

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE / WORK SESSION
PORTAGE PUBLIC SCHOOLS' ADMINISTRATION BUILDING, CONF. RM. #1, 8701 MUSTANG DRIVE,
PORTAGE, MI 49002
MAY 6, 2019, 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.

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE	
II. REVISIONS/APPROVAL OF AGENDA	2
III. REPORTS	
1. SUPERINTENDENT'S REPORT	3
a. BOND PROJECT UPDATE	
b. SPECIAL EDUCATION PARENT ADVISORY COMMITTEE AWARDS	
c. 2020 NHS & CHS FIELD TRIP PRESENTATIONS	
d. SECONDARY PROGRAMMING	
e. SOCIAL EMOTIONAL LEARNING INITIATIVES	
IV. COMMENTS OR COMMUNICATIONS	4
1. BY CITIZENS	
2. BY BOARD TRUSTEES	
3. BOARD COMMITTEE REPORTS	
V. CONSENT AGENDA	
1. EARLY MIDDLE COLLEGE FIFTH YEAR REQUIREMENT	5
VI. DISCUSSION ITEMS	
1. NHS 2020 FIELD TRIP TO ITALY (OP 2340)	9
2. CHS 2020 FIELD TRIP TO ECUADOR AND GALAPAGOS (OP 2340)	21
3. BYLAW-OPERATIONAL POLICY REVISIONS (BL 0131.1)	31
4. MI COUNCIL FOR THE ARTS AND CULTURAL AFFAIRS GRANT (MCACA)	36
5. KRESA GENERAL FUND BUDGET FOR 2019-20 (MCL 380.624)	38
6. KRESA BIENNIAL ELECTION (MCL 380.614)	46
7. CHROMEBOOK PURCHASE RECOMMENDATION (OP 6320)	52
8. FOOD SERVICE MANAGEMENT CONTRACT FOR 2019-20 (EL 2.5)	55
9. SCHOOL MEAL PRICES FOR 2019-20 (OP 6320)	60
VII. ACTION ITEMS	
1. APPROVE ADMINISTRATOR APPOINTMENT (OP 3121)	65
2. ACCEPT MONITORING REPORT 1.3, ENDS POLICY 1.3 (GP 4.4)	67
3. ACCEPT MONITORING RPT 2.9, EMERGENCY SUPT SUCCESSION (GP 4.4)	82
4. ACCEPT MONITORING RPT 2.11, LONG-TERM ASSET PLANNING (GP 4.4)	87
VIII. ADJOURN	

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 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
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page


V. Consent Agenda

1. Early Middle College Fifth Year Requirement

That the Board of Education approve the inclusion of a program requirement under Policy 5460 that states:

Students in an approved Early Middle College program (EMC) are required to take a mathematics or math-related course during their 5th year in addition to the Portage Public Schools graduation requirements to be eligible for a diploma.

Michael Pascoe, Ph.D.
Assistant Superintendent of
Instruction and Assessment

To: Mark Bielang & Board of Education
From: Dr. Michael Pascoe 
RE: EMC Fifth Year Requirement
Date: April 10, 2019

Phone: 269.323.5161
Fax: 269.323.5001
mpascoe@portageps.org

RECOMMENDATION

It is recommended that the Board of Education approve the inclusion of a program requirement under Policy #5460 that states:

Students in an approved Early Middle College program (EMC) are required to take a mathematics or math-related course during their 5th year in addition to the Portage Public Schools graduation requirements to be eligible for a diploma.

BACKGROUND

As we continue to structure our EMC program, we concur that this recommendation is in the best interest of our students to allow them more flexibility as they move through our high school graduation requirements. Previously, students were required to have a “hold-back;” a Michigan Merit Curriculum (MMC) required course that they removed from their 11th or 12th grade schedules that they would wait to take in their 5th year (13th grade). As Early College programs have grown statewide, more districts are moving toward removing the “hold-back” and utilizing local board-approved requirements for graduation in order to avoid punitive consequences for students who may need to withdraw from the Early College program.

MMC Mathematics Requirement: Each pupil must successfully complete at least one Mathematics course during his or her final year of high school enrollment.

MMC Mathematics: Early middle college students must take a mathematics or math-related course in their 5th year.

<u>Current Practice</u>	<u>Proposed Changes</u>
<p><i>ending with students completing Gr. 13 in June 2020</i></p> <ul style="list-style-type: none"> • graduation audit for high school diploma is based on the graduation requirements of the diploma granting school which includes MMC • MMC high school requirement is “held back” and taken in the 5th year (grade 13) • students must successfully complete at least one math or math-related course in the 5th year (grade 13) 	<p><i>beginning with students completing Gr. 13 in June 2021 (current sophomores)</i></p> <ul style="list-style-type: none"> • graduation audit for high school diploma is based on the graduation requirements of the diploma granting school which includes MMC • students must successfully complete at least one math or math-related course in the 5th year (grade 13) at the college or high school

Background information provided by Lisa Bartell, Kalamazoo County EMC Coordinator.

5460 - GRADUATION REQUIREMENTS

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma.

The Board shall annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the District website.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by the District, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by:

- A. traditional course work;
- B. demonstrating mastery of subject area content expectations or guidelines for the credit;
- C. related course work in which content standards are embedded;
- D. non-traditional course work;
- E. independent teacher-guided study;
- F. testing out;
- G. dual enrollment;
- H. advanced placement courses;
- I. international baccalaureate or other "early college" programs;
- J. Michigan Department of Education (MDE)-approved formal career and technical (CTE) program or curriculum; or
- K. On-line class.

Students shall successfully complete an on-line course or learning experience OR shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

Students receiving special education services who properly complete the programs specified in their I.E.P., and/or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P. Team may participate in graduation activities as recommended by the student's I.E.P. Team. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

Such credit shall be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the District providing the student meets the competency criteria established by the Superintendent.

A high school student shall be granted credit for completion of an internship or work experience that meets all of the requirements of MCL 380.1279h, subject to the Board's right to deny credits for the reasons and in the manner set out in MCL 380.1279h. The appeal rights set out in this statute apply in the event of a denial.

Students in an approved Early Middle College (EMC) program are required to take a mathematics or math-related course during their 5th year in addition to the Portage Public Schools' graduation requirements to be eligible for a diploma.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student's experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

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M.C.L. 380.1278d, 380.1279h

M.C.L. 380.1166, 380.1278a(1), 380.1278a(2), 380.1278a(4)(c), 380.1279b

20 U.S.C. 1400 et seq.

20 U.S.C. 1401 et seq.

29 U.S.C. 794

42 U.S.C. 12131 et seq.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

1. NHS 2020 Field Trip to Italy (OP 2340)

May 6, 2019

Janet Johnstone
Coordinator of Instructional Services
Phone: 269.323.5140
fax: 269.323.5141
jjohnstone@portageps.org

TO: Mark Bielang
DATE: March 26, 2019
FROM: Janet Johnstone/Dr. Michael Pascoe
SUBJECT: Northern High School 2020 field trip to Italy

RECOMMENDATION:

I recommend the approval for Portage Northern High School's Art Program to travel to Italy, as described in the attached material. The trip dates are set for June 2-July 1, 2020.

BACKGROUND:

Sarah Nott is proposing a student trip to Italy for June 19-June 30, 2020. They will spend 10 days out-of-country. The purpose is for the students to immerse themselves in Italian art history and culture as outlined in the attached. The families involved will be responsible for the cost. The students will not miss any days of instructional time. Chaperones will be a ratio of approximately 1 adult to every 2 students (number attending: 12).

I have reviewed this proposal and support it.

JJ/MP
Attachments

The primary purpose of school approved student trips is to provide substantive curricular, co-curricular, and extracurricular enhancement not available in the local setting. It is not the intent of Policy #2340/AG #2340A to establish annual travel opportunities. Recognizing this purpose, consideration of trip approval begins with an evaluation of the special nature of the enrichment activities and the relationship of the trip's education goals to the curricular, co-curricular, or extracurricular activity.

If this trip requires Portage PS transportation, please be sure to submit a transportation request form along with a copy of this form to your principal for initial approval. These requests need to be submitted with **at least two (2) weeks notice**.

International Trips: If any duration of this trip is spent out of country, the request needs to be submitted with **at least four (4) months notice** to provide sufficient time to obtain all levels of approval. Please note that you may be asked to present your educational trip request to the Portage Board of Education.

SECTION 1

School	NHS	Group	PNHS Art	Date of Request	2/28/2019 9:44:35	
Start Date	6/22/2020	Departure Time	8:00:00 AM	Amount of Instructional Time Lost	None	
End Date	7/1/2020	Return Time	8:00:00 PM	PPS Transportation?	No	ASN:

SECTION 2

Trip Destination: Italy through Worldstrides tour company; specific itinerary here
<https://worldstrides.com/itineraries/italy-in-depth-2/>

Educational Goal(s)/Purpose of Trip:

I was extremely impressed with the Worldstrides tour company when I traveled through them with students to Japan, and would love to initiate a visual arts trip abroad similar to the musical trip abroad taken at both our high schools. There can be no better destination for immersion in art and art history than Italy, and this trip features not only those things but some wonderful societal and historical connections as well.

SECTION 3

# of Students	TBD; minimum six, intended 12	# of Staff Chaperones	TBD; minimum 1, intended 12	# of Additional Adult Chaperones	None/TB D
Estimated Cost per Student	\$4,400, price includes three college credits		Estimated Cost of Trip	No cost to district	
Funds Provided by	Private/Family	Amount per Funding Source			

SUPERVISOR/PERSON IN CHARGE

Name	Sarah Nott	Contact Phone #	2693235540
Signature:	<i>Sarah Nott</i>	Date:	2-28-19

Reminder: Attach any additional documentation if applicable (i.e., Itineraries, Benchmarks/Standards, Travel company contracts, etc.)

Office Use ONLY:

Principal Decision:	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Principal Signature:	<i>James E. Freil</i>	Date:	3-25-19
Superintendent (or designee) Decision:	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Supt. (or designee) Signature:	<i>M. Freil</i>	Date:	3-26-19

Principal/Office Staff: Route Trip request form and transportation request form (if applicable) to Instructional Services Office (Janet Johnstone) once completed.

(checklist provided near departure)



Italy in Depth

educationaltravel.com/Nott-2020

June 22 - July 01, 2020

Day 1 Start tour

Day 2 Ciao Venice

Meet your tour director and check into hotel

Day 3 Venice landmarks

Venice guided sightseeing tour: Bridge of Sighs, Doge's Palace visit, Grand Canal, St. Mark's Cathedral visit
Optional LEAP Behind the Carnival Mask

Day 4 Venice--Florence

Travel to Florence
LEAP Patron of the Renaissance
Florence guided sightseeing tour with Whisper headsets : Accademia visit, Baptistery Doors, Chiesa di Santa Croce, Duomo, Ponte Vecchio
LEAP Cucina Fiorentina!

Day 5 Florence

San Gimignano Excursion
Tuscan Farm Lunch
Dinner on your own

Day 6 Florence--Sorrento

LEAP Great Renaissance Debate
Travel to Naples by train
Pompeii guided visit

Day 7 Sorrento

Capri excursion
LEAP Tarantella Dancing

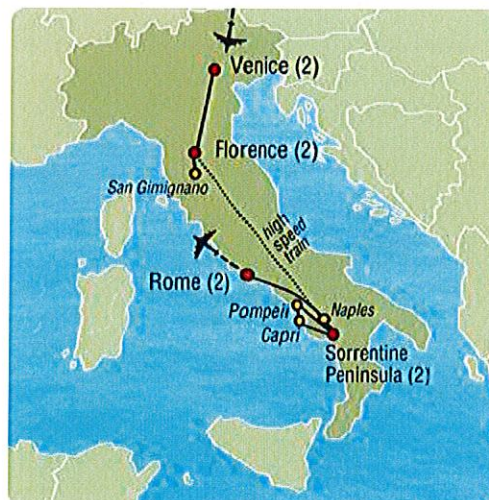
Day 8 Sorrento--Rome

Travel to Rome
Rome guided sightseeing tour : Colosseum visit with Whisper headset, Arch of Constantine, Forum Romanum visit

Day 9 Rome landmarks

Vatican City guided walking sightseeing tour with Whisper headsets: Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit
LEAP Caesar's Gladiators
Rome city walk: Spanish Steps, Trevi Fountain, Pantheon, Piazza Navona

Day 10 End tour



Reserve your Spot!

MyTrip ID: Nott-2020

Registration deadline: March 28, 2019

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare and other transportation described in the itinerary
- Traveler Assistance, Medical Insurance & Travel Insurance
- Three college prep credits are included in the cost of your program. Please note that middle school students aren't eligible.
- Centrally located three- and four-star hotels
- Daily breakfast to start the day energized and ready to go
- Dinner daily (except where Lunch is noted on itinerary)
- Full time, bilingual, WorldStrides tour director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- LEAP! Educational Program

Tour investment

Students (travelers under the age of 23): \$4,409

Adults (age 23 and over): \$4,894

Price reflects savings of \$350 scholarship. Sign up by 3/28/2019 and enter code Travel1E in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just \$99 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of February 28, 2019, your monthly payment would be just \$331.54.

Travel protection

Most WorldStrides travelers protect their investment with our Cancellation Protection Plus.

Enroll online,
by phone, or by mail



educationaltravel.com/Nott-2020



1.800.771.5353



Mail in your paper application to:

WorldStrides Programs
Attn: Participant Services
2 Heritage Drive
Quincy, MA 02171





Italy in Depth

REQUEST INFO

Your Adventure, Day by Day

Day 1 : Depart from North America

- **Flight to Venice:** Relax and enjoy your scheduled flight from North America.

Day 2 : Arrive in Venice

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Welcome to Venice! Begin your Italian adventure by taking a walk through colorful Venice.

Day 3 : Venice

- **Explore Venice with a Local Guide:** Discover the real beauty of this unique city as a local guide brings you to St. Mark's, the Grand Canal, the Doge's Palace with its Gothic facades of white Italian stone and pink Verona marble, and the Bridge of Sighs.



LEAP Activity | Behind the Carnival Mask

Create a Venetian mask inspired by the Italian Carnival, the Commedia dell'Arte—or by your imagination! Learn the meaning of the mask and its historical significance, then decorate yours using professional techniques.

Day 4 : Florence

- **Journey to Florence:**

- **See Florence with a local guide:** Join a local guide for a tour of the Duomo, Ghiberti's Baptistery doors, and the Church of Santa Croce. A visit is included to the

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- LEAP Patron of the Renaissance:

15

✘ AGREE & DISMISS

- **LEAP Cucina Fiorentina:** Then, cook a three-course traditional meal with a local chef using fresh local produce during Cucina Fiorentina: Roll up your sleeves and create delicacies tonight in Cucina Fiorentina . Cook up a three-course traditional meal with a local chef using fresh local produce. Get a taste of Tuscan life and zesty flavors! Mangia!



LEAP Activity | Patron of the Renaissance

Imagine you're a Medici. Suppose you're a Sforza. Use this innovative activity to explore the motives of the patrons of the Renaissance.

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LEAP Activity | Cucina Fiorentina

Cook up a three-course traditional meal with a local chef using fresh local produce. Get a taste of Tuscan life and zesty flavors! Mangia!

Day 5 : San Gimignano

- **Explore San Gimignano:** Explore San Gimignano, famous for its fourteen fortified, crumbling towers.
- **Enjoy a Tuscan Farm lunch in place of dinner:** Today, a Tuscan farm lunch is included in place of dinner.

Day 6 : Naples-Sorrento-Pompeii

- **Travel by high-speed train to Naples:** Pause en route for a visit to charming Naples.
- **Take a guided tour of Pompeii:** Then, a guided tour reveals Pompeii, a mysterious city left remarkably preserved after being buried by a catastrophic volcanic eruption in 79 A.D.

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✕ AGREE & DISMISS

- LEAP Great Renaissance Debate:



LEAP Activity | Great Renaissance Debate

Greet six renaissance giants including Giotto, Galileo, and Isabella d'Este, and debate who made the greatest impact on civilization.

Day 7 : Capri

- **Journey to the island of Capri:** Cross the Bay of Naples to the island of Capri, summer home of the Roman Emperor Tiberius.

- **LEAP Dance the Tarantella:**

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LEAP Activity | Dance the Tarantella

Participate in the art of Italian folk dancing as you listen to the strumming of mandolins. Professional dancers in traditional attire will guide you through the Tarantella, one of southern Italy's most renowned dances.

Day 8 : Rome

- **Drive to Rome:** Drive to Rome, the capital of Italy.
- **Discover Rome with a local guide:** This afternoon, join a local guide on a walking tour of ancient Rome. Listen for the roar of the ancient crowds at the Colosseum, then visit the Roman Forum.

Day 9 : Vatican & Rome

- **See Vatican City:** Visit the Vatican with a local guide and discover the artistic legacy of Catholicism. Marvel at the ceiling of the Sistine Chapel before moving up

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- LEAP Caesar's Gladiators:

- **Walking Tour of Rome:** Enjoy a walking tour of Baroque Rome this afternoon with your Tour Director.

Day 10 : Return Home OR Extend your Stay

- **Flight to the US:** Our rewarding and enjoyable tour comes to an end as our Tour Director accompanies us to the airport on our final day.



Extend your stay | Extra days in Rome

Extend your visit to Italy by adding extra days to explore the Eternal City. Travel to Rome to explore and learn about the city's rich history.

GET OUT OF THE CLASSROOM AND EXPLORE YOUR WORLD

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REQUEST INFO

✕ AGREE & DISMISS

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

2. CHS 2020 Field Trip to Ecuador and Galapagos (OP 2340)

May 6, 2019

Janet Johnstone
Coordinator of Instructional Services
Phone: 269.323.5140
fax: 269.323.5141
jjohnstone@portageps.org

TO: Mark Bielang
DATE: April 19, 2019
FROM: Janet Johnstone/Dr. Michael Pascoe
SUBJECT: Central High School 2020 field trip to Ecuador & Galapagos

RECOMMENDATION:

I recommend the approval for Portage Central High School's Spanish and Biology students to travel to Ecuador and the Galapagos Islands, as described in the attached material. The trip dates are set for June 23-June 30, 2020.

BACKGROUND:

Rachele Reidel, Pilar Forero, and Cathy Laurencig are proposing a student trip to Ecuador and the Galapagos for June 23-June 30, 2020. They will spend 8 days out-of-country. The purpose is to strengthen student understanding of curriculum standards for both world language and science as well as enhance the learner profile for the IB curriculum. The families involved will be responsible for the cost. The students will not miss any days of instructional time. Chaperones will be a ratio of approximately 1 adult to every 5 students (\approx number attending: 18).

I have reviewed this proposal and support it.

JJ/MP
Attachments

Proposal for Trip to Ecuador and the Galapagos Islands Summer of 2020
By: Pilar Forero, Cathy Laurencig, and Rachele Reidel

Documents included:

- Page 1: Cover page
- Page 2-3: Educational Trip Request (Regulation #2340)
- Page 4: Specific Educational Goals
- Page 5-6: Tentative Itinerary
- Pages 7-8: Why travel abroad enhances learning

The primary purpose of school approved student trips is to provide substantive curricular, co-curricular, and extracurricular enhancement not available in the local setting. It is not the intent of Policy #2340/AG #2340A to establish annual travel opportunities. Recognizing this purpose, consideration of trip approval begins with an evaluation of the special nature of the enrichment activities and the relationship of the trip's education goals to the curricular, co-curricular, or extracurricular activity.

If this trip requires Portage PS transportation, please be sure to submit a transportation request form along with a copy of this form to your principal for initial approval. These requests need to be submitted with **at least two (2) weeks notice**.

International Trips: If any duration of this trip is spent out of country, the request needs to be submitted with **at least four (4) months notice** to provide sufficient time to obtain all levels of approval. Please note that you may be asked to present your educational trip request to the Portage Board of Education.

SECTION 1

School	CHS	Group	Spanish and Biology students	Date of Request	4/18/2019 16:08:05	
Start Date	6/23/2020	Departure Time	8:00:00 AM	Amount of Instructional Time Lost	0 days	
End Date	6/30/2020	Return Time	8:00:00 PM	PPS Transportation?	No	ASN:

SECTION 2

Trip Destination: Ecuador and the Galapagos Islands

Educational Goal(s)/Purpose of Trip:

Travel abroad will not only strengthen the curriculum based on the state of Michigan's standards for World Languages and Sciences, but will also enhance the learner profile based on the International Baccalaureate curriculum. Traveling to Ecuador and the Galapagos Islands will make IB learners:

- **Better inquirers:** Students' natural curiosity will be nurtured and encouraged while traveling abroad. Students will actively enjoy learning and will be engaged participants throughout the trip.
- **More knowledgeable:** They will gain in-depth knowledge of not only monuments, attractions, flora, and fauna, but also the history, culture, and importance of preservation that surround those attractions.
- **Better communicators:** Students will have the opportunities to practice their Spanish and to understand the nuances of true communication, verbal and nonverbal.
- **More open-minded:** Students will see how differing values, perspectives, and traditions are expressed in another society, as well as how to better understand and appreciate their own culture(s) because of this. They will appreciate both cultural points of view.
- **More reflective:** Students will better understand their culture(s) and themselves. Throughout the trip students will be asked to reflect on similarities difference between the Ecuadorian culture and the students' own cultures.


While experiencing the language, culture, and biodiversity of Ecuador and the Galapagos Islands, students will apply, analyze, synthesize, and evaluate the world around them. The students will consider different future paths of study, and perhaps more globally-minded occupations. They will be more academically motivated because they have experienced the language in authentic situations and see its value. As a result, their classroom learning will be enhanced, and these students will be able to return and enrich the classroom experiences of their peers as well. By extending the classroom beyond the four walls, students will learn more and become better IB learners!

SECTION 3



# of Students	We hope to have at least 18 students.	# of Staff Chaperones	At least three	# of Additional Adult Chaperones	Dependin g on the number of partici pants ,
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Principal/Office Staff: Route Trip request form and transportation request form (if applicable) to Instructional Services Office (Janet Johnstone) once completed.

			possibly 2-3 more adults.
Estimated Cost per Student	\$4471.00 per student	Estimated Cost of Trip	\$4471.00 per student (trip is funded by the students' families).
Funds Provided by	Private/Family	Amount per Funding Source	

SUPERVISOR/PERSON IN CHARGE			
Name	Rachele Reidel, Pilar Forero, and Cathy Laurencig	Contact Phone #	2692161684
Signature:		Date:	4-18-2019

Reminder: Attach any additional documentation if applicable (i.e., Itineraries, Benchmarks/Standards, Travel company contracts, etc.)

Office Use ONLY:			
Principal Decision:	<input checked="" type="checkbox"/> Approve	Principal Signature: 	Date: 18 APRIL 2019
	<input type="checkbox"/> Disapprove		
Superintendent (or designee) Decision:	<input checked="" type="checkbox"/> Approve	Supt. (or designee) Signature: 	Date: 4-19-19
	<input type="checkbox"/> Disapprove		

Specific Educational Goals of the Trip to Ecuador and the Galapagos Islands:

C1.1N.SL.i

Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services

C1.2.A.L.b

Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics

C2.2.M.C.a

Describe the significance of current cultural icons (arts, architecture, music, literature, and the creators of these products)

C2.2.M.F.b

Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

C2.2.M.G.b

Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken

C4.1.A.c

Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

C4.1.A.d

Recognize that phonological features (such as pronunciation, intonation, and tone) reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

C4.2.A.a

Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own

C5.2.A.a

Seek opportunities and use the target language in real life situations within the community

Galapagos



Quito and the Galapagos

educationaltravel.com/Reidel-8263

June 23 - June 30, 2020

Day 1 Hola Quito

Meet your tour director and check into hotel

Day 2 Quito

Quito guided sightseeing tour : Compania de Jesus visit, El Panecillo visit, Virgin of Quito Monument
Mitad del Mundo visit

Day 3 Quito

Otavalo Market visit
LEAP Dance of the Tropics

Day 4 Quito--Galapagos

Fly to Baltra
Travel to Isla Santa Cruz
Darwin Research Station guided visit

Day 5 Galapagos

Island excursion
Lunch

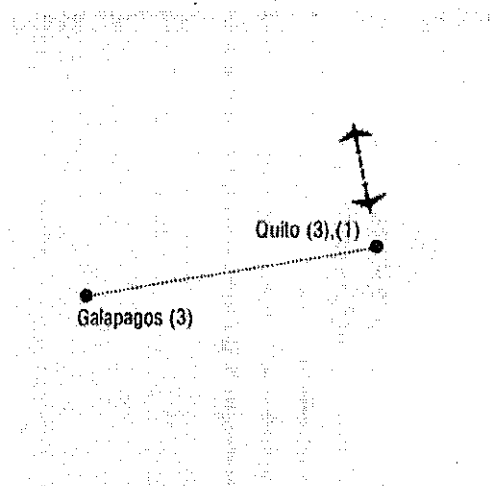
Day 6 Galapagos

South Plaza Island visit
Lunch

Day 7 Galapagos--Quito

Fly to Quito
Free time to explore Quito

Day 8 End tour



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- Centrally located three- and four-star hotels
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Students (travelers under the age of 23): \$4,171
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Language, culture, and connections: How travel abroad enhances student learning

El Otavalo market, La Mitad del Mundo, Darwin Research Station, dancing salsa, and touring the Galapagos Islands: these are all experiences that students will have if they seize the opportunity to travel to Ecuador and the Galapagos Islands with Portage Central High School in June 2020. While having these amazing experiences, students will also fulfill many state standards and enrich their IB learner profile. They will be enhancing their scientific, linguistic and cultural knowledge, as well as making connections to their own culture(s).

Students will have countless opportunities to improve their Spanish language skills in an authentic context. This trip is designed for those who have completed at least Spanish III. They will have the base knowledge to be able to communicate and to add to their linguistic skills. The following state of Michigan World Language standards will be met during this trip, relating to improving language skills:

- C1.1N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
- C1.2.A.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics
- C4.1.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages
- C4.1.A.d Recognize that phonological features (such as pronunciation, intonation, and tone) reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.
- C5.2.A.a Seek opportunities and use the target language in real life situations within the community

By participating in this trip, students will also be enriching their knowledge of the target culture and making connections to their own culture(s). Reading and studying Spanish and Biology in textbooks provides students with important information, but experiencing it in an authentic situation makes the information meaningful and the culture and biodiversity comes to life right before the students' eyes. The first time you see a giant tortoise or a blue and red footed boobies; visit the Darwin Research Station, talk with a vendor at the Otavalo market entirely in Spanish, or see and learn how to dance salsa: these are experiences that will change you and will change your perspective of your own background and culture. The United States of America is an amazing country, but it is important to see what it is like to live in other countries. Ecuador and the Galapagos Islands are places rich in history, art, tradition, flora and fauna.

While on this trip to Ecuador and the Galapagos Islands, students will be meeting the following state of Michigan World Language standards relating to culture and connections:

- C2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

- C4.1.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages
- C4.1.A.d Recognize that phonological features (such as pronunciation, intonation, and tone) reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages
- C4.2.A.a Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own.

Travel abroad will not only strengthen the curriculum based on the state of Michigan's standards for World Languages and Sciences, but will also enhance the learner profile based on the International Baccalaureate curriculum. Traveling to Ecuador and the Galapagos Islands will make IB learners:

- *Better inquirers:* Students' natural curiosity will be nurtured and encouraged while traveling abroad. Students will actively enjoy learning and will be engaged participants throughout the trip.
- *More knowledgeable:* They will gain in-depth knowledge of not only monuments, attractions, flora, and fauna, but also the history, culture, and importance of preservation that surround those attractions.
- *Better communicators:* Students will have the opportunities to practice their Spanish and to understand the nuances of true communication, verbal and nonverbal.
- *More open-minded:* Students will see how differing values, perspectives, and traditions are expressed in another society, as well as how to better understand and appreciate their own culture(s) because of this. They will appreciate both cultural points of view.
- *More reflective:* Students will better understand their culture(s) and themselves. Throughout the trip students will be asked to reflect on similarities difference between the Ecuadorian culture and the students' own cultures.

While experiencing the language, culture, and biodiversity of Ecuador and the Galapagos Islands, students will apply, analyze, synthesize, and evaluate the world around them. The students will consider different future paths of study, and perhaps more globally-minded occupations. They will be more academically motivated because they have experienced the language in authentic situations and see its value. As a result, their classroom learning will be enhanced, and these students will be able to return and enrich the classroom experiences of their peers as well. By extending the classroom beyond the four walls, students will learn more and become better IB learners!

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

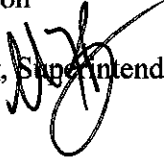
3. Bylaw-Operational Policy Revisions (BL 0131.1)

Enclosure VI.3.
May 6, 2019

Portage Public Schools

THE FUTURE LEARNS HERE

TO: Board of Education

FROM: Mark T. Bielang, Superintendent 

DATE: May 1, 2019

RE: Bylaw/Operational Policy Revisions/Updates

COPY: Executive Team;
Principals and Assistant Principals;
Susan Livingston, Director of Food Services

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

The proposed new, revised and replacement 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 Administrators, and in the case of bylaws, the Board President.

The following Operational Policies are being recommended for revision, update, inclusion or replacement. A brief explanation of the change, as provided by NEOLA, is included. The entire Policy language is available for review at the Administration Building.

Bylaw 0100 – Definitions (Revised)

The Open Meetings Act was revised to accommodate the absence of any member of the Board of Education due to military duty and allow that member's participation in Board business (M.C.L. 15.263). The definition of Voting in PO 0100 was revised to reflect this change. The new law also requires that a District establish procedures by which the absent member may participate in and vote on business and procedures by which the public is provided notice of the member's absence and information on how to contact the member to provide input prior to the meeting.

This bylaw revision reflects the current state of the law and should be adopted to maintain accurate bylaws and policies.

Bylaw 0167.1 – Voting (Revised)

This bylaw revision provides consistent language relative to remote participation by a board member.

Bylaw 0167.2 – Closed Session (Revised)

This bylaw was revised to allow the Board to consider security planning to address existing or potential threats to the safety of students and staff in closed session (MCL 15.268(k)).

This bylaw revision reflects the current state of the law and should be adopted to maintain accurate bylaws and policies.

Policy 1422.01 – Drug-Free Workplace (New)

This new policy was prepared to provide the same policy requirements for administrators as is currently provided in Operational Policy 3122.01/4122.01 for other employees.

This new policy reflects the current state of Federal law and should be adopted to be consistent with policy requirements of other District employees.

Policy 2210 – Curriculum Development (Revised)

On December 18, 2018, the Michigan Department of Education released its model program of instruction in career development as required by previous changes to M.C.L. 380.1166a(1). Beginning with the 2019-2020 school year, Districts must ensure that grade appropriate instruction on career development is provided in grades K – 12. This policy was revised to reflect this requirement.

This revision reflects the current state of the law and should be adopted to maintain accurate policies.

Policy 2414 – Reproductive Health and Family Planning (Revised)

This policy was revised to delete reference to Michigan Department of Education (MDE) publication that is no longer provided as official guidance regarding reproductive health and family planning.

This revision is recommended for adoption.

Policy 3120 – Employment of Professional Staff (Revised)

The legislature amended M.C.L. 380.1233 to expand the criteria for persons eligible to substitute teach in the areas of industrial technology and career and technical education. A person is now eligible to substitute teach if: 1) s/he has a high school diploma or equivalency certificate; 2) if substitute teaching in an area in which a professional license or certification is required, s/he has a professional license or certification in that field, or held such a license or certification that expired within two years of initial employment and was in good standing when it expired; and 3) has at least two consecutive years of experience in the relevant subject areas within the preceding ten years.

Policy 5200 – Attendance (Revised)

This revision modifies the mandatory attendance age provided by law.

This revision reflects the current state of the law and should be adopted to maintain accurate policies.

Policy 6321 – New School Construction, Renovation (Revised)

This policy has been revised to include the requirement of the new school safety legislation for consultation with first responder agencies during the planning of new construction or major renovation of school buildings.

This revision reflects the current state of the law and should be adopted to maintain accurate policies.

Policy 6325 – Procurement – Federal Grants/Funds (Revised)

This policy is revised in response to audit questions regarding Small and Minority Businesses and Women’s Business Enterprises. The language added clearly references the entities in question which had originally been encompassed by the C.F.R. citation.

The District should be sure to check that Operational Policy 6320 – Purchasing and Operational Policy 6325 - Procurement - Federal Grants/Funds provide consistent guidance for fiscal transactions. It is important to note that when dealing with federal, state, and local provisions, it is always the most restrictive threshold or requirement that prevails.

This revision is recommended for adoption.

Policy 6605 – Crowdfunding (Revised)

Revisions to this policy and related administrative guideline are prompted to recent attention by the Auditor of State (AOS) regarding this evolving fundraising mechanism. Emphasis was added in policy to address the importance of privacy protection for students and to maintain appropriate fiscal safeguards.

These revisions are recommended for adoption.

Policy 8400 – School Safety Information (Revised)

This policy has been revised to reflect the reauthorization of the Elementary and Secondary Education Act (ESEA) through the Every Student Succeeds Act (ESSA), thus eliminating references to the No Child Left Behind (NCLB) legislation.

Additionally, this policy has been revised to reflect the provisions of the new school safety legislation itemized in the Legal Alert included in this Update.

This revision reflects current Federal and State law and should be adopted to maintain accurate policies.

Policy 8402 – Emergency Operations Plan (New)

This new policy is provided to assist districts in complying with MCL 380.1308b. The new law calls for collaboration, review, and notification obligations to be met by the District.

This new policy is recommended for review and adoption.

Policy 8500 – Food Services (Revised)

This policy has been revised in response to issues raised by United States Department of Agriculture (USDA) reviews of District policies and procedures. The USDA's position is that an appropriate "team" is required to approve any dietary modification to the school's USDA-reimbursable meal pattern for a student, whether or not that student has a disability or is eligible for a Section 504 plan.

These revisions reflect the current USDA requirements and should be considered for adoption.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**


Note Page

VI. Discussion Items

4. Michigan Council for the Arts and Cultural Affairs Grant (Required by MCACA)

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 15, 2019

RE: Michigan Council for the Arts and Cultural Affairs Grant

RECOMMENDATION:

It is recommended that the Board of Education approve the submission of the \$20,000 Grant to Michigan Council for the Arts and Cultural Affairs (MCACA) to support the Aesthetic Education Program between October 1, 2019 to June 12, 2020, as presented.

BACKGROUND:

Aesthetic Education Program (AE) Teaching artists and classroom teachers collaboratively provide inquiry-based lessons to develop K-8 students' abilities to describe, analyze and interpret visual and performing art works. The AE program develops perceptual abilities of students in visual and performing arts through greater understanding of art forms, insights into how artists make choices and how these understandings relate to other aspects of life. Through experiential workshops, the program builds critical thinking, supports inquiry-based and student centered learning. Exceptional art works are used as primary resources around which the workshops are jointly designed by a professional Teaching Artist and an AE trained classroom teacher. For More Information:

Portage Schools Involved in Aesthetic Education (AE)

Portage Public Schools has participated in the AE program since its inception in 2002. Over 60 classes participate in aesthetic education program at: 2th Street, Angling Road, Central Elementary, Central Middle, Central High, Haverhill, Lake Center, Moorsbridge, West Middle, North Middle and Northern High School. Teachers Introductory or Advanced-Level Summer Institute Teacher Trainings and Large Group Brainstorm professional development opportunities during the school year. Nearly 5,000 students participate in the AE program and attend live theater, dance and music performance and visual arts exhibitions.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

5. KRESA General Fund Budget for 2019-20 (MCL 380.624)

May 6, 2019

Paula Johnson
Director of Finance
(269)323-5178 Voice
(269)323-5189 Fax
pjohnson@portageps.org

To : Mark Bielang, Superintendent
From : Paula Johnson, Director of Finance *PJ*
Date : May 1, 2019
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 2019/20 school year.

BACKGROUND INFORMATION

Fifteen 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 26, KRESA distributed a copy of their 2019/20 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

From: Scott Thomas, Assistant Superintendent for Business Services

Date: April 26, 2019

Subject: Kalamazoo RESA 2019-2020 Original General Education Fund Budget Narrative and Resolution

The Kalamazoo RESA (KRESA) 2019-2020 Original General Fund budget shows an overall increase in revenues of approximately 2.1% and an overall increase in expenditures of approximately 2.4%, which is primarily due to the impact of an increase in taxable values, grant funding and shared service agreements on the various departments discussed in more detail below. The budget anticipates an overall deficit of \$196,552. This will leave the General Fund with an estimated unassigned fund balance at June 30, 2020 of \$6,641,834 or 13.5% of annual expenditures. KRESA's overall fund equity is approximately 7.0% of total program expenditures when combined with the Special Education Fund (which has a 1.3% fund balance).

KRESA's sources of General Fund revenues include an operating tax levy of 0.1444 mills on all property in the KRESA area. We are anticipating that property taxable values will increase by 3.85% and that property tax revenue will increase by \$42,695. State aid is received through Section 81 of the State Aid Act and this budget assumes Section 81 State Aid will remain flat. Grants make up a large portion of the revenue received by KRESA, as well as departments that provide services on a fee for service basis or shared service agreements.

KRESA's expenditures include the following assumptions: 2.9% increase in health insurance costs, retirement cost to increase based on published rates effective 10-1-2020 and a compensation adjustment for staff that includes an increase to the salary schedules plus step advancements. KRESA has mitigated rising expenditures by implementing the hard cap (instead of 80/20 premium share) for health insurance, charging employees contributions and modifying the level of benefits, so that the actual cost paid by KRESA is lower than what is allowed under the hard cap. KRESA also implemented single subscriber coverage for new full-time employees in grades 12 or below at the beginning of the 2013-2014 school year, which continues to generate savings each year as seasoned employees retire.

KRESA's revenues and expenditures are categorized as follows:

General Administration and Maintenance: These expenses include the General Fund portion of the Board of Education, Superintendent's Office, Public Information, Human Resources Department, Business Office, Truancy Office, and Maintenance and Operations departments. These departments are primarily funded through property tax revenue and Section 81 State Aid revenue.

Technology Services: The Technology Services department supports the technology needs of KRESA programs, state reporting compliance, on-site technology support staff to schools, 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. KRESA's General Fund budget is projected to contribute an additional \$316,482 to support this department.

Seeds for Success and Great Start Readiness Program (GSRP): This budget includes the birth to five year old programs county-wide. Funding includes state and local grants, local district contributions and \$107,149 in direct support from KRESA's General Fund budget. The budget assumes funding for 2,094 GSRP preschool slots with 1,792 of these slots being provided to local districts and private providers.

REMC and Print Center: REMC is funded with local district membership fees and both receive fee for service in the areas of our full print shop, graphic arts services, county-wide delivery services, teachers' material center, shredding services, video and media library, and other various services. The departments operate much like a business and schools who participate in the program pay a fee for the services they purchase. It is projected that REMC will operate with a slight surplus of \$1,493 and the Print Center with a deficit of \$64,243 due to the purchase of a new commercial printer.

Instructional Services: The Instructional Services department is funded with state and federal grants along with local district professional development consortium contributions, fee for service coaching billings and a direct contribution from the KRESA General Fund budget of \$461,957. The expenditures include the following grants: Title I Regional Assistance, Early Literacy, MiSTEM Network Regions, United Way Early Reading and MiBLSi grants. Instructional Services leads workshops through the professional development consortium and provides instructional coaching services to local school districts.

Education for the Arts (EFA) and Education for Employment (EFE): These programs provide arts education and career and technical education opportunities to all students within the Kalamazoo RESA area. They are funded with a combination of state, federal and local grants, and local district and KRESA funding. Both programs have advisory boards that include local district superintendents that complete annual reviews of the programs including program budgets. Local school districts contribute to the high school programs for both EFA and EFE, as well as support for administrative costs for EFA. The KRESA General Fund budget directly contributes \$97,344 to the administration of the EFA program and \$282,889 to the administration of the EFE program.

Youth Opportunities Unlimited (YOU): YOU operates programs that serve youth and adults in Kalamazoo, Calhoun, St. Joseph and Branch counties. YOU provides job training and education assistance and oversees operations of the Michigan Works! Service Centers in Kalamazoo, Three Rivers, Battle Creek and Coldwater. YOU is funded with a combination of federal and local grants, and this budget includes \$3,354,294 in revenues and expenses to operate the 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 \$6,316,619 in grant revenues and expenses to operate KRESA's Head Start program, which serves 596 three and four year olds within in the County with preschool, family and health support services.

Enhancement Millage: This budget includes \$12,377,441 in revenue for the enhancement millage approved by voters in 2017, which is distributed back to the local districts to support their operations.

Attached to this budget narrative please find the Resolution for Local District Vote on ISD Budget and KRESA's proposed 2019-2020 General Fund budget resolution. Local district Boards of Education are required to adopt a resolution expressing its support or disapproval of KRESA's proposed budget and submit to KRESA's Board of Education any specific objections and/or proposed changes prior to June 1, 2019.

Please contact me at 269.250.9363 for any questions related to KRESA's 2019-2020 Original General Fund budget. Thank you.

**RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION OF
KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY
2019-2020 ORIGINAL GENERAL EDUCATION FUND BUDGET**

RESOLVED, that this resolution shall be the appropriations of Kalamazoo Regional Educational Service Agency for the 2019-2020 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 2019-2020 is as follows:

	ACTUAL 2017-18	ORIGINAL 2018-19	REVISED 2018-19	ORIGINAL 2019-20
REVENUES:				
Local	15,923,746	16,627,018	16,891,256	17,371,601
State	13,643,980	15,109,241	15,181,311	15,156,639
Federal	9,679,311	8,698,784	9,139,573	9,515,196
Other Sources	6,023,302	6,619,274	6,971,456	7,130,349
Total Revenue	45,270,339	47,054,317	48,183,596	49,173,785

BE IT FURTHER RESOLVED, that \$49,370,337 of the total available to appropriate in the GENERAL EDUCATION FUND is hereby appropriated in the amounts and for the purpose set forth below:

Instruction:				
Basic Programs	4,725,869	4,845,986	4,731,622	4,533,268
Added Needs	91,673	20,000	22,000	1,500
Support Services:				
Pupil	1,326,991	1,311,783	1,292,114	1,321,935
Instructional staff	5,295,366	5,158,805	5,735,566	5,454,580
General Administration	521,548	496,050	530,939	547,486
School Administration	383,437	419,333	417,106	460,485
Business	909,382	888,765	1,080,788	1,027,483
Operations and Maintenance	1,178,588	1,122,871	1,141,783	1,333,186
Transportation	956,914	800,844	819,344	841,027
Central	7,448,721	8,932,196	9,192,968	9,738,741
Community Services	4,114,998	4,702,134	4,513,860	4,577,160
Other Financing Uses	18,097,262	18,574,812	18,743,926	19,533,486
Total Expenditures	45,050,749	47,273,579	48,222,016	49,370,337
Revenues over Expenses	219,590	(219,262)	(38,420)	(196,552)
FUND BALANCE - July 1	6,657,216	6,538,254	6,876,806	6,838,386
FUND BALANCE - JUNE 30	6,876,806	6,318,992	6,838,386	6,641,834

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 6/13/2019)

Note: The General Education tax levy for 2019 is proposed to be 0.1444 mills and the Regional Enhancement tax levy for 2019 is proposed to be 1.5000 mills. These millages will be levied on all properties to be used for operating purposes as described above.

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 in the Administration Building on May 20, 2019 at 6:30 pm.

Members present were: _____

Member absent 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, 2019; 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/proposed changes the Board may have to the budget prior to June 1, 2019.

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 General Education Fund Budget for the 2019/2020 school year be supported. Furthermore, 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 _____.

1.
The undersigned duly qualified and acting Secretary of the Board of Education of Portage Public Schools Portage, Michigan hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a regular meeting held on May 20, 2019, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Signed:

Secretary, Board of Education

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

6. KRESA Biennial Election (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: May 6, 2019
RE: KRESA Biennial Election

RECOMMENDATION:

It is recommended the Board of Education approve the resolution to designate its voting representative and alternative voting representative as well as designate the Board's choice of candidates for Kalamazoo RESA's June 3, 2019 Biennial Election.

BACKGROUND:

As required under Section 614(2) of the Revised School Code for ISD Biennial Elections, constituent boards must adopt a resolution to designate their voting representative and an alternative voting representative and designate the candidate(s) the constituent board chooses to vote for at the election. The attached resolution serves to capture these designations.

In addition, constituent boards must consider the resolution at not less than one public meeting before adopting it. The earliest date a constituent board can take action to adopt the resolution is May 13, 2019 (21 days before the election). In keeping with this schedule, the resolution is for the Board's consideration/discussion at the May 6, 2019 meeting and for action at its May 20, 2019 meeting.

KRESA's Biennial Election will be held on June 3, 2019 at 5:30 p.m. at the KRESA Service Center, 1819 E. Milham, Portage in Conference Room A. There are two board seats to be filled, each for six year terms. There are two candidates running – Dr. Delores G. Myers and Mr. David W. Webster. Attached is information about both candidates.

In preparation for action at the May 20, 2019 regular meeting, please consider serving as a representative / alternate to vote at this upcoming election.
Attachments

BIENNIAL ELECTION RESOLUTION

Portage Public Schools (the "District")

A regular meeting of the board of education of the District (the "Board") was held in the Administration Building, 8107 Mustang Drive, within the boundaries of the District, on the 20th day of May, 2019, at 6:30 o'clock in the p.m.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

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

WHEREAS:

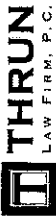
- 1. The biennial election of the Board of Kalamazoo Regional Educational Service Agency, Michigan (the "ISD Board") will be held on Monday, June 3, 2019; and
- 2. The members of the ISD Board will be elected by an electoral body composed of one (1) person designated by the board of each of the constituent school districts; and
- 3. In accordance with Section 614(2) of the Revised School Code, MCL 380.614(2), this Board desires to designate _____ as this District's proposed 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 for the electoral body, which body will elect for 6-year terms each, two (2) candidates to the vacancies on the ISD Board on Monday, June 3, 2019 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 _____.
- 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.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Portage Public Schools, Portage, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a regular meeting held on May 20, 2019, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

**2019 INTERMEDIATE SCHOOL DISTRICT
BIENNIAL ELECTION SCHEDULE**

- May 6, 2019* Deadline for candidates to file nominating petitions or \$100 fee (and Affidavit of Identity) for candidacy with ISD's Election Coordinator (County Clerk).
- May 13, 2019** **Earliest date** for constituent board to adopt resolution to designate the district's representative to the electoral body and to support its desired candidate(s).
- May 24, 2019 *Deadline* for the ISD board secretary to send notice by *certified mail* to the secretary of each constituent board of education of the date, time, and place of the biennial election meeting.
- June 3, 2019 Electoral body meeting to conduct the election.

*Note that 30 days before the election date is May 4. Because that date falls on a Saturday, the deadline moves to Monday, May 6.

**Revised School Code Section 614(2) states: "The board shall consider the resolution at *not less* than one public meeting *before* adopting the resolution." This language suggests constituent boards must hold a public meeting *before* the meeting at which the constituent board adopts the resolution appointing its representative.

**Kalamazoo RESA Board of Education
2019 Candidates**

Dr. Delores G. Myers

Appointed to the Kalamazoo RESA Board of Education, September 1996 to replace Jeannette Taborn.

Former Gull Lake Community Schools Board of Education Member

Re-election for term of six (6) years, expiring 2025

Occupation & Affiliations

Retired Tax Preparer

National School Board Association (NSBA)

Council of Urban Boards of Education (CUBE)

Michigan Association of School Boards (MASB)

Association of Educational Service Agencies (AESAs)

Kalamazoo County School Officers Association (KCSOA)

Blue Cross/Blue Shield Community Affairs Committee

KRESA Board Head Start Liaison – Policy Committee

NAACP Lifetime Member

Kalamazoo RESA Foundation Board

Mr. David W. Webster

Appointed to the Kalamazoo RESA Board of Education, October 2002 to replace Charles Bell.

Former Comstock Public Schools Board of Education Member

Re-election for term of six (6) years, expiring 2025

Affiliations

Employed – Printlink, Customer Service

National School Board Association (NSBA)

Michigan Association of School Boards (MASB)

Association of Educational Service Agencies (AESAs)

Kalamazoo County School Officers Association (KCSOA)

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

7. Chromebook Purchase Recommendation (OP 6320)

May 6, 2019

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

MEMO

To: Mark Bielang, Superintendent
Fr: Daniel J. Vomastek, Director
Dt: April 29th, 2019
Re: Spring 2019 Chromebook Purchase

RECOMMENDATION

I recommend the Board of Education authorize the purchase of 960 Chromebooks from Sehi Computer Products of Rochester Hills Michigan in an amount not to exceed \$191,414.40, proceeds coming from the 2016 Bond Fund #1.

BACKGROUND

This purchase will be used to outfit our 2nd grade classrooms, as well as the 19-20 6th grade cohort of students. I am very pleased to announce, with this purchase we will have completed the 1-1 rollout in grades 2 through 12. In the 19-20 school year we will look to complete the rollout in the remaining grades.

AWARD INFORMATION

This purchase will be made via the statewide bidding process, and as such Portage did not need to issue an RFP. While not the cheapest Chromebook in the list of bids, it is the lowest cost unit meeting the durability and expected product life standards we have set.

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



Sehi Computer Products, Inc.
 2930 Bond Street
 Rochester Hills, MI 48309
 1-800-233-7344

Quote	Q00109801
Date	4/22/2019
Page	1

Bill To:

Portage Public Schools
 8107 Mustang Drive
 Accounts Payable
 Portage, MI 49002

Ship To:

Portage Public Schools
 8107 Mustang Drive
 Warehouse / Central Receiving
 Portage MI 49002

Quote Number	Customer ID	Salesperson ID	Shipping Method	Payment Terms	Master No.
Q00109801	POR002	csehi	BEST	Net 30	322,515

Quantity	Item Number	Description	UOM	Unit Price	Ext. Price
960	6QY22UT#ABA	HP CB11G7 CELN4000 11 4GB/16 PC INTEL CN4000 11.6 HD AG Priced via the REMC Device Bid Purchasing Contract (SPOT)	Each	\$199.39	\$191,414.40
960	CROSSWDISEDU	GOOGLE Chrome OS Management Console License Edu	Each	\$0.00	\$0.00

Priced via the REMC Device Bid Purchasing Contract (SPOT)

Subtotal	\$191,414.40
Misc	\$0.00
Tax	\$0.00
Freight	\$0.00
Trade Discount	\$0.00
Total	\$191,414.40

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

8. Food Service Management Contract for 2019-20 (EL 2.5)

May 6, 2019

Paula Johnson
Director of Finance
pjohnson@portageps.org

TO : Mark Bielang, Superintendent
FROM : Paula Johnson, Director of Finance ^{PS}
DATE : May 6, 2019
SUBJ : Renewal of the Chartwells Food Service Management Contract for the 2019/20 Year

RECOMMENDATION

That the Board of Education approve the renewal of Chartwells Food Service Management contract for the 2019/20 school year and authorize the Director of Finance to execute the contract renewal agreement.

BACKGROUND INFORMATION

In June, 2015, in a formal RFP process, the District selected Chartwells to continue to be its food service management company. The contract is a one-year contract with four optional one-year renewals. This is the fourth contract renewal and would be from July 1, 2019 through June 30, 2020. The District will be going out for bid next spring for a food service RFP.

The Michigan Department of Education has approved the renewal and requires that the Board of Education approve the renewal of the contract as well.

Please let me know if you or the Board members have any question on this recommendation that I can answer.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

SHEILA A. ALLES
INTERIM STATE SUPERINTENDENT

March 27, 2019

Mr. Mark Bielang, Superintendent
Portage Public Schools
8107 Mustang Drive
Portage, MI 49002-5433

Re: Agreement No. 39140 ✓

Dear Mr. Bielang:

On March 19, 2019, the Michigan Department of Education (MDE) received your request for renewing its food service management contract (FSMC) with Chartwells for the 2019-2020 school year and has approved the following:

1. Equivalent Meal Factor – change \$3.4625 current equivalent meal factor to \$3.5450 per USDA/MDE guidelines. This represents an increase of 2.38% from the previous year.
2. The current management fee of \$0.0433 per meal will increase by 2% to the new management fee of \$0.0441 per meal.
3. The current administrative fee of \$9,281.42 per month will increase by 2% to the new administrative fee of \$9,467.04 per month for 10 months.
4. The advance payment of \$133,333 will remain the same.
5. The Current CPI-U for December 2018 is 2.8%.
6. There are no guarantees for the 2019-2020 school year.
7. There is no client investment planned for the 2019-2020 school year.

MDE concurs with the school district's recommendation that the contract be renewed with Chartwells for the 2019-2020 school year and be taken to the school district's Board of Education for approval. Once the board approves the contract renewal, a signed copy of the Agreement Page and the Contract Renewal Agreement must be forwarded to MDE for its files. If the school board should make any changes to the contract, these changes must be forwarded to MDE for its approval before the contract renewal can be signed by the school district.

The contract with Chartwells is for a one-year period from July 1, 2019, to June 30, 2020, going from July 1st to June 30th thereafter.

STATE BOARD OF EDUCATION

CASANDRA E. ULBRICH – PRESIDENT • PAMELA PUGH – VICE PRESIDENT
MICHELLE FECTEAU – SECRETARY • TOM MCMILLIN – TREASURER
TIFFANY D. TILLEY – NASBE DELEGATE • JUDITH PRITCHETT
LUPE RAMOS-MONTICOMERY • NIKKI SNYDER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • 833-633-5788

Mr. Mark Bielang
Page 2
March 27, 2019

If MDE can be of further assistance to you or your approved FSMC, please contact the Food Service Contract Unit staff at mde-fsmc-vended@michigan.gov or 517-241-5348.

Sincerely,

A handwritten signature in black ink that reads "Diane L. Golzynski". The signature is written in a cursive style with a large initial "D".

Diane L. Golzynski, Director
Office of Health and Nutrition Services

dlg:rz:ck

Acknowledgement for FSMC Contract Renewal

By submission of the contract renewal documents, the School Food Authority (SFA) of **Portage Public Schools** acknowledges its responsibilities as outlined in the food service contract, including the overall operational and financial responsibility for the Child Nutrition Programs.

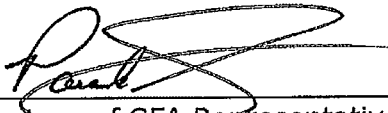
The SFA certifies it has carefully examined its food service contract and the following Michigan Department of Education (MDE) administrative policy memorandums:

1. Food Service Contracts Administrative Policy No. 2: Guidance on Material Changes and Review Requirements for Food Service Management Company and Vended School Meals Company Contracts, School Year 2018-2019
2. Food Service Contracts Administrative Policy No. 3: Guidance on Oversight and Monitoring Food Service Contracts, School Year 2018-2019
3. Food Distribution Administrative Policy No. 1: Proper Crediting of USDA Donated Foods Value, School Year 2014-2015

Additionally, the SFA acknowledges it is required to conduct monthly (or at least quarterly) invoice reconciliations of its food service contract to ensure compliance with Federal law.

The SFA certifies staff of **Portage Public Schools** directly and independently conduct reconciliations of food service contract invoices to verify the following: usage and crediting of USDA Foods; allowable costs; the accuracy of fees and/or per meal charges; as well as the application of proper purchase rebates, discounts, and credits in accordance with the district's food service contract.

The SFA further acknowledges it may be required to submit copies of any and all books and records pertaining to the food service contract including, but not limited to, food service contract invoices with supporting documentation from the FSMC or Vendor, internal SFA reconciliation materials, distributor invoices, and all other related documents.



Signature of SFA Representative

Paula Johnson

Name of SFA Representative

3-19-19

Date

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VI. Discussion Items

9. School Meal Prices for 2019-20 (OP 6320)

To: Mark Bielang, Superintendent
 From: Paula Johnson, Director of Finance
 Date: May 6, 2019
 Subject: Recommended 2019/20 Student Breakfast and Lunch Prices

Recommendation

That the Board of Education set student meal prices for the 2019/20 school year as follows based on the pricing equity requirements from the Michigan Department of Education:

	<u>Current 2018/19</u>	<u>Proposed 2019/20</u>
Elementary Breakfast:	\$ 1.35	\$ 1.35
Elementary Lunch:	\$ 2.35	\$ 2.50
Ala Carte Entrée	\$ 2.35	\$ 2.50
Milk	\$.50	\$.50
Secondary Breakfast:	\$ 1.50	\$ 1.50
Middle School Lunch:	\$ 2.85	\$ 3.00
High School Lunch:	\$ 2.85	\$ 3.00
Premium Secondary Lunch (Crust & Stuff, Ready Set Deli)	\$ 3.10	\$ 3.25
Ala Carte Entrée	\$ 2.85 / \$ 3.10	\$ 3.00 / \$ 3.25

Background

Each year at this time the Board of Education sets student breakfast and lunch prices for the next school year. Typically once these prices are set, they are retained through the entire school year unless unforeseen circumstances develop. This action impacts approximately 48% of our annual revenue in this fund. Pricing for staff lunches and catering items are set after considering many factors like cost, competition, and convenience factors.

The recommendation based on the PLE tool prepared by Chartwells is to increase student lunch prices by fifteen cents at both the elementary and secondary levels. Ala carte entrée prices will be adjusted by the same increments to be consistent with the base and premium lunch price increases and to encourage students to choose a healthier complete meal vs just ala carte items. Breakfast prices will remain the same at all levels.

Please let me know if you or the Board members have any questions on this recommendation that either myself or Susan Livingston can answer.

The following provides guidance on the calculations the SFAs can use in order to ensure they are in compliance with the requirements for School Year (SY) 2019-20. In addition, the SY 2019-20 Paid Lunch Equity (PLE) tools for the 48 contiguous States, Hawaii, Puerto Rico and Alaska are attached to the memorandum to assist SFAs make the required calculations.

SY 2019-20 Paid Lunch Equity Calculations

For SY 2019-20, SFAs which, on a weighted average, charged less than the target weighted average price of **\$3.00 (\$3.51 in Hawaii & Puerto Rico and \$4.87 in Alaska)** for paid lunches in SY 2018-19 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account. The amount per meal increase will be calculated using 2 percent rate increase plus the Consumer Price Index (2.68 percent), totaling **4.68** percent.

SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2018-19 when calculating the weighted average lunch price increase for SY 2019-20. For example, if the unrounded SY 2018-19 requirement was \$2.48 but the SFA opted to round down to \$2.45, the calculation of the SY 2019-20 requirement is based

If an SFA raised its weighted average paid lunch price above the required amount in SY 2018-19, that excess paid lunch price increase may be subtracted from the total SY 2019-20 paid lunch price increase requirement. SFAs must keep sufficient records to document and carry forward the weighted average price calculations. Additionally, if an SFA did not raise its weighted average adjusted paid lunch price sufficiently to meet the required amount in SY 2018-19, the shortfall

Use of Non-Federal Sources Calculation

SFAs that choose to contribute non-Federal sources to the nonprofit school food service account in lieu of raising paid lunch prices must calculate the appropriate amount to contribute. To determine the amount of required revenue in lieu of a paid lunch price increase, the SFA determines the total number of paid reimbursable lunches claimed for the previous school year and multiplies that by the difference between the SY 2018-19 weighted average paid lunch price requirement

Sources of Non-Federal Funds

Beginning in SY 2013-14, FNS expanded the definition of a non-Federal source to include all paid meals to help SFAs meet the PLE requirement and to acknowledge the continuing support by States and locals to improve access to and

Therefore, for SY 2019-20, SFAs may continue to count as a non-Federal source:

- 1. Per-meal non-Federal reimbursement for any paid meal (breakfast, lunch, etc.)**
- 2. Any funds provided by organizations for *any paid* meal**
- 3. Any proportion attributable to *paid meals* from direct payments made from school district funds to support lunch service**

Credit for Excess Non-federal Funds

If an SFA's SY 2018-19 estimate of the required contribution exceeded the actual level, that excess contribution may be subtracted from the total SY 2019-20 contribution requirement. Further, if the SY 2018-19 estimate was less than required, additional funds from non-Federal sources must be added. The non-Federal Calculator tab in the PLE Tool for determining the estimated amount of non-Federal source contributions will allow for making these calculations using the same rationale as used for paid lunch prices (i.e., credit any extra funds contributed and account for any shortfalls when

SY 2019-20 PLE Tool

The first tab of the SY 2019-20 PLE Tool includes detailed instructions on how to use the tool and what information is needed to complete the appropriate calculations. It is recommended that each user print and read the instructions before

To assist SFAs making these required PLE calculations, the attached SY 2019-20 PLE Tool makes the following calculations:

- Weighted average paid lunch price for SY 2018-19
- Required average weighted paid lunch price increase for SY 2019-20
- Required non-Federal source contribution required for SY 2019-20

The PLE Tool takes into account adjustments to paid lunch prices made by the SFA in SY 2018-19 to calculate any credit or shortfall

Additionally, the SY 2019-20 PLE Tool includes a feature that makes calculations for SFAs that wish to split the SY 2019-20

To use the attached SY 2019-20 PLE Tool. SFAs need the following information:

ALL SFAs need the following data to calculate the Weighted Average Price for SY 2019-20:

- SY 2018-19 Unrounded Price Requirement OR SY 2010-11 Weighted Average Price
- All paid lunch prices for October 2018
- Number of paid lunches served associated with each paid lunch price in October 2018

SFAs that have opted to contribute non-Federal sources also need:

- The total number of paid lunches served in SY 2017-2018
- The total dollar amount of SY 2011-12, SY 2012-13, SY 2013-14, SY 2014-15, SY 2015-16, SY 2016-17, SY 2017-18 and SY 2018-19 non-Federal contribution

SFAs that wish to split the SY 2019-20 requirement by both raising paid lunch prices and contributing non-Federal sources will need all of the above information. Additionally, the PLE Tool includes a report that SFAs can use to track the information they will need to make their SY 2020-21 calculations. SFAs can print the report and keep it in their records.

March 2019

SY 2019-20 Price Adjustment Calculator

[Go to Instructions](#)

SY 2019-20 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 3.00	\$ 3.00
Note: Above prices are based on adjusting SY 2018-19 price requirement by the 2% rate increase plus the Consumer Price Index (2.68%)	

SY 2018-19 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for October 2018.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2018-19 Weighted Average Price
1.	18,943	\$ 2.35	\$ 44,516.05	
2.	12,045	\$ 2.85	\$ 34,328.25	
3.	8,910	\$ 3.10	\$ 27,621.00	
4.	313	\$ 3.50	\$ 1,095.50	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	40,211		\$ 107,560.80	\$ 2.67

Note: SY 2018-19 Weighted Average Price equal to or above the target price of \$3.00 are compliant for SY 2019-20. \$3.00 is the difference between the Free and Paid reimbursement rates for SY 2018-19.

Total Price Increase for SY 2019-20
\$ 0.33

Required price increase for SY 2019-20 (with 10 cent cap)
\$ 2.77

Remaining increase carried forward to SY 2020-21
\$ 0.23

Remaining credit carried forward to SY 2020-21
\$ -

[Go to SY2019-20 Report](#)

Step 3 (Optional)

Pricing Estimation Calculator

Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	18,943	\$ 2.50	\$ 47,357.50	
2.	12,045	\$ 3.00	\$ 36,135.00	
3.	8,910	\$ 3.25	\$ 28,957.50	
4.	313	\$ 3.75	\$ 1,173.75	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	40,211		\$ 113,623.75	\$ 2.83

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.
March 2019

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VII. Action Items

1. Approve Administrator Appointment (OP 3121)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve the administrator appointment of Tama Salisbury, as presented.

Bradley D. Galin, MBA, SPHR
Director of Human Resources
Phone: 269.323.5152
bgalin@portageps.org

To: Board of Education
From: Bradley Galin, MBA, SPHR
Date: May 6, 2019
Re: Administrator Appointment Recommendation

RECOMMENDATION:

It is recommended that the Board of Education approve the appointment of the following administrator for the Portage Public Schools.

Tama Salisbury:

Ms. Tama Salisbury is being recommended as the new Assistant Principal for Portage Central High School starting in the 2019/2020 school year replacing the retiring Kim Lummis. Ms. Salisbury is currently a history and social studies teacher at Central High School where she has been instrumental in the growth of the AP Government class and focused preparation for all CHS students toward the SAT. In addition to her teaching role, Ms. Salisbury is active as a mentor teacher with the intern teachers we receive from Western Michigan University and served as the District's secondary social studies team leader for six (6) years.

Ms. Salisbury holds both her Bachelor's and Master's degrees from Michigan State University. Ms. Salisbury, as a new administrator, will be initially placed on Step 1 of the Assistant Principal's pay scale (currently \$85,980.83).

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VII. Action Items

2. Acceptance of Monitoring Report 1.3, Ends Policy (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented the Monitoring Report on 1.3, Ends Policy, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: Ends Policy 1.3

Certification

I hereby present my monitoring report on Ends Policy 1.3 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, 2019.



Signature

5.1.2019

Date

Note: There have been no changes to my previous interpretations; however, additional graduation rate data has been provided and reports have been updated.

Monitoring Report

Page -2-

Policy Type: Ends

Policy Title: Ends Policy 1.3

1.3 POLICY LANGUAGE

Students will have knowledge and skills necessary to succeed at post-secondary institutions and in the world of work.

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” 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 “to succeed in the world of work” 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 Work Keys Assessment. Data will be based on information about Northern and Central High Schools’ students/graduates.

Report

According to the Partnership for 21st Century Learning, it is important 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 21st Century themes into core subjects and ensure that learning and innovation skills are a daily part of learning.” At Portage Public Schools, 21st Century skills are defined as 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.

Knowledge and Skills Monitoring Reports (Policies 1.1 and 1.2) have previously been presented to and approved by the Board. This report will focus on success at the post-secondary level and in the world of work.

Portage Public Schools graduates (the data being used is based on students graduating from Central and Northern High Schools) attend college at rates significantly higher than state averages. The latest three-year average (classes graduating in 2016, 2017, and 2018) indicates a college enrollment rate within six months of graduation of 79%. This compares to the state average over the same time period of approximately 63%.

Monitoring Report

Page -3-

Policy Type: Ends

Policy Title: Ends Policy 1.3

We know that some students do not matriculate to college immediately after high school graduation. If we look at enrollment in college within a 24 month timeframe, the rate increases. For example, the class of 2016 had an enrollment rate of 77% during the first six months after graduation. That rate rose to 86% when viewed through a 24 month window and well above the state average of 72%.

The charts and graphs on attached Data Sheet 1.3.1 (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. Again, Portage graduates fared well in this area. The latest three-year data (Data Sheet 1.3.2) indicates Portage students earning 24 credits at a rate of 23% greater than state average. 79% of Portage graduates earned 24 credits within 36 months from graduation as compared to a state average of 56%.

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 1.3.3 shows the number of students taking a college remedial class over the latest three years. The percentages shown are the number of students enrolled in any remedial course as a percentage of students enrolled in college. For the class of 2017, 25% of students statewide required enrollment in a remedial class, whereas 28% of Portage students needed remediation. The increase in between the 2015-16 and 2016-17 graduating class is due to a remedial reading course from Kalamazoo Valley Community College called “TRS 104 – First Year Experience” that went from 43 students to 207 students enrolled in the course. Portage specifically saw an increase from 10 to 40 students.

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 98.41%. This compares to a state average of approximately 83%. Data Sheet 1.3.4a shows the information for the last five graduating classes.

The vast majority of Portage students graduate in four years – 96.49% in 2017-18. This compares to a State average of 80.64%. Data sheet 1.3.4b shows the information for the last five graduating classes.

Monitoring Report

Page -4-

Policy Type: Ends

Policy Title: Ends Policy 1.3

Data sheet 1.3.4c 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.

Education for Employment (EFE) classes help prepare students for future success in the world of work. Several EFE classes allow students to earn licenses or certificates and/or provide for work place experiences. All EFE 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 being a team player, attendance, initiative, honesty and many more skills critical to success in any career.

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. EFE programs train for business and industry certification and offer college credit.

Depending on their chosen program, students have the opportunity for membership in their respective student organizations. (DECA, First Robotics, MITES, etc.) These organizations develop citizenship, technical leadership, and teamwork skills essential for students who are preparing for the workforce and higher education. They also have opportunities to participate in regional, state and national conferences and competitions.

The Kalamazoo Regional Educational Service Agency data provided on Data Sheet 1.3.5 shows the number of CTE classes offered along with the number of Portage students participating. 36.9% of Portage 11th and 12th grade students participate in at least one EFE class. 3.3% are enrolled in one of the five programs which lead to licensure or certification. 4.6% of enrolled 11th and 12th grade students perform work in an industry setting.

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 Work Keys Assessments:

- Applied Math
- Graphic Literacy
- Workplace Documents

Work Keys Assessments measure "real world" skills that employers believe are critical to job success. Test questions are based on situations in the everyday world of work.

Monitoring Report

Page -5-

Policy Type: Ends

Policy Title: Ends Policy 1.3

“In 2017, the ACT WorkKeys assessments underwent a significant refresh to ensure ongoing relevance and content alignment to the skill requirements of today’s jobs.” (From <http://www.act.org/content/dam/act/unsecured/documents/R1712-ACT-progress-toward-NCRC.pdf>.)

Certificates range from the Bronze level where students score at least a level three in each of the three core areas and have the necessary foundations skills for 16 percent of the jobs in the Work Keys database to the Platinum level where students score at least a level six in each of the three core areas and have the necessary foundation skills for 99% of the jobs in the Work Keys database.

As the data on Data Sheet 1.3.6 indicates, 95% of students in the Portage class of 2019 obtained some type of certificate on the Work Keys Assessment.

Conclusion Statement

The organization met expectations.

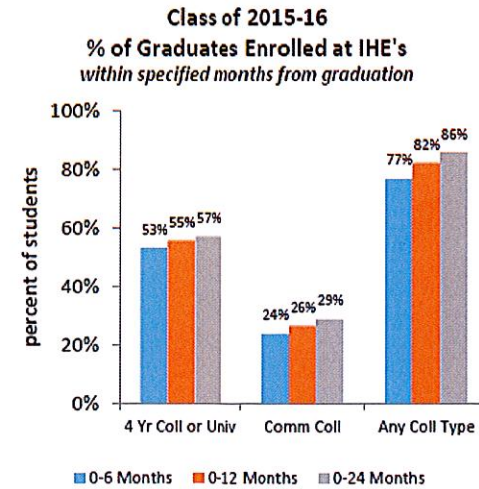
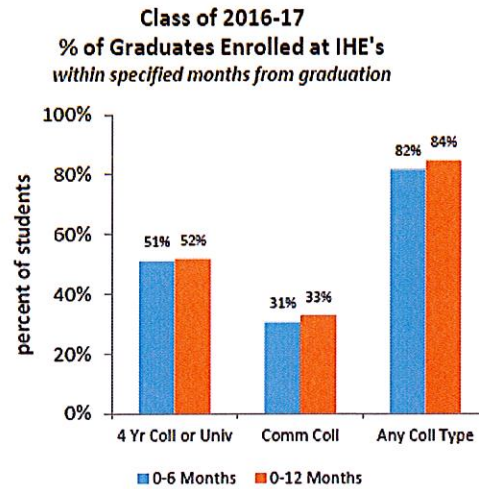
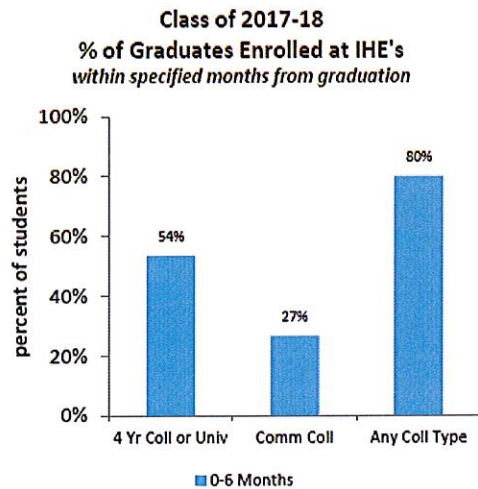
Attachments – Data Sheets

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.	Any Coll. Type	Tot. Grads	% Any Coll. Type	4 Yr Coll. or Univ.	Comm Coll.	Any Coll. Type	Tot. Grads	% Any Coll. Type	4 Yr Coll. or Univ.	Comm Coll.	Any Coll. Type	Tot. Grads	% Any Coll. Type	
Class of 2017-18	PPS	324	161	485	605	80%											
	State					60%											
Class of 2016-17	PPS	318	190	508	622	82%	321	204	525	622	84%						
	State					64%					67%						
Class of 2015-16	PPS	345	154	499	651	77%	361	172	533	651	82%	371	188	557	651	86%	
	State					65%					68%					72%	

3 year avg of students enrolled (any college type) within 6 months:	PPS	79%
	State	63%

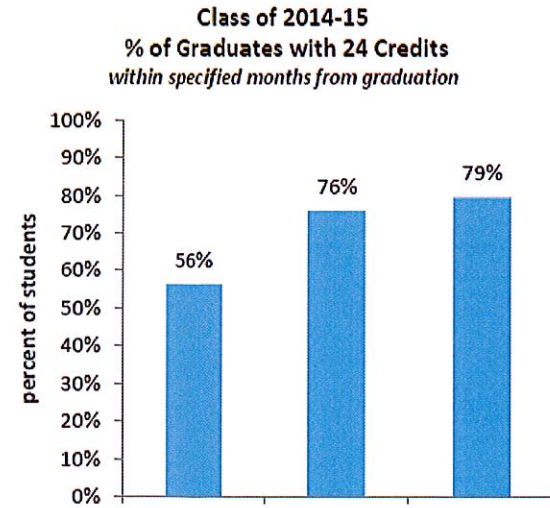
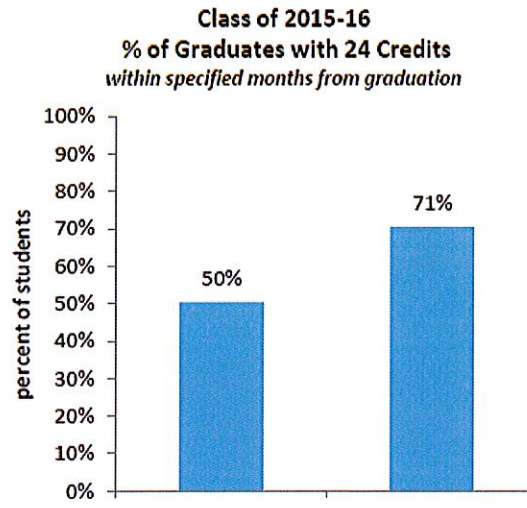
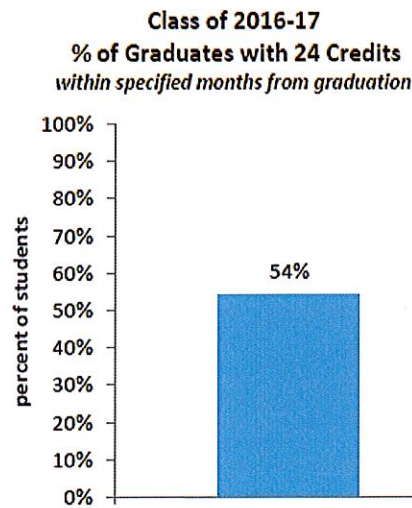
Note: 3 year average uses number of graduates for each year, which varies. Therefore it is not a straight average of the numbers in the table above.



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.	Tot. % w/ 24 cred.	0-24 mon.	Tot. % w/ 24 cred.	0-36 mon.	Tot. % w/ 24 cred.
Class of 2016-17	PPS	336	54%				
	State		41%				
Class of 2015-16	PPS	328	50%	459	71%		
	State		40%		53%		
Class of 2014-15	PPS	349	56%	470	76%	492	79%
	State		40%		52%		56%



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

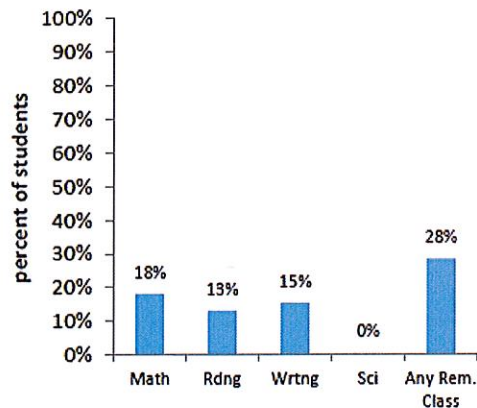
Students Taking College Remedial Classes

# College Enrolled Grads Taking a College Remedial Class	Class of 2016-17			
	PPS			State
	# Any Rem. Class	# Grads in any Coll	% Any Rem. Class	% Any Rem. Class
All Students	119	418	28%	25%
Black	10	16	63%	47%
Asian	3	29	10%	14%
Hispanic	10	29	34%	36%
2/More	13	30	43%	27%
White	82	313	26%	22%
F/R Lunch	32	65	49%	39%
Disabilities	14	22	64%	51%
Female	67	218	31%	27%
Male	52	200	26%	23%

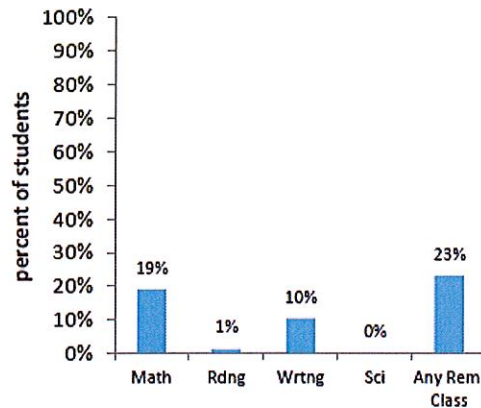
# College Enrolled Grads Taking a College Remedial Class	Class of 2015-16			
	PPS			State
	# Any Rem. Class	# Grads in any Coll	% Any Rem. Class	% Any Rem. Class
All Students	99	430	23%	27%
Black	12	21	57%	52%
Asian	10	37	27%	18%
Hispanic	9	22	41%	39%
2/More	13	30	43%	32%
White	55	319	17%	23%
F/R Lunch	36	72	50%	41%
Disabilities	10	16	63%	57%
Female	61	207	29%	29%
Male	38	223	17%	25%

# College Enrolled Grads Taking a College Remedial Class	Class of 2014-15			
	PPS			State
	# Any Rem. Class	# Grads in any Coll	% Any Rem. Class	% Any Rem. Class
All Students	94	423	22%	29%
Black	10	23	43%	55%
Asian	3	31	10%	16%
Hispanic	4	17	24%	42%
2/More	5	21	24%	30%
White	71	329	22%	24%
F/R Lunch	19	54	35%	44%
Disabilities	11	17	65%	58%
Female	57	225	25%	31%
Male	37	198	19%	26%

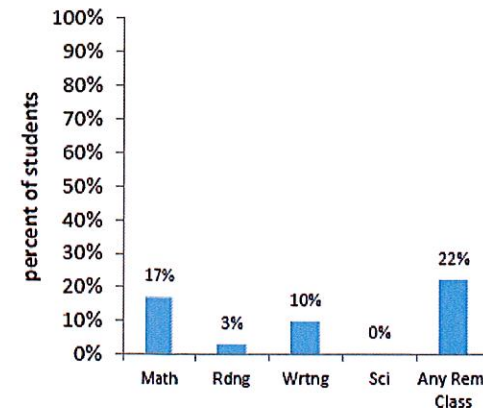
Class of 2016-17
% of College Enrolled Graduates Taking a Remedial Class



Class of 2015-16
% of College Enrolled Graduates Taking a Remedial Class



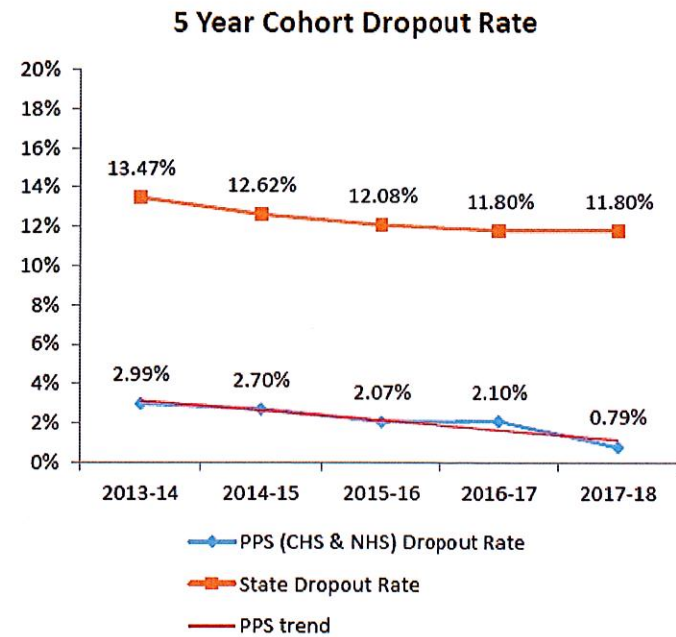
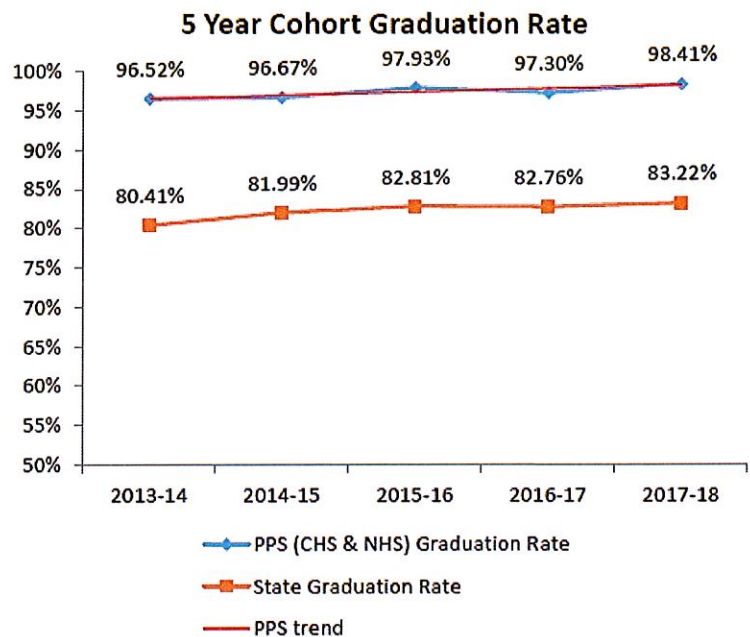
Class of 2014-15
% of College Enrolled Graduates Taking a Remedial Class



Source: MISchoolData; does not include CoHS

5 Year Cohort Graduation/Drop Out Rate

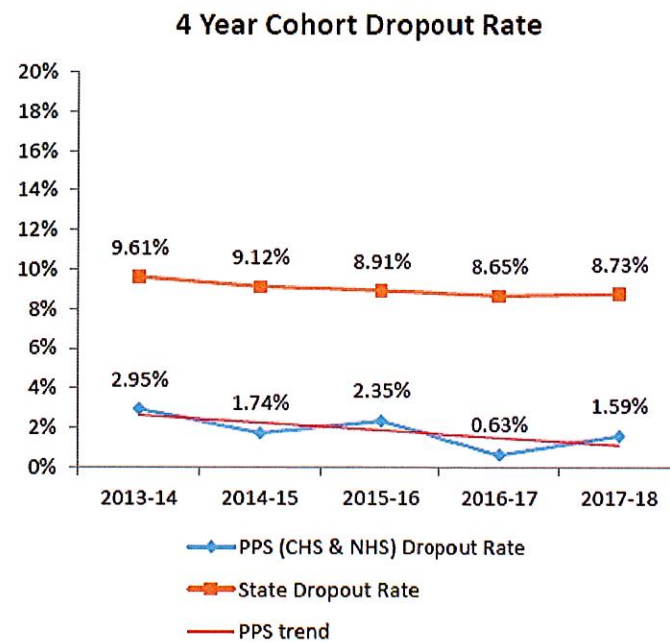
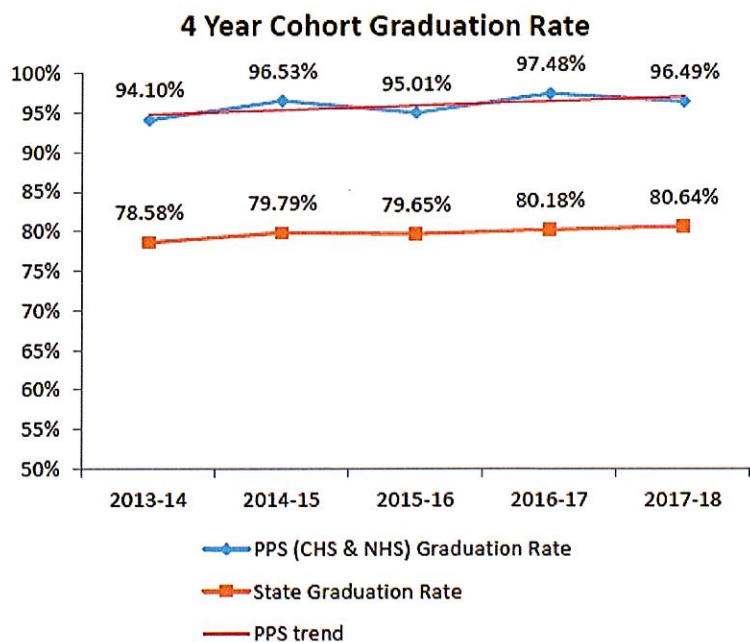
# Students	School Year:				
	2013-14	2014-15	2015-16	2016-17	2017-18
Cohort	603	630	628	667	630
Graduated	582	609	615	649	620
Dropouts (Reported & MER)	18	17	13	14	5
Off-Track Continuing	0	1	0	1	0
Other Completer (GED, etc.)	3	3	0	4	5
Graduation Rate	96.52%	96.67%	97.93%	97.30%	98.41%
Dropout Rate	2.99%	2.70%	2.07%	2.10%	0.79%



Source: MISchoolData; does not include CoHS

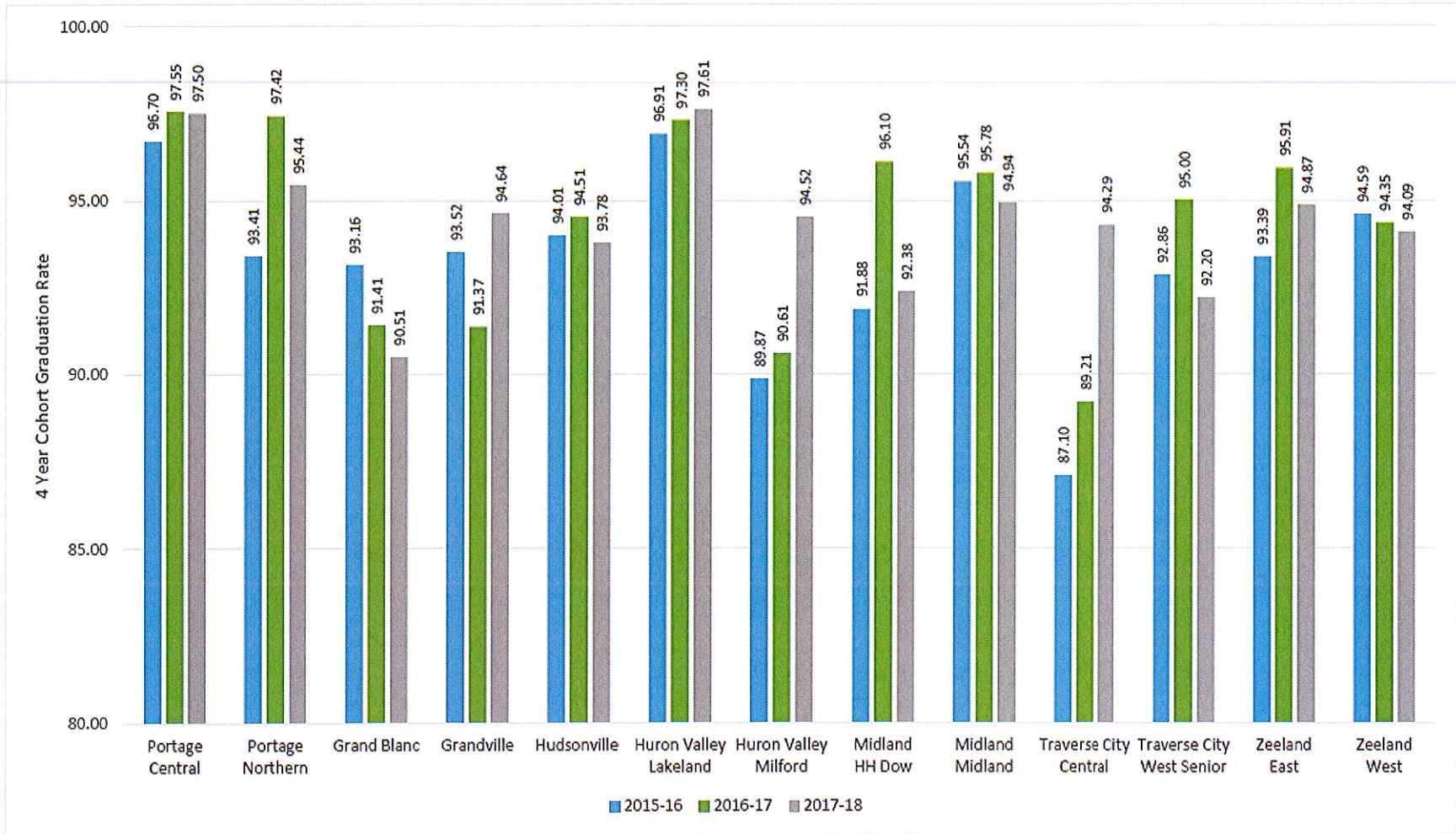
4 Year Cohort Graduation/Drop Out Rate

# Students	School Year:				
	2013-14	2014-15	2015-16	2016-17	2017-18
Cohort	644	634	682	636	627
Graduated	606	612	648	620	605
Dropouts (Reported & MER)	19	11	16	4	10
Off-Track Continuing	17	11	15	7	4
Other Completer (GED, etc.)	2	0	3	5	8
Graduation Rate	94.10%	96.53%	95.01%	97.48%	96.49%
Dropout Rate	2.95%	1.74%	2.35%	0.63%	1.59%



Source: MISchoolData; does not include CoHS

Comparator Schools 4 Year Cohort Graduation Rate



Source: MISchoolData

No Alternative Schools are included for all districts.

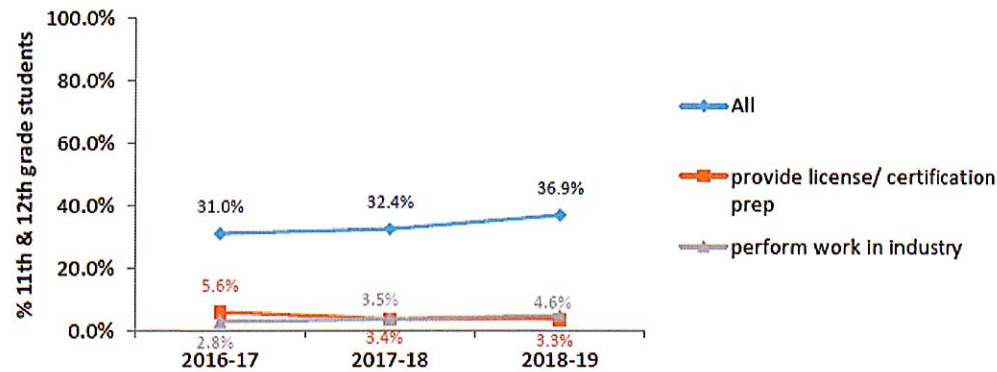
Education For Employment (EFE)

2018-19	EFE Classes:		
	All	provide license/certification prep	perform work in industry
# classes offered:	46	6	11
# students enrolled:			
11th grade	183	12	14
12th grade	297	31	46
total	480	43	60
% of 11th & 12th graders	36.9%	3.3%	4.6%

2017-18	EFE Classes:		
	All	provide license/certification prep	perform work in industry
# classes offered:	46	5	11
# students enrolled:			
11th grade	196	22	9
12th grade	226	22	37
total	422	44	46
% of 11th & 12th graders	32.4%	3.4%	3.5%

2016-17	EFE Classes:		
	All	provide license/certification prep	perform work in industry
# classes offered:	46	5	11
# students enrolled:			
11th grade	182	23	17
12th grade	230	52	21
total	412	75	38
% of 11th & 12th graders	31.0%	5.6%	2.8%

11th & 12th Grade Students Participating in EFE Classes



Source: Skyward, does not include CoHS

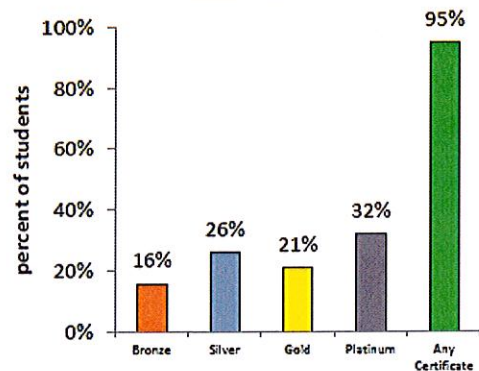
ACT WorkKeys National Career Readiness Certificates

ACT WorkKeys assessments were developed to address the need for standardized measures of work readiness; and are research-based assessments that measure workplace skills.

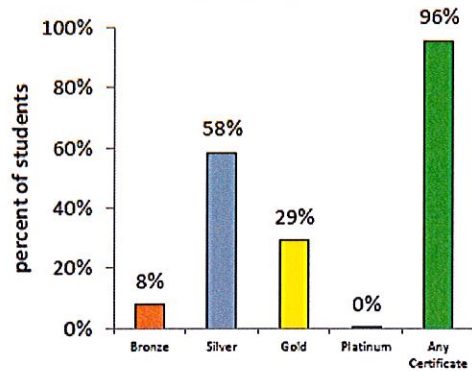
Certificates reflect Bronze, Silver, Gold, or Platinum level of work readiness.

# Students	Class of 2018-19						# Students	Class of 2017-18						# Students	Class of 2016-17					
	PPS							PPS							PPS					
	Bronze	Silver	Gold	Platinum	Total Students	% Any Work Readiness		Bronze	Silver	Gold	Platinum	Total Students	% Any Work Readiness		Bronze	Silver	Gold	Platinum	Total Students	% Any Work Readiness
All Students	100	165	134	204	637	95%	All Students	50	372	185	1	636	96%	All Students	88	320	194	0	637	95%
Black	6	9	3	3	26	81%	Black	5	15	1	0	26	81%	Black	5	11	6	0	26	85%
Asian	6	5	7	13	32	97%	Asian	1	23	16	0	40	100%	Asian	6	21	12	0	40	98%
Hispanic	8	10	8	5	31	100%	Hispanic	7	20	12	0	42	93%	Hispanic	9	19	7	0	37	95%
2/More	11	10	8	14	44	98%	2/More	4	28	13	0	46	98%	2/More	10	24	9	0	47	91%
White	68	131	108	169	503	95%	White	33	284	143	1	479	96%	White	58	245	160	0	487	95%
F/R Lunch	33	36	27	22	128	92%	F/R Lunch	20	70	16	0	113	94%	F/R Lunch	20	53	15	0	101	87%
Disabilities	18	9	3	1	41	76%	Disabilities	9	9	2	0	35	57%	Disabilities	13	11	2	0	44	59%
Female	57	89	64	80	299	97%	Female	27	209	90	0	334	98%	Female	51	171	90	0	325	96%
Male	43	76	70	124	338	93%	Male	23	163	95	1	302	93%	Male	37	149	104	0	312	93%

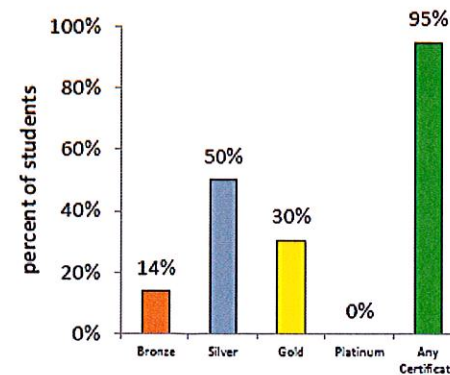
Class of 2018-19
% of Students with ACT WorkKeys Certificate



Class of 2017-18
% of Students with ACT WorkKeys Certificate



Class of 2016-17
% of Students with ACT WorkKeys Certificate



Source: BAA WorkKeys datafile; does not include CoHS

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VII. Action Items

3. Acceptance of Monitoring Report 2.9, Emergency Superintendent Succession (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented the Monitoring Report on 2.9, Emergency Superintendent Succession, as a reasonable interpretation and evidence of compliance with policy.

May 6, 2019

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.9) Emergency Superintendent Succession

Global Board Policy

In order to protect the board from sudden loss of Superintendent services, the Superintendent may have no fewer than two other executives familiar with Board and Superintendent issues and processes.

Certification

I hereby present my monitoring report on Executive Limitation, 2.9, "Emergency Superintendent Succession" 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, 2019.



Signature

5.1.19

Date

Interpretation

I interpret this Policy to mean that the Board expects me to have at least two central office level administrators prepared and knowledgeable about organizational procedures and District-related issues in the event I am unable to provide District leadership services. This interpretation remains unchanged since last monitored.

Report

There are two individuals who have sufficient knowledge of operations and District issues who could serve the Board in my absence: Michael Pascoe, Assistant Superintendent of Instruction and Assessment, and Ron Herron, Assistant Superintendent of Operations. Both Michael and Ron attend Board of Education meetings on a regular basis and are integral members of the District's Executive Leadership Team. Additionally, Mike Huber, Director of Curriculum, works closely with me in preparing monitoring reports and is very understanding of the Board's Governance model.

Our Executive Leadership Team meets weekly to discuss operational and instructional issues as well as to review Board agendas. This team operates with a great deal of transparency and trust. Other than sensitive or confidential information, every member of the team is very knowledgeable of District issues.

In addition to these weekly meetings, Ron, Michael and I meet on a regular basis to discuss direction, operations and other issues that are important to the District. Furthermore, Administrative Assistant, Barb Atkinson, is knowledgeable of Board Policies and operational issues and stands ready to assist either Ron or Michael should the need arise.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.9) Emergency Superintendent Succession

Both Ron and Michael are familiar with the District's Policy Governance Model and are involved in assisting me with Policy interpretation and in providing monitoring information. They both have been in attendance during Policy Governance Work Sessions and other presentations.

Additionally, Michael Pascoe recently attended the PG Boot Camp to learn more about the governance model.

The District also has in place AG1100, which addresses decision-making whenever the Superintendent is away from the District and unavailable to make a decision. In these cases, the two aforementioned Assistant Superintendents are responsible for acting jointly on any such decisions.

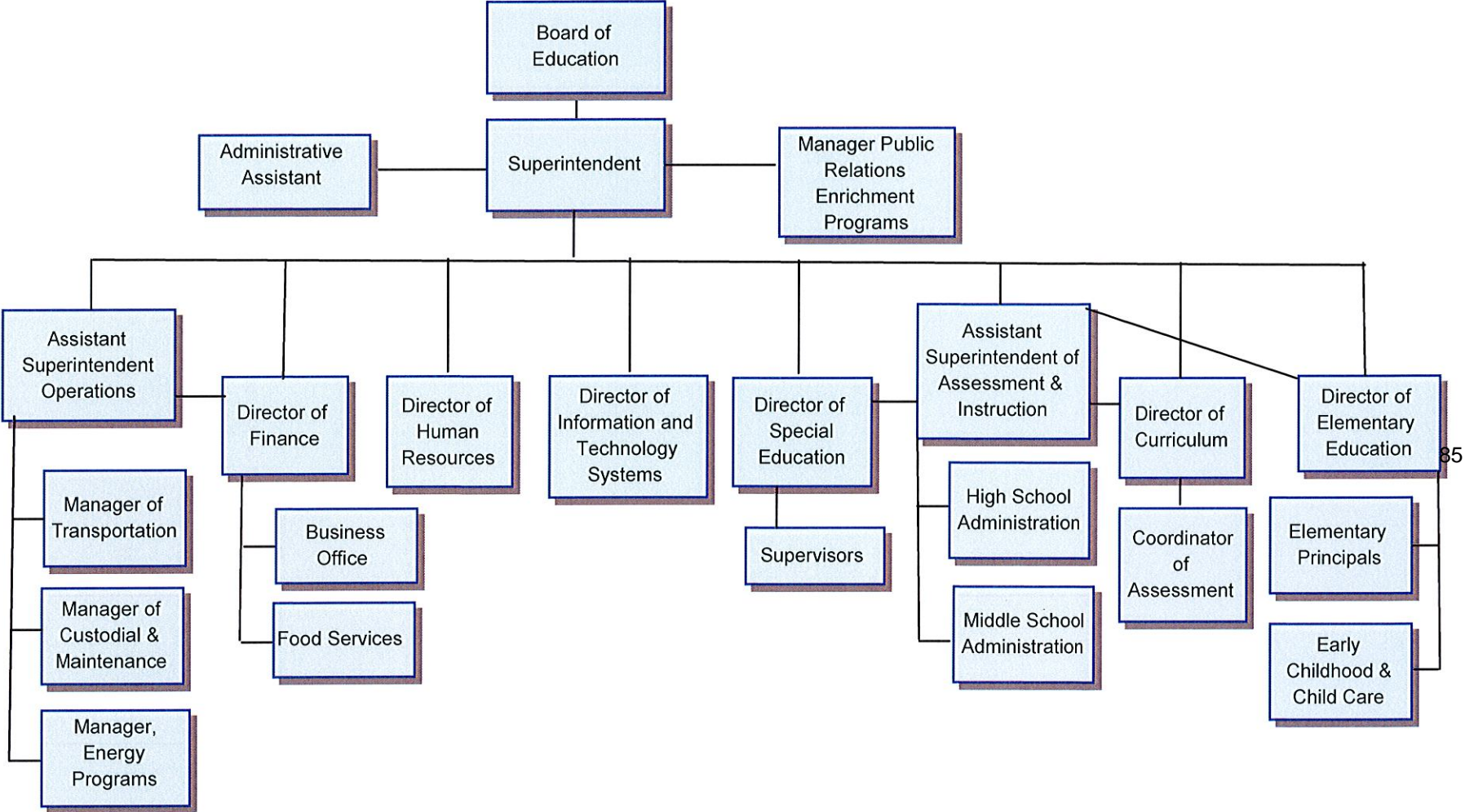
Attached is the current organizational structure of the District. In this organization, nine administrators report directly to me. Four of them also report to one of the Assistant Superintendents as their job functions are closely related. These nine administrators and I comprise the Executive Leadership Team.

Conclusion Statement

The organization met expectations.

Attachment

PORTAGE PUBLIC SCHOOLS ADMINISTRATIVE STRUCTURE



Updated: 5/2018

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
MAY 6, 2019, 6:30 P.M.**

Note Page

VII. Action Items

4. Acceptance of Monitoring Report 2.11, Long-Term Asset Planning (GP 4.4)

Recommended Motion:

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

May 6, 2019

**Portage Public Schools
Monitoring Report**

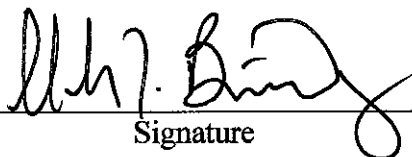
Policy Type: Executive Limitation
Policy Title: (2.11) Long-term Asset Planning

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, 2019.



Signature

5.1.19

Date

Interpretation

I submit that the Board's Global Policy is comprehensively interpreted in the succeeding six 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 facility improvements across the District.

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

Report

The Designing for the Future process and the involvement of key stakeholders established the foundation for moving forward in implementing the facility improvement plan.

This past year, the Bond Implementation Steering Committee and appropriate advisory groups met on an as-needed basis to provide input relative to the work in progress: Northern and Central AEF's, CHS Natatorium and the new middle schools at the Northern and Central Campuses.

We have also concluded the design process for both West Middle School and the Community Education Center. Additionally, staff members from all three middle schools have continued to be involved in piloting classroom furniture for use in our middle schools.

As we continue with the implementation of the facilities plan, the work of the advisory groups and Bond Implementation Steering Committee continues to taper off. The Core Team now carries the primary function of providing direction and overseeing the construction phase of the plan. The Bond Implementation Steering Committee will be convened as needed throughout the project time line.

During the 2018-19 school year, the District embarked on a process similar to the one used in 2014 to update the Facility Master Plan. The update focuses on the facility needs at the elementary level.

A community/staff-based steering committee has been formed and is guiding the process to solicit stakeholder input. A community dialogue was held in February 2019 to gather input from the community regarding preferences for elementary school facilities and programs. This input will be used to create options, which will be discussed at a second community dialogue to be held in mid-May 2019.

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 2015 Bond.

Report

The Designing for the Future process, informed in part by the District facility assessment, conducted by Tower Pinkster in 2013, identified the condition of existing facilities and formulated recommendations for building improvements and replacements. The assessment indicated that in

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

2007 (commonly referred to as Phase I) plans were put in place to address facility needs at Central High and Northern High School, the construction of two new elementary schools, a new transportation/maintenance facility and the relocation of the central office.

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 are currently in 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 and building a new stadium at Northern High School (Huskie Stadium); providing an additional turfed field at each high school; making improvements at Portage Community Education Center (PCEC); and providing additional technology across the District.

Phase II projects commenced in 2016 and are expected to be completed over the ensuing five year period. Phase III will most likely include addressing needs at most of the elementary schools.

Relative to resources, we looked at: existing outstanding debt (approximately \$116 million), tax rate history, estimated tax rates based on different levels of borrowing, estimated costs to homeowners and debt millage rates in the area. After careful review and in consultation with our financial advisors we determined that the total amount identified in the two ballot proposals fit into our long-term asset planning assumptions and could be supported by District residents.

Conclusion Statement

The organization met expectations.

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 dialogue #1 and #2, 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 advisory groups associated with the current projects have been meeting as needed to provide additional input and review program needs.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

The Core Team meets bi-weekly and provides additional input and decision-making consistent with the established Guiding Principles and long-term impact.

As we update the Facilities Master Plan we will continue to look at the long-term impact on academics and curriculum, particularly at the elementary level.

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.

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 versus enrollment
- Appropriate building size (student capacity)
- Schools of Choice enrollment/trends
- Housing and population shifts
- Birth rate
- 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 is being shared with the steering committee updating the Facilities Master Plan.

Data is made 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 it will be important to carefully look at demographic trends to make informed decisions about Phase III needs.

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.

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 2015 ballot proposal. All of our decisions have been in line with that voter-approved plan. Voters approved:

- Replacing Central and North Middle Schools
- Remodeling West Middle School and other District buildings
- Improving and developing sites
- Relocating athletic fields and structures at the two campuses
- Constructing a pool at each high school campus
- Constructing a multi-purpose outdoor athletic and performance facility at each high school campus

The Board approved the Campus Site Master Plans in February 2016. Campus Site Master Plans for the two campuses indicated the preferred location of outdoor event facilities and pools and a development area for the location of the two new middle schools. Community High School and Curious Kids were shown as remaining at the Northern Campus.

There have been no material deviations from what was approved by voters or the Board or presented to the community. Any revisions/fine-tuning to what was previously approved by the Board have been reported to the Board during Board of Education meetings.

In March 2018, the Board approved the use of \$2 million of the unallocated fund balance from the 2016 bond fund and the reallocation of \$2 million from the PCEC Building Renovation Budget to allow for additional improvements and furnishings at West Middle School. This changed the scope of work at PCEC from “minor renovations” to “general maintenance” and at West Middle School from “minor renovations” to “moderate renovations.”

Our architects worked with West Middle School staff and parents in determining what to include in the revised scope of work and developed documents accordingly. The project went out to bid in early 2019 and contracts have been awarded. Work at West Middle School will begin in the summer of 2019.

Conclusion Statement

The organization met expectations.

2.11.6 POLICY LANGUAGE

The Superintendent shall not authorize schedules and change orders which 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, Owners 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 this project have been clearly defined by the language contained in the two ballot questions and subsequent Board approval of the Campus Site Master Plans. Legally we are not allowed to deviate from the language that was approved by voters. Any material deviation from approvals 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 have resulted in a reduction of quality.
3. The Board has been informed of and involved in discussions about site work and pre-function space at the Northern Natatorium as well as the previously mentioned changes in renovation at West Middle School.

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:

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: _____