

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE / WORK SESSION
VIRTUAL MEETING
MAY 4, 2020, 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. SPECIAL EDUCATION PAC AWARDS	
IV. BOARD EDUCATION - None	
V. COMMENTS OR COMMUNICATIONS	4
1. BY CITIZENS	
2. BY BOARD TRUSTEES	
3. BOARD COMMITTEE REPORTS	
VI. CONSENT AGENDA	5
1. APPROVE MINUTES	
a. APRIL 27, 2020 SPECIAL & REGULAR BUSINESS MEETINGS	6
VII. ASSURANCE OF DISTRICT PERFORMANCE	
1. MONITORING REPORT 1.3, ENDS (GP 4.4)	13
2. MONITORING REPORT 2.9, EMERGENCY SUPERINTENDENT SUCCESSION (GP 4.4)	28
3. MONITORING REPORT 2.11, LONG-TERM ASSET PLANNING (GP 4.4)	33
VIII. REQUIRED ACTION ITEMS	
1. APPROVE AUGUST ELECTION OPTION RESOLUTION (KRESA)	42
IX. ACTION ITEMS - None	
X. DISCUSSION ITEM	
1. APPROVE KRESA 2020-21 GENERAL EDUCATION FUND BUDGET (MCL 380.624)	47
2. APPROVE MCACA GRANT (MCACA)	55
3. APPROVE FOOD SERVICE MANAGEMENT CONTRACT (EL 2.5)	57
4. APPROVE 2020-21 SCHOOL MEAL PRICES (OP 6320)	58
XI. ADJOURN	

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 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
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

III. Reports

1. Superintendent's Report
 - a. Special Education PAC Awards

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. April 27, 2020 Special & Regular Business Meeting Minutes

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING**

April 27, 2020

SPECIAL MEETING

The Special Meeting of the Board of Education of Portage Public Schools held on Monday, April 27, 2020, was called to order at 4:07 p.m. by President Van Antwerp. The meeting was conducted virtually.

Board Trustees Present: Kurt Droppers, Terri Novaria, Rusty Rathburn, Bo Snyder, Randy Van Antwerp, Joanne Willson, Celeste Shelton-Harris (Dr. Shelton-Harris joined the meeting at 4:12 p.m.)

Board Trustees Absent: None

PRESENTATION OF SURVEY RESULTS

Mr. Gary Goscenski of Prospectives Consulting facilitated this portion of the meeting to review the community survey results regarding elementary facility planning. The survey consisted of 23 questions and was available to all residents of Portage age 18 and older during the survey period of March 16-27, 2020. There were 1,350 residents that participated. The survey margin of error is +/- 2.7%. Mr. Goscenski's presentation focused on the following. Of the 1,350 survey participants 55.5% feel Portage Public Schools' buildings and facilities need to be improved, 44.2% feel Portage Public Schools is fiscally responsible, 39.8% find the plan acceptable for addressing the District's elementary school facility needs, 45.9% would vote to approve the bond, and 61.1% indicated they have sufficient information to vote.

Mr. Goscenski responded to questions from Trustees.

DISCUSSION

President Van Antwerp asked the Board what the next steps should be. Discussion followed. The consensus of the Board is this is not the appropriate time to move forward on an elementary facility bond issue because of the survey results and economic uncertainties.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the comments and communications portion of the meeting and asked for public comment. Ms. Michelle Karpinski, Community Relations Manager, shared the following public comment received.

Paul Summers shared his concerns about transparency pertaining to elementary facility planning; specifically, regarding classroom sizes, vacant lot as potential future site for Central Elementary, redistricting, and commitment to environment.

President Van Antwerp asked for Trustees comments. There were none.

President Van Antwerp stated that considering the Board did not take action to approve the agenda earlier in the meeting, he asked if there was any further business from Trustees, and hearing none, the special meeting was adjourned at 4:58 p.m.

REGULAR BUSINESS MEETING

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, April 27, 2020, was called to order at 6:32 p.m. by President Van Antwerp. The meeting was conducted virtually.

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

Board Trustees Absent: None

REVISIONS/APPROVAL OF AGENDA

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

Upon a roll call vote, the motion carried unanimously.

REPORTS

Superintendent's Report

Bond Project Update

Superintendent Bielang shared a brief synopsis of how we have had to work through these difficult times to continue to provide essential services, always with our students as a priority. He thanked staff for “stepping up” as we adapted to our new reality. Mr. Bielang gave special thanks to our food service, transportation, technology, and Curriculum/Instruction/Assessment departments, the business office, custodians and maintenance staff, teachers and other school personnel for providing essential services.

Mr. Ron Herron, Assistant Superintendent of Operations, provided an update on bond construction work. Due to the Governor's Executive Orders, construction work has been limited. At West Middle School, work to complete ceiling wiring and the fire suppression system is taking place. At Central Middle School work is complete on the first phase of asbestos removal from the old building. At the Northern Natatorium projects are on hold. Our project schedules are impacted by the Governor's Executive Orders. We are working with Thrun Law Firm and the Building Codes Commission to see about restarting work as soon as possible so we can get back on schedule.

Change Order Summary / Bond Budget Update

Mr. Herron reviewed the Financial Update for work committed through Bond Change Order 27.

Mr. Dan Rathburn, OAK Project Manager, reviewed Change Orders by Construction Change Directives for Bond Change Order 27 for North Middle School, Central Middle School and West Middle School. Mr. Rathburn addressed questions from Trustees.

Financial Report

Ms. Paula Johnson, Director of Finance, detailed the General Fund Budget Progress Reports by function and by object for the nine-months ended March 31, 2020 compared to the same period last year and responded to questions from Trustees.

Budget Update 2019/20 & 2020/21

Ms. Johnson provided an update on the 2019-20 budget. Purchasing was cutoff in early April with some exceptions. We are following the Governor's Executive Orders and also following developments regarding the state's budget and impact to schools. Work on the final budget amendment for 2019-20 is underway.

Relative to the 2020-21 budget, stated purchasing for 2020-21 will open in mid-May. It will likely be late August before we know how much funding we will receive from the state.

Ms. Johnson responded to questions from board members.

Continuity of Learning Plan

Dr. Michael Pascoe, Assistant Superintendent of Curriculum and Instruction, and Mr. Mike Huber, Director of Curriculum and Professional Development, provided an update on the Continuation of Learning Plan in place to provide instruction to our students while our schools are closed due to the Governor's Executive Order. The presentation covered the progression and transformation of the plan over time, principles guiding the work, and the focus, lessons, grading, expectations and communications for our students – for seniors, for grades 6-11 and for elementary students. Other key elements addressed include continuation of external courses, food delivery, and staff safety/compensation. Dr. Pascoe and Mr. Huber addressed questions from Trustees. President Van Antwerp thanked them for the report. Superintendent Bielang thanked Dr. Pascoe, Mr. Huber and "the team" for their work on the plan. Mr. Bielang also thanked Dr. Shelton-Harris for her perspective in this work.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the comments and communications portion of the meeting and asked for public comment. Ms. Michelle Karpinski, Community Relations Manager, shared the following public comment received.

Katrina Schreuder shared her concerns and dissatisfaction regarding the educational instruction and opportunities offered to students in the Continuation of Learning Plan.

President Van Antwerp asked if Trustees had comments to share.

Dr. Shelton-Harris expressed her appreciation for being a part of the Continuation of Learning Plan, that the plan is continuously being evaluated and revised as needed, for the work of the teachers.

Mrs. Novaria expressed her appreciation and thanks to Superintendent Bielang for his daily email messages since the schools have been closed.

Mr. Snyder echoed Mrs. Novaria's sentiments and expressed his thanks to the PPS team for their work.

Mrs. Willson thanked Mrs. Novaria and Mr. Snyder for the comments and thanked Michelle Karpinski for her COVID-19 communications.

President Van Antwerp thanked Trustees for their comments.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: approve meeting minutes from the March 9, 2020 Committee of the Whole Work Session; approve the award of a three-year contract to Adams Remco of Kalamazoo, MI for copy/print equipment and services as per the pricing schedule presented, and it is further recommended the Superintendent or designee be authorized to extend the contract by one or two years as appropriate. The approximate five-year value of the contract is \$700,000, and will be drawn from the General Fund.

There being no objection to the items, the motion carried unanimously.

REQUIRED ACTION ITEMS

Approve Easements with City of Portage

Motion offered by Mrs. Willson, seconded by Dr. Shelton-Harris, that the Board of Education authorize Ron Herron, Assistant Superintendent of Operations, to fully execute the easements with the City of Portage, as presented.

Mr. Herron detailed the background information and related construction easements pertaining to Central Middle School, the Central Athletic Event Facility, and North Middle School.

Upon a roll call vote, the motion carried unanimously.

ACTION ITEMS

Approve WMS Classroom Furniture & Media Center Shelving

Motion offered by Mr. Droppers, seconded by Dr. Shelton-Harris, that the Board of Education approve as presented, the purchase of classroom furniture, ancillary items, chairs, workstations, and teacher desks from Custer and media center shelving from Demco to outfit West Middle School; a total purchase cost of \$568,603.58 to come from the 2019 Bond Fund #1 – Furniture, Fixtures and Equipment budget.

Mr. Herron detailed the background information and recommendation.

Upon a roll call vote, the motion carried unanimously.

Approve CMS Demolition, Asphalt, Landscaping

Motion offered by Mrs. Willson, seconded by Mr. Droppers, that the Board of Education authorize Owen-Aimes-Kimball Co. to issue Notices of Pending Award in the amounts indicated for Central Middle School – Asphalt Paving to Michigan Paving and Materials for \$489,307, Landscaping to County Line Nurseries Inc. for \$97,800, and Indiana Earth Inc. for \$298,000 pending confirmation that all requirements of the contract documents have been met. Furthermore, that upon receipt by Owen-Aimes-Kimball Co. of the appropriate

documentation, contracts be awarded to these contractors by Portage Public Schools, as presented. The total cost of \$885,107 will come from the 2019 Bond Fund 1.

Mr. Herron detailed the background information and recommendation.

Upon a roll call vote, the motion carried unanimously.

Approve Chromebook Purchase

Motion offered by Mr. Snyder, seconded by Mrs. Novaria, that the Board of Education approve the purchase of 1400 Chromebooks from Sehi of Rochester Hills, MI in an amount not-to-exceed \$266,822.00, the proceeds for which will come from the 2019 Bond Fund #1.

Mr. Dan Vomasek, Director of Technology and Information Systems, reviewed the background information and recommendation for this item.

Upon a roll call vote, the motion carried unanimously.

Approve Resolution re Compliance with Executive Order 2020-35

Motion offered by Mrs. Willson, seconded by Mr. Droppers, that the Board of Education approve the Resolution to Grant Emergency Powers to the Superintendent to Comply with Executive Order 2020-35, as presented.

Superintendent Bielang detailed the background information for the resolution.

Upon a roll call vote, the motion carried unanimously.

Approve Staff Appreciation Week Proclamation

Motion offered by Mr. Snyder, seconded by Mrs. Willson, that the Board of Education approve the 2020 Staff Appreciation Week Proclamation, as presented.

Mrs. Novaria read the proclamation aloud.

Upon a roll call vote, the motion carried unanimously.

President Van Antwerp expressed his appreciation to all staff for stepping up during this difficult time.

With no further business to come before the Board, the regular business meeting was adjourned at 7:49 p.m.

Respectfully submitted,

Barb Atkinson
Recording Secretary

**Resolution to Grant Emergency Powers to the Superintendent
To Comply with Executive Order 2020-35**

Whereas on April 2, 2020, Governor Gretchen Whitmer issued Executive Order 2020-35 requiring, among other things, the continued closure of all Michigan public and private school buildings for educational purposes as a safeguard against the further spread of COVID-19 and requiring each public school to develop a plan for continued instruction through alternative means to be implemented by no later than April 28, 2020; and

Whereas, Executive Order 2020-35 also temporarily suspends numerous provisions of the Revised School Code and the State School Aid Act and, therefore, changes the legal requirements relating to certain Board policies, including but not limited to, attendance, curriculum, graduation requirements, assessments, teacher and administrator evaluations, school calendar, and grading; and

Whereas, the Board intends to comply with Executive Order 2020-35 and, accordingly, temporarily suspend or alter affected policies and otherwise take required actions consistent with the Executive Order; and

Whereas the Board of Education finds that the current state of emergency requires that the Superintendent be granted greater flexibility to respond quickly and appropriately to the evolving crisis, including complying with Executive Order 2020-35; and

Whereas under board Bylaw 0131.1, the operation of any section or sections of Board policies not established by law or contract may be suspended temporarily by a majority vote of Board members at a public meeting held in compliance with law and Board policy;

NOW THEREFORE, BE IT RESOLVED that the **Portage Public Schools'** Board of Education grants to the Superintendent the following temporary powers to address the COVID-19 emergency, including ensuring compliance with Executive Order 2020-35:

1. Authority to temporarily waive, alter or suspend such Board policies or provisions of Board policies as the Superintendent shall deem necessary to comply with Executive Order 2020-35.
2. Authority to take any lawful actions necessary to comply with Executive Order 2020-35, including, but not limited to, development and implementation of a plan to provide alternative instruction. Such actions may include, but are not limited to: adjustments to the curriculum and the provision of alternative educational program options; adjustments to the calendar; adjustments to employee work schedules and assignments; limitations on access to property owned or controlled by the Portage Public Schools; and hiring of providers and/or partnering with other districts or ISDs.

NOW, BE IT FURTHER RESOLVED that the Superintendent is directed to keep the Board of Education informed of any actions taken under this emergency authority as soon as is practicable in light of the circumstances.

NOW, BE IT FURTHER RESOLVED that the temporary powers authorized by this Resolution are in effect for the duration identified in Executive Order 2020-35 and any subsequent extension of that order, unless otherwise rescinded or extended by the Board upon majority vote.

NOW, BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board of Education's approval of this action and of the authority granted herein.

Adopted and approved this 27th day of April, 2020 by the Portage Public Schools' Board of Education.

**STAFF APPRECIATION WEEK
PROCLAMATION**

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

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

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

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

Therefore, the Board of Education of Portage Public Schools, does hereby proclaim **May 4-8, 2020 as Staff Appreciation Week** in the Portage Public School District, and encourage all citizens to congratulate our educators for the work they do every day to develop students today and mold successful citizens who will have a positive influence on our community tomorrow.

Adopted this 27th day of April 2020

Portage Public Schools' Board of Education

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

VII. Consent Agenda

1. Monitoring Report 1.3, Ends (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, 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, 2020.

Signature

Date

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.

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 WorkKeys Assessment. Data will be based on information about Northern and Central High Schools' students/graduates.

Report

According to the Partnership for 21st Century Learning¹, 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 2017, 2018, and 2019) indicates a college enrollment rate within six months of graduation of 80%. This compares to the state average over the same time period of approximately 60%. This percentage includes our students attending Community Colleges as well as a 4-year institution.

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 2017 had an enrollment rate of 82% during the first six months after graduation. That rate rose to 86% when viewed through a 24 month window.

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 20% greater than state average.

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 last 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 2018, 24% of students statewide required enrollment in a remedial class, whereas 25% of Portage students needed remediation. This is closing the gap from last year. The remedial reading course from Kalamazoo Valley Community College called "TRS 104 - First Year Experience" which is a course that is flagged as remedial on the state report, yet is encouraged in many KVCC programs.

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

The latest five-year graduation rate for Portage students is 98.06%. 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 - 96.99% in 2018-19. This compares to a State average of 80.64%. Data sheet 1.3.4b shows the information for the last five graduating classes.

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 workplace 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. 32.4% of Portage 11th and 12th grade students participate in at least one EFE class. 3.4% are enrolled in one of the five programs which lead to licensure or certification. And 4.6% of enrolled 11th and 12th grade students perform work in an industry setting. The CTE Millage which recently passed will positively impact these numbers as KRESA develops the CTE program.

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

- Applied Math
- Graphic Literacy
- Workplace Documents

Workkeys 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.

"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."

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 WorkKeys

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 2020 obtained some type of certificate on the WorkKeys Assessment.

Conclusion Statement

The organization met expectations.

Attachments

Data Sheet 1.3.1 : College Enrollment

Data Sheet 1.3.2 : Time to Complete 24 Credits

Data Sheet 1.3.3 : Students Taking College Remedial Classes

Data Sheet 1.3.4a : 5 Year Cohort Graduation/Drop Out Rate

Data Sheet 1.3.4b : 4 Year Cohort Graduation/Drop Out Rate

Data Sheet 1.3.4c : Comparator Schools 4 Year Cohort Graduation Rate

Data Sheet 1.3.5 : Education for Employment

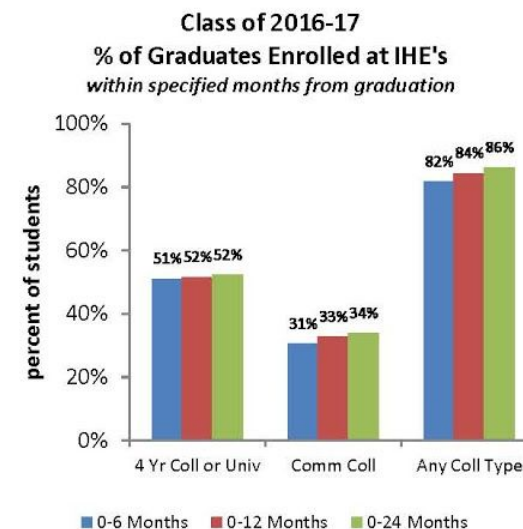
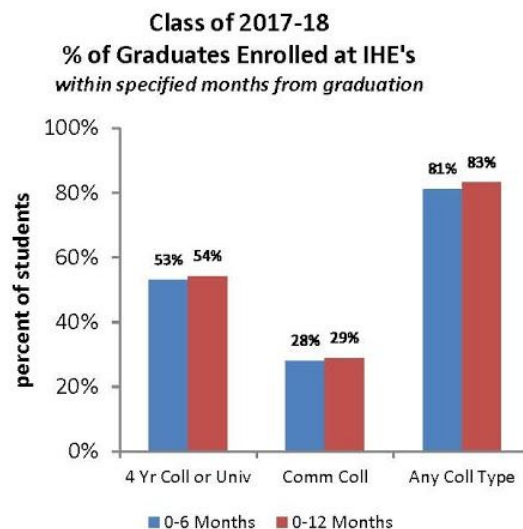
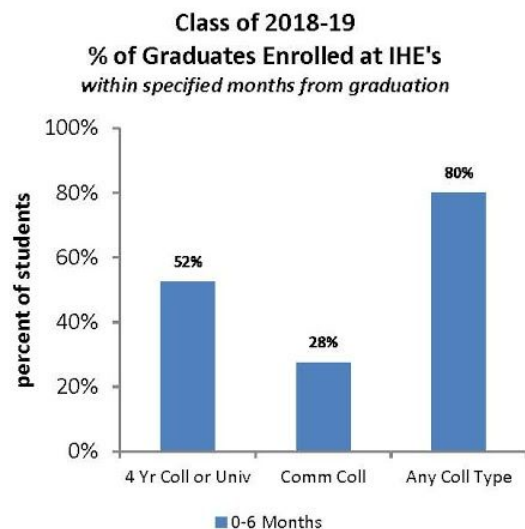
Data Sheet 1.3.6 : ACT WorkKeys National Career Readiness Certificates

College Enrollment

	# Graduates enrolled at any IHE from graduation until present	0-6 Months					0-12 Months					0-24 Months				
		4 Yr Coll. or Univ.	Comm Coll.	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 2018-19	PPS	322	169	491	614	80%										
	State					60%										
Class of 2017-18	PPS	321	170	491	605	81%	328	175	503	605	83%					
	State					61%										
Class of 2016-17	PPS	318	190	508	622	82%	321	204	525	622	84%	325	211	536	622	86%
	State					64%					67%					

3 year avg of students enrolled (any college type) within 6 months:	PPS	81%
	State	62%

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.

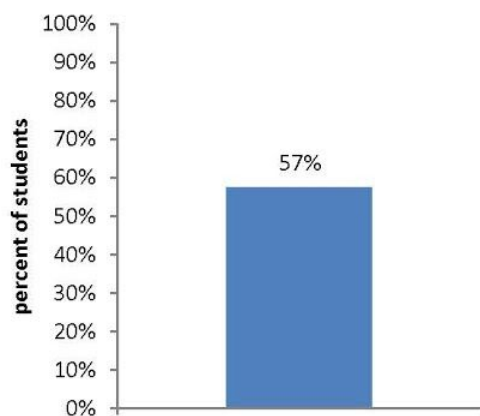


Source: MISchoolData, which uses CEPI and National Student Clearinghouse to track both in-state and out-of-state college enrollees; does not include CoHS

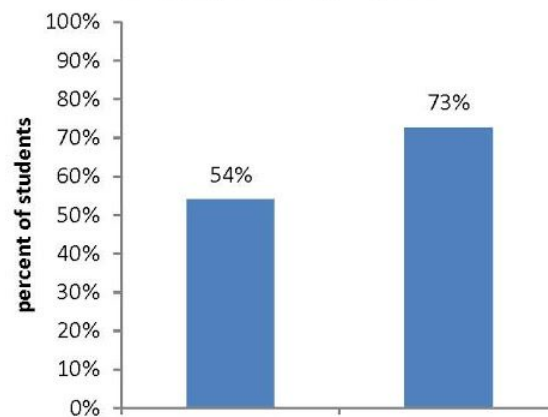
Time to Complete 24 Credits

	# 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 2017-18	PPS	347	57%				
	State		40%				
Class of 2016-17	PPS	336	54%	452	73%		
	State		41%				
Class of 2015-16	PPS	328	50%	459	71%	475	73%
	State		40%		53%		

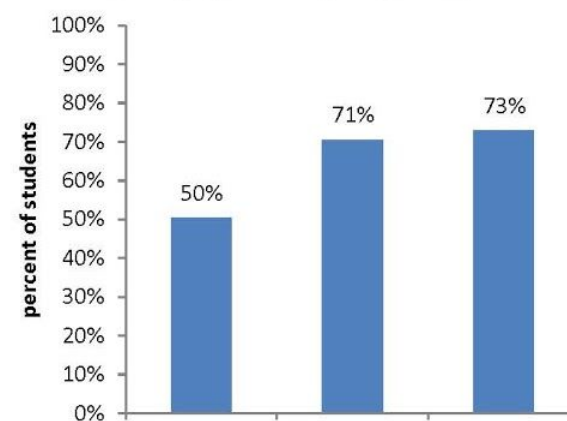
Class of 2017-18
% of Graduates with 24 Credits
within specified months from graduation



Class of 2016-17
% of Graduates with 24 Credits
within specified months from graduation



Class of 2015-16
% of Graduates with 24 Credits
within specified months from graduation

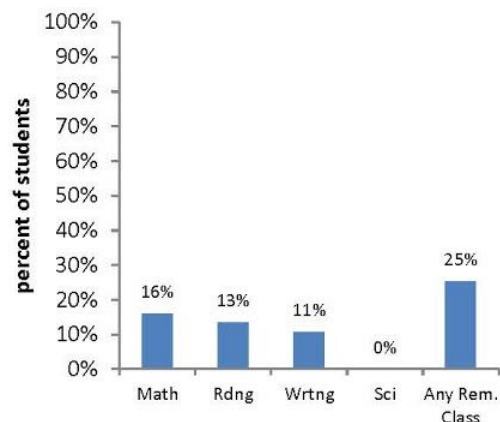


Source: MISchoolData, which uses CEPI and National Student Clearinghouse to track both in-state and out-of-state college enrollees; does not include CoHS

Students Taking College Remedial Classes

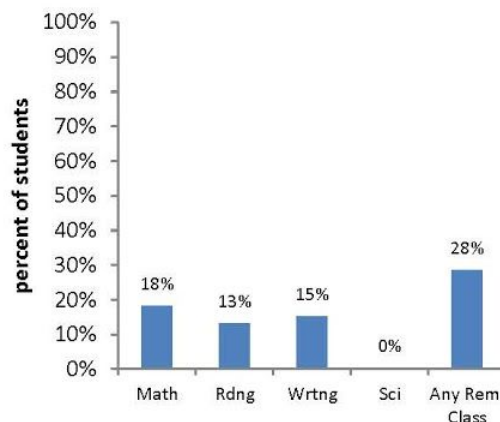
# College Enrolled Grads Taking a College Remedial Class	Class of 2017-18			
	PPS			State
	# Any Rem. Class	# Grads in any Coll	% Any Rem. Class	% Any Rem. Class
All Students	109	432	25%	24%
Black	7	16	44%	44%
Asian	1	34	3%	15%
Hispanic	11	25	44%	35%
2/More	11	26	42%	27%
White	79	329	24%	20%
F/R Lunch	36	82	44%	36%
Disabilities	8	12	67%	53%
Female	68	236	29%	25%
Male	41	196	21%	22%

Class of 2017-18
% of College Enrolled Graduates Taking a Remedial Class



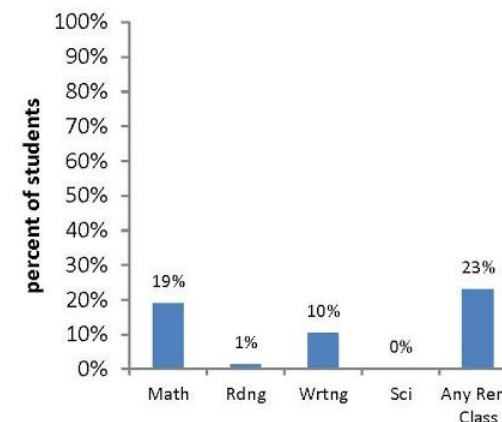
# College Enrolled Grads Taking a College Remedial Class	Class of 2016-17			
	PPS			State
	# Any Rem. Class	# Grads in any Coll	% Any Rem. Class	% Any Rem. Class
All Students	119	418	28%	25%
Black	10	16	63%	47%
Asian	3	29	10%	14%
Hispanic	10	29	34%	36%
2/More	13	30	43%	27%
White	82	313	26%	22%
F/R Lunch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

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



# 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	6	16	38%	57%
Female	61	207	29%	29%
Male	38	223	17%	25%

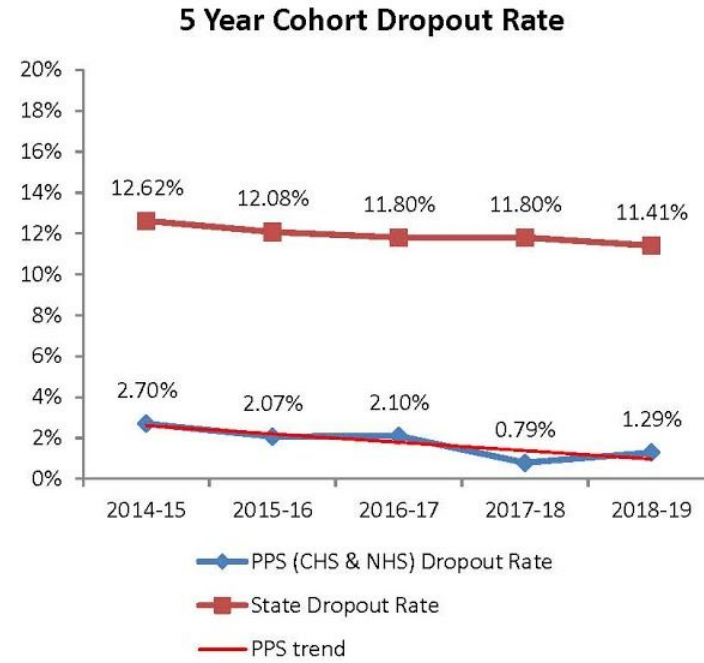
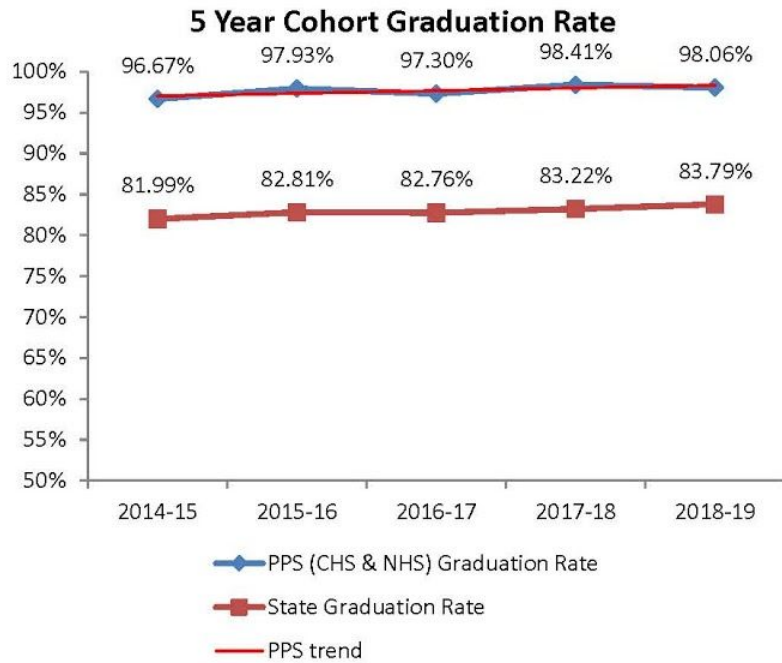
Class of 2015-16
% of College Enrolled Graduates Taking a Remedial Class



Source: MISchoolData; does not include CoHS

5 Year Cohort Graduation/Drop Out Rate

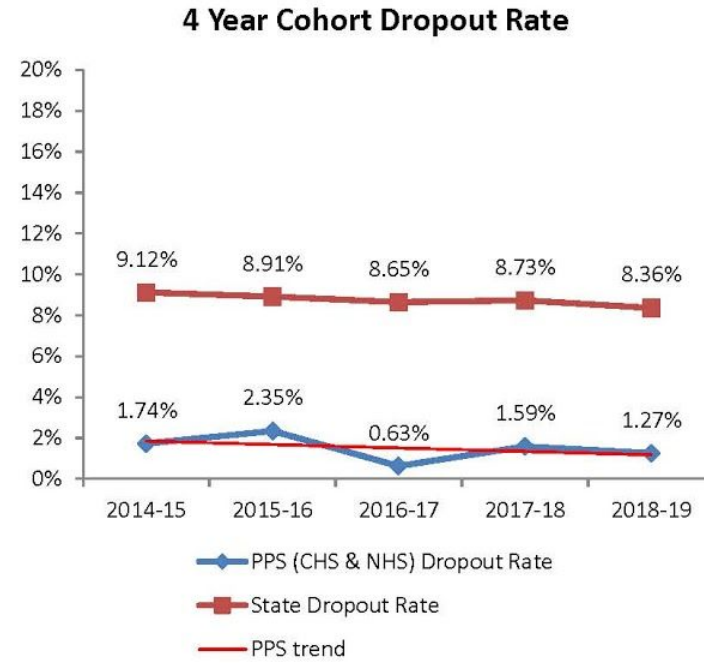
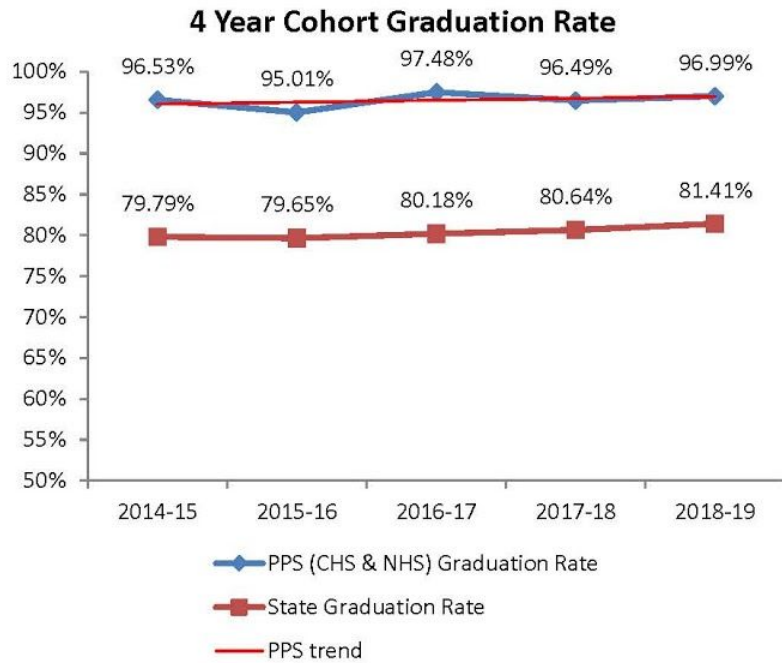
# Students	School Year:				
	2014-15	2015-16	2016-17	2017-18	2018-19
Cohort	630	628	667	630	618
Graduated	609	615	649	620	606
Dropouts (Reported & MER)	17	13	14	5	8
Off-Track Continuing	1	0	1	0	0
Other Completer (GED, etc.)	3	0	4	5	4
<i>Graduation Rate</i>	96.67%	97.93%	97.30%	98.41%	98.06%
<i>Dropout Rate</i>	2.70%	2.07%	2.10%	0.79%	1.29%



Source: MISchoolData; does not include CoHS

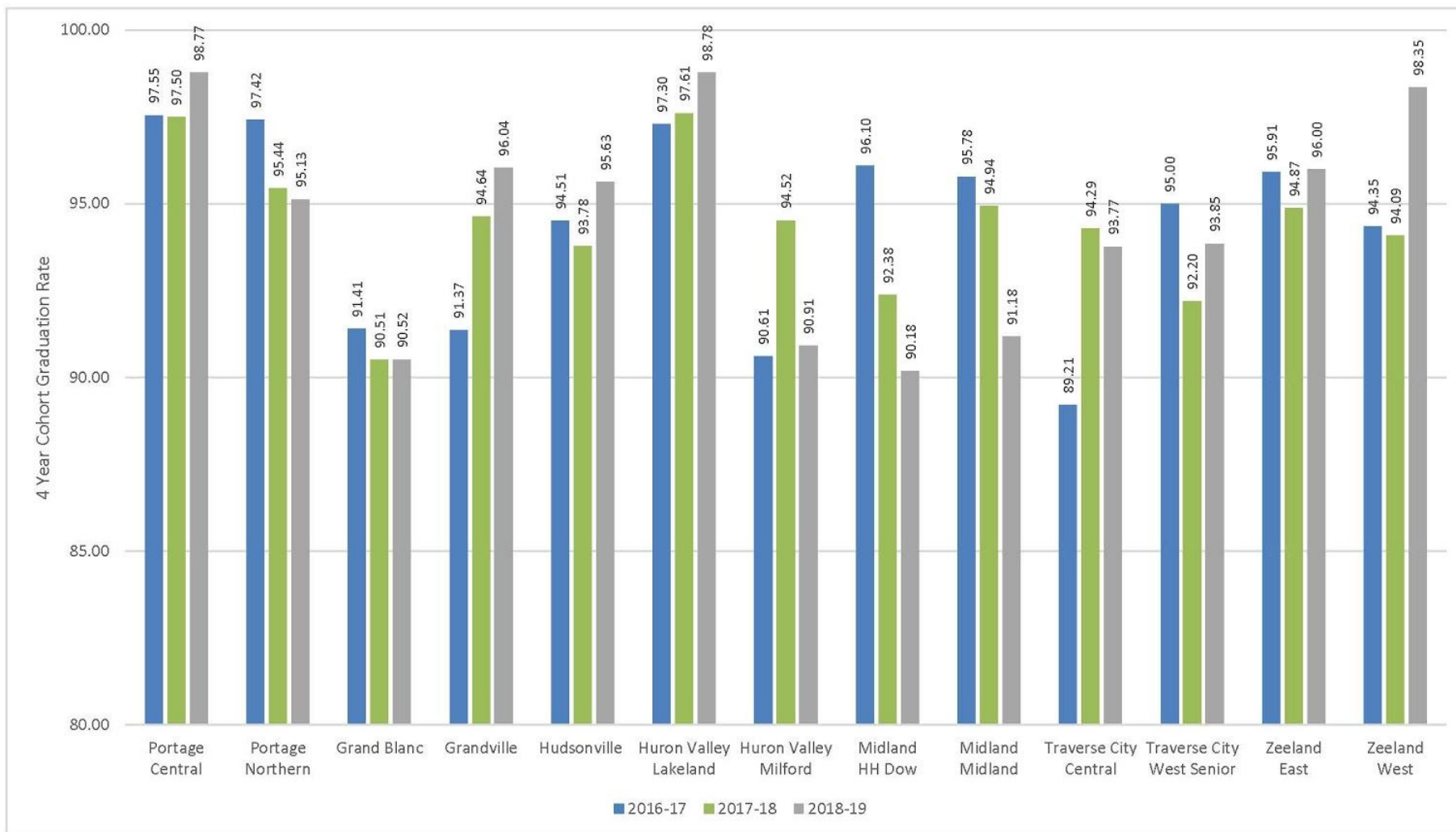
4 Year Cohort Graduation/Drop Out Rate

# Students	School Year:				
	2014-15	2015-16	2016-17	2017-18	2018-19
Cohort	634	682	636	627	632
Graduated	612	648	620	605	613
Dropouts (Reported & MER)	11	16	4	10	8
Off-Track Continuing	11	15	7	4	4
Other Completer (GED, etc.)	0	3	5	8	7
<i>Graduation Rate</i>	96.53%	95.01%	97.48%	96.49%	96.99%
<i>Dropout Rate</i>	1.74%	2.35%	0.63%	1.59%	1.27%



Source: MISchoolData; does not include CoHS

Comparator Schools 4 Year Cohort Graduation Rate



Source: MISchoolData

No Alternative Schools are included for all districts.

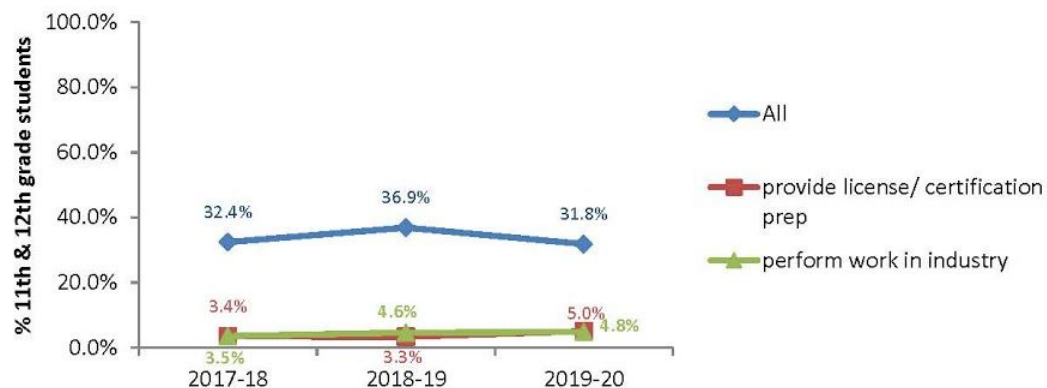
Education For Employment (EFE)

2019-20	EFE Classes:		
	All	provide license/certification prep	perform work in industry
# classes offered:	58	9	11
# students enrolled:			
11th grade	162	38	12
12th grade	237	25	48
total	399	63	60
% of 11th & 12th graders	31.8%	5.0%	4.8%

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%

11th & 12th Grade Students Participating in EFE Classes



Source: Skyward, does not include CoHS

ACT WorkKeys National Career Readiness Certificates

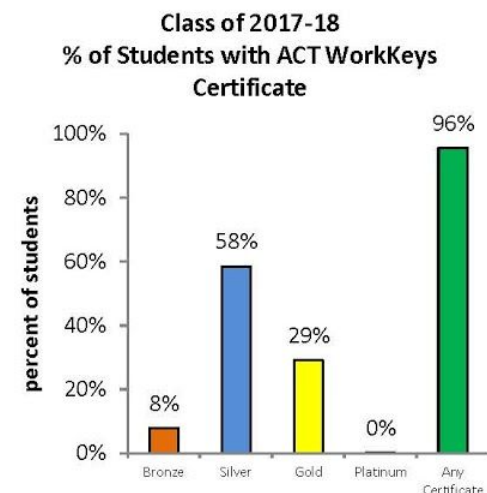
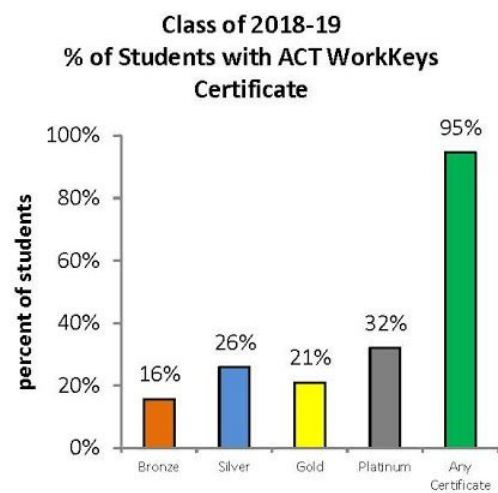
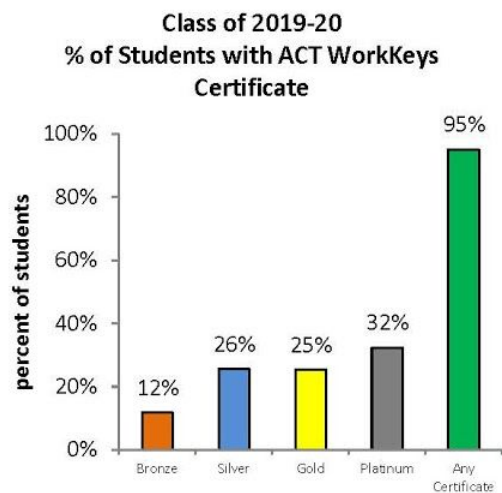
ACT WorkKeys assessments were developed to address the need for standardized measures of work readiness; and are research-based assessments that measure workplace skills.

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

# Students	Class of 2019-20					
	PPS					% Any Work Readiness
	Bronze	Silver	Gold	Platinum	Total Students	
All Students	76	166	165	210	649	95%
Black	8	11	5	0	28	86%
Asian	2	6	14	28	51	98%
Hispanic	7	15	7	14	45	96%
2/More	5	11	5	11	35	91%
White	54	123	134	156	489	96%
F/R Lunch	30	36	25	19	126	87%
Disabilities	14	5	1	1	44	48%
Female	40	83	88	90	310	97%
Male	36	83	77	120	339	93%

# Students	Class of 2018-19					
	PPS					% Any Work Readiness
	Bronze	Silver	Gold	Platinum	Total Students	
All Students	100	165	134	204	637	95%
Black	6	9	3	3	26	81%
Asian	6	5	7	13	32	97%
Hispanic	8	10	8	5	31	100%
2/More	11	10	8	14	44	98%
White	68	131	108	169	503	95%
F/R Lunch	33	36	27	22	128	92%
Disabilities	18	9	3	1	41	76%
Female	57	89	64	80	299	97%
Male	43	76	70	124	338	93%

# Students	Class of 2017-18					
	PPS					% Any Work Readiness
	Bronze	Silver	Gold	Platinum	Total Students	
All Students	50	372	185	1	636	96%
Black	5	15	1	0	26	81%
Asian	1	23	16	0	40	100%
Hispanic	7	20	12	0	42	93%
2/More	4	28	13	0	46	98%
White	33	284	143	1	479	96%
F/R Lunch	20	70	16	0	113	94%
Disabilities	9	9	2	0	35	57%
Female	27	209	90	0	334	98%
Male	23	163	95	1	302	93%



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: _____

Adopted: 9/22/08

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

VII. Consent Agenda

2. 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.

**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 4, 2020.

Signature

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 knowledgeable of the Board's Governance model.

Additionally, 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.

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.

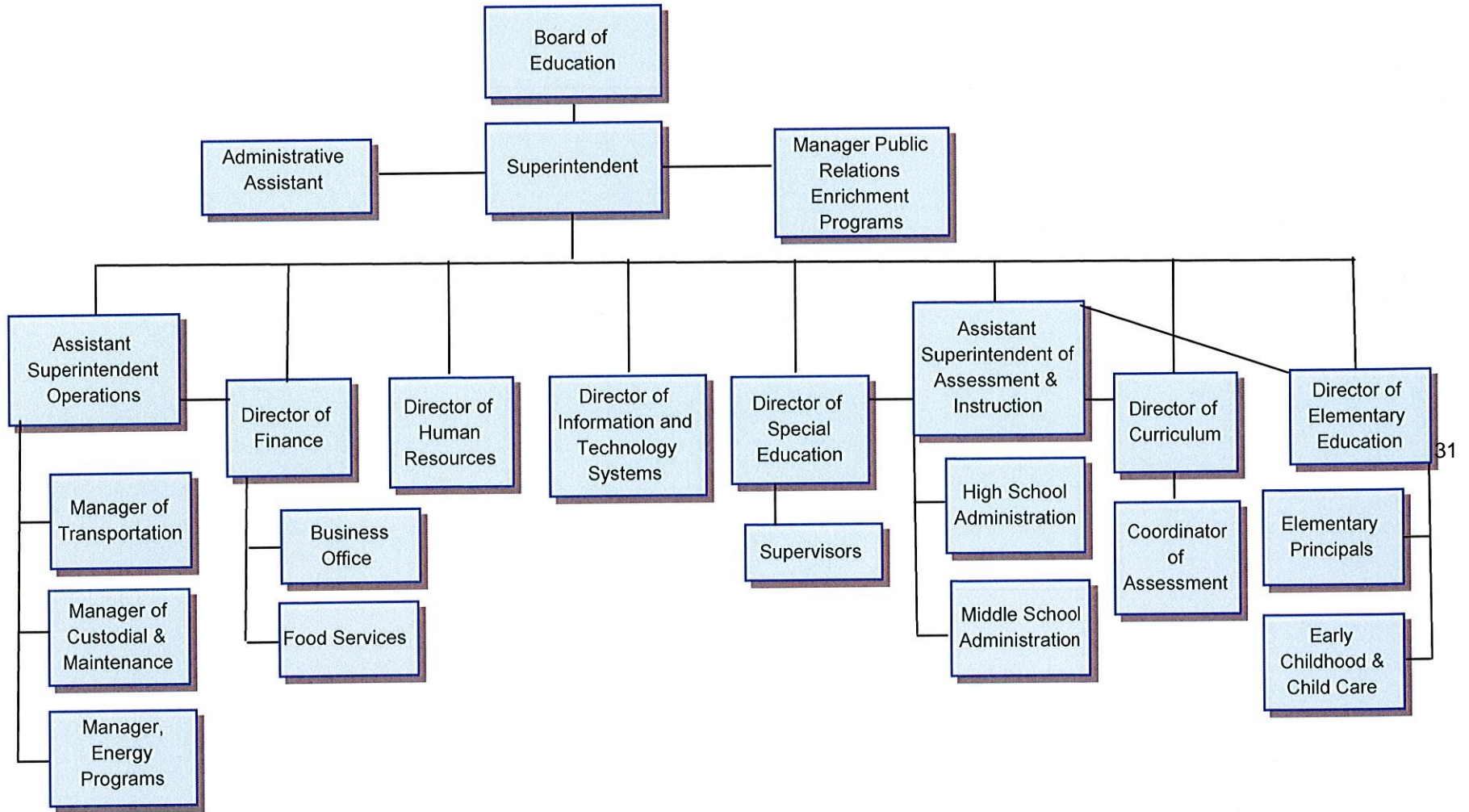
Attached is the current organizational structure of the District. In this organization, nine administrators report directly to me. Four of them also report to one of the Assistant Superintendents as their job functions are closely related. These nine administrators and I comprise the Executive Leadership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

Adopted: 9/22/08

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

VII. Consent Agenda

3. 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.

**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 4, 2020.

Signature

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.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

This past year, the Core Team met on an as-needed basis to provide input relative to the work in progress at the Northern Natatorium, Central Middle School, and West Middle School.

As we near completion of this phase 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.

During the 2019-20 school year, the District concluded the update of the Facility Master Plan. The update focuses on the facility needs at the elementary level. The updated plan was presented to the Board in June 2019.

As recommended in the plan, the District contracted with c2ae/Stantec to conduct an Elementary Feasibility Study. This study was completed in early 2020 and presented to the board for review. A community survey was then conducted by Perspectives, Inc. and presented to the Board in April 2020. The plan, study, and survey all helped inform the Board in making decisions about next steps in addressing elementary facility needs.

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 in the final stages of 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 turf 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 in the spring of 2021. 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.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

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.

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

The Facilities Master Plan was updated during the 2018-19 school year and will allow us 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

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

This data and much more was 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.

Monitoring Report

Page -6-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

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 began in the summer of 2019 and is expected to conclude in the summer of 2020. The Northern Natatorium is currently under construction with expected completion in spring 2021.

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.

Monitoring Report

Page -7-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

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 the increased expenses at the Northern Campus resulting from requirements to enlarge specified drainage retention areas.

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: _____

Adopted: 9/22/08

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

VIII. Required Action Items

1. Approve August Election Option Resolution (KRESA)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve the August Election Option Resolution, as presented.

Enclosure VIII.1.
May 4, 2020



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

To: Board of Education
From: Mark Bielang, Superintendent
Date: May 4, 2020
Re: August Election Option Resolution

RECOMMENDATION

It is recommended the Board of Education approve the August Election Option Resolution, as presented.

BACKGROUND

KRESA asked local districts if they would consider a contingency plan on the Enhancement Millage. The consensus was yes. Thrun Law Firm prepared the attached resolution that indicates IF the May 5 election does not pass the District would request KRESA to put it on the August 4, 2020 ballot.

August Election Option Resolution

Portage Public Schools, Kalamazoo County, Michigan (the “District”)

A Committee of the Whole Work Session meeting of the board of education of the District (the “Board”) was held virtually, on the 4th day of May, 2020 at 6:30 o’clock in the p.m.

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

Present: Members: _____

Absent: Members: _____

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

WHEREAS:

- 1. Section 705 of the Revised School Code authorizes a school district to request that the question of a regional enhancement property tax be submitted to the voters by the intermediate school district at the next school election, or at a special election if the request is made more than 180 days prior to a regular election date; and
- 2. This Board has previous requested Kalamazoo Regional Education Service Agency (“KRESA”) to submit a regional enhancement property tax millage proposal to the voters at the May 5, 2020 election and if that proposal fails, this Board Determines that it would desire to request the KRESA to resubmit that proposal to the voters at the August 4, 2020 election; and
- 3. If the regional enhancement millage proposal on the May 5, 2020 election fails, this Board determines that it is in the best interest of the District to place a regional enhancement millage renewal question before the voters at a special meeting to be held on Tuesday, August 4, 2020, in accordance with Section 705 of the Revised School Code.

NOW, THEREFORE, BE IT RESOLVED THAT:

- 1. If the regional enhancement millage proposal on the May 5, 2020 election fails, this District requests KRESA to submit a regional enhancement property tax millage renewal proposal for 1.5 mills for three (3) years, 2020, 2021 and 2022, to the voters at a special election to be held in each of the constituent districts located within the KRESA on Tuesday, August 4, 2020.
- 2. The Superintendent or Superintendent’s designee is hereby authorized to deliver a certified copy of this resolution and its attachments to the Secretary of the KRESA Board on or before Wednesday, May 5, 2020.
- 3. The regional enhancement property tax question to be submitted to the voters is set forth on Exhibit A attached hereto and is approved and incorporated herein by reference.
- 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, Kalamazoo County, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a Committee of the Whole Work Session meeting held on May 4, 2020, the original of which is part of the Board's minutes. The undersigned further certifies that notice of this 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

EXHIBIT A

KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY REGIONAL ENHANCEMENT MILLAGE RENEWAL PROPOSAL

This proposal will allow the intermediate school district to continue to levy regional enhancement millage that expired with the 2019 levy. Pursuant to state law, the revenue raised by the millage will be collected by the intermediate school district and distributed to local public school districts based on pupil membership count.

Shall the limitation on the amount of taxes which may be assessed against all property in Kalamazoo Regional Educational Service Agency, Michigan, be increased by 1.5 mills (\$1.50 on each \$1,000 of taxable valuation) for a period of 3 years, 2020, 2021 and 2022, to provide operating funds to enhance other state and local funding for local school district operating purposes; the estimate of the revenue the intermediate school district will collect if the millage is approved and levied in 2020 is approximately \$12,543,252, which funds will be disbursed as required by statute to the following school districts: Augusta Academy, Climax-Scotts Community Schools, Comstock Public Schools, Evergreen Academy, Forest Academy, Galesburg-Augusta Community Schools, Gull Lake Community Schools, Kalamazoo Covenant Academy, Kalamazoo Public Schools, Lakeside Charter School – Kalamazoo, Oakland Academy, Paramount Charter Academy, Parchment School District, Portage Public Schools, Schoolcraft Community Schools, Vicksburg Community Schools and Youth Advancement Academy?

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

X. Discussion Items

1. Approve KRESA 2020-21 General Education Fund Budget (MCL 380.624)

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
Date : April 28, 2020
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 2020/21 school year.

BACKGROUND INFORMATION

Sixteen 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 24, KRESA distributed a copy of their 2020/21 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 24, 2020

Subject: Kalamazoo RESA 2020-2021 Original General Education Fund Budget Narrative and Resolution

The Kalamazoo RESA (KRESA) 2020-2021 Original General Fund budget shows an overall increase in revenues of approximately 1.7% and an overall increase in expenditures of approximately 1.0%, 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 surplus of \$339,721. This will leave the General Fund with an estimated unassigned fund balance at June 30, 2021 of \$7,297,213 or 14.1% of annual expenditures. KRESA's overall fund equity is approximately 7.7% of total program expenditures when combined with the Special Education Fund (which is estimated to have a 2.0% 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 3.50% and that property tax revenue will increase by \$40,426. 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: 3.0% increase in health insurance costs, retirement cost to increase based on published rates effective 10-1-2021 and a compensation adjustment for staff that includes a 2% increase on pay schedules and no 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.

COVID-19 Update: KRESA's budget preparation began January 2020 and is finalized early April 2020 to meet State budget requirements for ISDs. KRESA is continuing to monitor the economic climate and State revenues to determine the impact on the 20/21 State Aid budget. KRESA's budget assumptions will be adjusted as necessary once we have a clearer picture on the State Aid budget. 2020 property tax revenues will be less impacted by COVID-19 for the 20/21 budget year compared to other revenue sources.

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, Communications, 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 \$374,441 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 \$136,144 in direct support from KRESA's General Fund budget. The budget assumes funding for 2,094 GSRP preschool slots with 1,784 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, 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 \$639 and the Print Center with a slight surplus of \$4,884.

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 \$487,981. The expenditures include the following grants: Title I Regional Assistance, Early Literacy, MiSTEM Network Regions, Sec 31n Mental Health, 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. The CTE millage was passed in 2019 with the collection of property tax revenue beginning the summer of 2020. Career Awareness & Exploration and administration costs that were paid for by local district contributions and KRESA's general fund will be paid from the Career Technical Education fund beginning with the 20/21 budget.

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 \$4,800,324 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 \$6,378,338 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 \$12,841,618 in revenue for the enhancement millage approved by voters in 2017 and on the May 5, 2020 ballot for renewal. Enhancement millage revenue is distributed back to the local districts and public school academies to support their operations.

Attached to this budget narrative please find the Resolution for Local District Vote on ISD Budget and KRESA's proposed 2020-2021 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, 2020.

Please contact me at 269.250.9363 for any questions related to KRESA's 2020-2021 Original General Fund budget. Thank you.

**RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION OF
KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY
2020-2021 ORIGINAL GENERAL EDUCATION FUND BUDGET**

RESOLVED, that this resolution shall be the appropriations of Kalamazoo Regional Educational Service Agency for the 2020-2021 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 2020-2021 is as follows:

	ACTUAL 2018-19	ORIGINAL 2019-20	REVISED 2019-20	ORIGINAL 2020-21
REVENUES:				
Local	16,884,034	17,371,601	17,664,353	18,032,367
State	15,007,559	15,156,639	16,449,937	16,487,764
Federal	9,246,752	9,515,196	10,550,993	10,476,760
Other Sources	7,004,148	7,130,349	6,608,598	7,153,527
Total Revenue	48,142,493	49,173,785	51,273,881	52,150,418

BE IT FURTHER RESOLVED, that \$51,810,697 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	4,682,075	4,533,268	4,705,489	4,806,863
Added Needs	12,461	1,500	77,185	50,500
Support Services:				
Pupil	1,294,664	1,321,935	1,794,505	2,104,132
Instructional staff	5,669,058	5,454,580	5,064,962	4,739,470
General Administration	501,318	547,486	539,374	482,356
School Administration	428,849	460,485	421,585	402,177
Business	1,031,371	1,027,483	1,082,339	1,102,869
Operations and Maintenance	1,170,458	1,333,186	1,319,924	1,143,829
Transportation	705,025	841,027	953,101	913,236
Central	9,071,515	9,738,741	9,064,674	9,685,465
Community Services	4,760,927	4,577,160	6,009,763	6,055,241
Other Financing Uses	18,693,081	19,533,486	20,281,985	20,324,559
Total Expenditures	48,020,802	49,370,337	51,314,886	51,810,697
Revenues over Expenses	121,691	(196,552)	(41,005)	339,721
FUND BALANCE - July 1	6,876,806	6,838,386	6,998,497	6,957,492
FUND BALANCE - JUNE 30	6,998,497	6,641,834	6,957,492	7,297,213

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 6/11/2020)

Note: The General Education tax levy for 2020 is proposed to be 0.1444 mills and the Regional Enhancement tax levy for 2020 is proposed to be 1.5000 mills. These millages will be levied on all properties to be used for operating purposes as described above.

RESOLUTION FOR LOCAL DISTRICT VOTE ON ISD BUDGET

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

A Regular Business Meeting of the Board of Education of the Portage Public School District was held virtually on the 18th day of May, 2020 at 6:30 p.m..

Members present were: _____

The following preamble and resolution were offered by Member _____ and seconded by Member _____.

WHEREAS:

This Board received the Kalamazoo Regional Educational Service Agency General Education Fund Budget on or before May 1, 2020; and

WHEREAS:

In accordance with Section 380.624 of the Revised School Code, this Board must now adopt a resolution expressing its support or disapproval of the proposed ISD budget, and must submit to the ISD Board any specific objections and/or proposed changes the Board may have to the budget prior to June 1, 2020.

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 2020-2021 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 _____.

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 Business Meeting held on May 18, 2020, 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
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

X. Discussion Items

2. Approve MCACA Grant (MCACA)



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

To: Board of Education
From: Mark Bielang, Superintendent
Date: April 29, 2020
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, 2020 to August 28, 2021, 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: <http://www.efa-rep.org/ae>

Portage Schools Involved in Aesthetic Education (AE)

Portage Public Schools has participated in the AE program since its inception in 2002. Over 30 classes currently participate in aesthetic education program at: 12th Street, Angling Road, Central Elementary, Central Middle, Central High, Lake Center, Moorsbridge, West Middle, North Middle and Northern High School. Teachers attend Introductory or Advanced-Level Teacher Trainings in the summer and Group Brainstorm professional development sessions during the school year. Over 1,500 students participate in the AE program and attend live theater, dance, and music performances and visual arts exhibitions.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

X. Discussion Items

3. Approve Food Service Management Contract (EL 2.5)

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
MEETING CONDUCTED VIRTUALLY
MAY 4, 2020, 6:30 P.M.**

Note Page

X. Discussion Items

4. Approve 2020-21 School Meal Prices (OP 6320)



Paula Johnson
Director of Finance

To: Mark Bielang, Superintendent
From: Paula Johnson, Director of Finance
Date: April 28, 2020
Subject: Recommended 2020/21 Student Breakfast and Lunch Prices

Recommendation

That the Board of Education set student meal prices for the 2020/21 school year as follows based on the pricing equity requirements from the Michigan Department of Education:

	<u>Current 2019/20</u>	<u>Proposed 2020/21</u>
Elementary Breakfast:	\$ 1.35	\$ 1.35
Elementary Lunch:	\$ 2.50	\$ 2.60
Ala Carte Entrée	\$ 2.50	\$ 2.60
Milk	\$.50	\$.50
Secondary Breakfast:	\$ 1.50	\$ 1.50
Middle School Lunch:	\$ 3.00	\$ 3.10
High School Lunch:	\$ 3.00	\$ 3.10
Premium Secondary Lunch (2Mato, So Deli, On the Go)	\$ 3.25	\$ 3.35
Ala Carte Entrée	\$ 3.00 / \$ 3.25	\$ 3.10 / \$ 3.35

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 ten 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 Susan Livingston or myself can answer.