized Phase 2 of the purchasing process, which provided the remaining 131 elementary teachers with copies of each text for use in professional development and instruction. Throughout Phases 1 and 2, we discovered that the wear and tear on the class sets necessitated our planning for the purchase of more durable bound class sets. Consequently, in May 2024, the Board approved the purchase of the remaining 82 second through fifth-grade classroom text sets with durable binding. This purchase also included the replacement of all middle school ELA standard-bound texts with durable-bound class sets. At that time, we needed to prioritize replacing the middle school standard-bound texts, knowing that we would need to budget for replacing the Early Adopters class text sets in the years to come.

Phase 1	Phase 2	Phase 3	Phase 4
July 2023	December 2023	June/July 2024	May 2025
Purchase (37) K-5 Early Adopters & (All) 6-8 Teacher Copies & Class Texts	Purchase (131) K-5 Teacher Copies <i>(one copy of each adopted core text per teacher)</i>	*Purchase (82) 2-5 Classroom Text Sets & 6-8 replacement texts (projected enrollment)	Purchase (24) 2-5 Early Adopters Class Text Sets

*\*The previous table in December 2023 included K-1 classrooms in the purchase total of 131.*

We have been fortunate to once again be awarded the Section 35j Professional Development, Curriculum, and Supports grant to purchase high-quality instructional literacy materials. This funding will enable us to purchase durable-bound class text sets for second through fifth-grade Early Adopter Classrooms. The current standard-bound texts will be kept in grade-level storage for use as replacement texts and to accommodate increases in section numbers. The Section 35j grant will cover the purchase of second through fifth grade class text sets not to exceed \$94,725.30.

**BIDDING PROCESS**

These items were bid through a formal bidding process. In total, five (5) responses were received for the bidding category. For your reference, a copy of the bid tab has been included. The vendor, Bound to Stay Bound, was selected based on product availability, durability, quality, and consistency, as demonstrated by previous orders. Bound to Stay Bound has an unconditional guarantee against any imperfections in the binding and will replace books at no cost to us for years to come. If approved for purchase, we will solidify the quantity of books being purchased for each level and are anticipating a reduction in price from the quoted \$94,725.30. I would be happy to answer any questions you may have about this recommendation.

Portage Public Schools - Bid Tab  
 #10725 - ELA Replacement Texts  
 4/22/25 @ 10:00 am

<b>Vendor Name</b>	Superior Text	BTSB	Follet	Textbook Warehouse	Mackin
<b>Location</b>	Birmingham, AL	Jacksonville, IL	McHenry, IL	Alpharetta, GA	Burnsville, MN
<b>Phone Number</b>	866-482-8762	800-637-6586	888-511-5114	800-796-9152 x256	800-245-9540
<b>Contact Name</b>	Paula Craig	Lori Smith	Sarah Eisenhauer	Brenda Quintanilla	Jennifer McCarty Plucker
<b>Contact E Mail</b>	<a href="mailto:bids@superiortext.com">bids@superiortext.com</a>	<a href="mailto:sales@btsb.com">sales@btsb.com</a>	<a href="mailto:bids@follettcontent.com">bids@follettcontent.com</a>	<a href="mailto:bids@textbookwarehouse.com">bids@textbookwarehouse.com</a>	<a href="mailto:bids@mackin.com">bids@mackin.com</a>
<b>Legal Forms</b>					
<b>Familial</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Iran Econ Act</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Legal Status Form</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Totals</b>					
<b>Total Cost</b>	\$78,570.30	\$94,725.30	\$67,685.70	\$47,991.30 (Kapco) \$63,088.50 (Hardbound)	\$96,968.70
<b>Other</b>	Eye Wonder - OOP			Eye Wonder OOP	ISBN's added for Dayamonde Daniel
<b>Shipping and Delivery</b>	FOB	Free	Free	Free Shipping	Free Shipping
<b>Barcoding</b>	\$2,508 (district to supply labels)	\$0.00	\$0.00	\$627.00	\$0.00

  
 Signature \_\_\_\_\_ Date 4/22/25  
  
 Signature \_\_\_\_\_ Date 4/22/25

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
MAY 5, 2025, 6:30 P.M.**

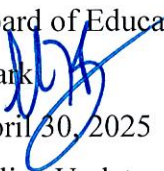
**Note Page**

**X. Discussion Items**

5. 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   
Date: April 30, 2025  
Re: Policy Updates  
COPY: Executive Team; Principals and Assistant Principals

The proposed Operational Policies included in this update have been prepared and reviewed by NEOLA's legal counsel for statutory compliance and further reviewed by appropriate district-level administration.

Policy changes from NEOLA that are brought to the Board may include proposed new, revised, and/or replacement policies. Policy changes that reflect only "technical changes" such as grammar or punctuation updates are not typically brought to the Board.

**Policy Revisions Recommended by NEOLA for Board Approval**

**Operational Policy 5320 – Immunizations (Revised)**

This policy was revised to reflect the immunization requirements in the Michigan Department of Education's "2024 Immunization Requirements for Students Entering Kindergarten and 7<sup>th</sup> Grade or Enrolling in a New School District in Grades 1-12".

**Operational Policy 5330.01 – Epinephrine Auto-Injectors (Revised)**

This policy was revised at the request of NEOLA's clients, adding the immunity provisions set forth in applicable State law.

**Operational Policy 5350 – Student Health, Well-Being, and Suicide Prevention (Revised)**

This policy is revised to include comprehensive mental health and wellness initiatives that promote the emotional and physical safety of students and staff.

The above revised policies are enclosed.

**Other**

I have approved a few technical corrections as recommended by NEOLA to Operational Policy 5460 – Graduation Requirements. The recommended revisions – change on-line to online, change ½ to one half (1/2), and change s/he to the student.

Book	Policy Manual
Section	POLICY REVISIONS 5.2025
Title	IMMUNIZATION
Code	po5320
Status	
Adopted	September 14, 2015

### 5320 - IMMUNIZATION

Students must meet the immunization requirements set by the State for attendance at school in order to enroll or attend.

Students who do not meet the immunization requirements on the opening day of school shall be admitted by the Superintendent in accordance with District administrative procedures. Transfer students shall not be admitted without proof of immunization as required by the State.

There are three (3) circumstances in which a required vaccine may be waived or delayed:

- A. A valid medical contraindication exists to receiving the vaccine. The child's physician must certify the contraindication, the vaccines involved, and the time frame the student is not able to get the vaccines.
- B. The parents hold religious or philosophical beliefs against receiving a vaccination. Any parent/guardian/in loco parentis who wants to claim a nonmedical waiver will need to receive education regarding the benefits of vaccination and the risks of disease from a county health department before obtaining the certified nonmedical waiver form through the local health department.
- C. The child has received at least one (1) dose of each immunizing agent and the next dose(s) are not due yet. The District must follow up with the parent or legal guardian to ensure the student has received the required follow-up dose(s) of the vaccine.

When the District provides information on immunizations, infectious disease, medications, or other school health issues to parents and guardians of students in at least grades 6, 9, and 12, the Board shall include information about meningococcal meningitis and the vaccine for meningococcal meningitis and about human papillomavirus and the vaccine for human papillomavirus. The information shall include at least the causes and symptoms of meningococcal meningitis and how it is spread and the risks associated with human papillomavirus. In addition, the information shall include sources where parents/guardian may obtain additional information about both diseases and where they may obtain meningococcal meningitis and/or human papillomavirus vaccination of a child.

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Legal M.C.L. 333.9201 et seq., 380.1177, 380.1177a  
A.C. 325.176

Book	Policy Manual
Section	POLICY REVISIONS 5.2025
Title	EPINEPHRINE AUTO-INJECTORS
Code	po5330.01
Status	
Adopted	September 14, 2015

### 5330.01 - EPINEPHRINE AUTO-INJECTORS

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if they meet the conditions as stated in Operational Policy 5330.

Each Commencing with the 2014-15 school year, each school in the District shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site. It shall be the responsibility of the principal to be sure that the supply of Epi-Pens is maintained at the appropriate level and they have not expired. The Director of Human Resources shall be responsible for coordinating the training of District employees to administer Epi-Pen injections and to maintain the list of employees authorized to administer such injections.

#### Individuals Qualified to Administer

Only a licensed, registered professional nurse employed or contracted by the District or a school employee who has successfully passed the required training shall be allowed to possess and administer Epi-Pen injections to students. The persons authorized to use the District maintained Epi-Pens will be maintained in each school by the Principal, and shall be available on an electronically accessible site for employees' reference.

Each school shall have at least one person trained in the appropriate use and administration of an Epi-Pen injection. In each school with ten (10) or more combined instructional and administrative staff, at least two (2) employees at that site shall be appropriately trained in the use of an Epi-Pen.

Training of employees on the appropriate use and administration of an Epi-Pen injection shall be done in accordance with any guidelines provided by the Michigan Department of Education, and shall be conducted under the supervision of a licensed registered professional nurse. The training shall include an evaluation by the nurse of the employees' understanding of the protocols for administering an Epi-Pen injection.

#### Students to Whom Injections May Be Administered

A licensed, registered, professional nurse or trained and authorized employees under this policy may administer Epi-Pen injections to 1) any student who has a prescription on file with the District, in accordance with the directives in such prescription, and 2) any individual on school grounds who is believed to be having an anaphylactic reaction.

The District and its personnel are immune from civil and criminal liability related to the administration or non-administration of epinephrine to the extent set forth in applicable State law.

#### Reporting of Injections

Any person who administers an Epi-Pen injection to a student shall promptly notify the principal, who shall be responsible for promptly notifying the student's parent/guardian that an injection has been administered.

All Epi-Pen injections by District employees to students shall be reported in writing to the principal. The report shall include whether the school's or student's Epi-Pen was used, and whether the student was previously known to be subject to severe allergic reaction (anaphylaxis).

The Superintendent shall at least annually report to the Department of Education, in the form and manner determined by the Department, information on the number of injections provided to students, the number of injections with District Epi-Pens and the number of incidents where students were not known to be subject to severe allergic reactions.

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Legal

M.C.L. 380.1178, 380.1179, 380.1179A

Michigan Department of Education, Model Policy and Guidelines for Administering Medications to Pupils at School

Book	Policy Manual
Section	POLICY REVISIONS 5.2025
Title	STUDENT HEALTH, WELL-BEING, AND SUICIDE PREVENTION
Code	po5350
Status	
Adopted	September 14, 2015

### Revised Policy - Vol. 39, No. 2

#### **5350 - STUDENT HEALTH, WELL-BEING, AND SUICIDE PREVENTION**

The Board of Education recognizes the importance of addressing emotional and physical safety of students and staff in order to create and maintain safe and supportive learning environments. Comprehensive mental health and wellness initiatives are key to providing that students are in school, healthy, ready to learn, and prepared for success. that depression and self-destruction are problems of increasing severity among children and adolescents. A student who suffers the psychological disability of depression cannot benefit fully from the educational program of the schools, and a student who has attempted self-destruction poses a danger both to himself/herself and to other students.

~~(-)~~ The District's comprehensive mental health and wellness initiatives may include supports and services that promote:

- A. Positive school climate;
- B. Social skills;
- C. Mental health and well-being;
- D. Support for students and staff; and
- E. Trauma-informed and restorative practices.

The District shall implement specific strategies to promote school safety, including student instruction, anonymous reporting systems, threat assessment teams, emergency management plans, and staff training. **[END OF OPTION]**

~~(-)~~ The District may provide students with age-appropriate instruction concerning the warning signs and risk factors for suicide and depression and the protective factors that help prevent suicide. **[END OF OPTION]**

All school personnel should be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

District staff shall receive professional development training in the risk factors, warning signs for suicide and depression, and about the protective factors that help prevent suicide, as well as the available resources regarding youth suicide awareness and prevention. ~~(-)~~ Such training shall include the warnings signs of non-suicidal self-injurious behaviors. **-END OF OPTION**

Additional professional development training in suicide risk assessment and intervention shall be provided to counselors, psychologists, and school nurses.

The instruction and professional development shall be designed to:

- A. To prevent both fatal and nonfatal suicide behaviors among youth.
- B. To increase pupil awareness of the warning signs and risk factors for suicide and depression.
- C. To improve access to appropriate prevention services for vulnerable youth groups.

The Superintendent shall develop and implement administrative guidelines whereby members of the professional staff understand how to use an intervention procedure which includes the following:

Step 1 - Stabilization

Step 2 - Assessment of the Risk

Step 3 - Use of Appropriate Risk Procedure

Step 4 - Communication with Appropriate Parties

Step 5 - Follow-up

~~[ ] The Superintendent shall implement instruction for students on the dangers of depression and suicide through age-appropriate programs. Such instruction shall focus on:~~

- ~~A. awareness of the risks and warning signs;~~
- ~~B. access to appropriate prevention services;~~
- ~~C. prevention of suicidal behaviors among students.~~

Parents/Guardians shall be notified of any suicide prevention instruction provided their children using the communication method used for regular communication with parents in that particular building. Upon written request of a parent/guardian, a student will be excused from instruction in this area.

Throughout any intervention, it is essential that Board policies and District guidelines regarding confidentiality be observed at all times.

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Legal

M.C.L. 380.1171 (Chase Edwards Law)

Kelson v City of Springfield, 767 F2d 651 (9th Cir. 1985)