

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE WORK SESSION  
VIRTUAL MEETING  
MARCH 8, 2021, 6:30 PM  
AGENDA**

**VISION STATEMENT**

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

**MISSION STATEMENT**

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

<b>I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE</b>	
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**II. Revisions/Approval of Agenda**

**Recommended Motion:**

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

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**III. Reports**

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

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**IV. Board Education**

1. Extended COVID-19 Learning Plan Update



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**VI. Consent Agenda**

1. Approval of Meeting Minutes
  - a. February 22, 2021 Regular Business Meeting

March 8, 2021

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

**FEBRUARY 22, 2021**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, February 22, 2021, was held virtually and called to order at 6:30 p.m. by President Van Antwerp. President Van Antwerp remarked the Board continues to hold its meeting virtually as required by the state.

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

Board Trustees Absent: None

President Van Antwerp recited the Pledge of Allegiance on behalf of the Board.

**REVISIONS/APPROVAL OF AGENDA**

**Motion offered by Dr. Shelton-Harris, 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**

Mr. Ron Herron, Assistant Superintendent of Operations, provided an update on bond work construction.

At Central Middle School, three items that had been delayed were completed this week – installation of the dust collector, window shades and lighting controls. Punch list work continues. Commissioning functional testing will be done when items are delivered.

At West Middle School, technology items are approximately 95 percent complete while punch list work is 85 percent complete. Commissioning functional testing will be done when items are delivered.

At the Northern Natatorium, the pool deck will be poured this week. The tile bowl comes next followed by tiling. Other work includes restroom fixture installation, boiler room work and painting activities.

Superintendent Bielang and President Van Antwerp thanked Mr. Herron for the update.

## **Financial Report**

Ms. Paula Johnson, Director of Finance, detailed the General Fund Budget Progress Report by Function and by Object for the seven-month period ending January 31, 2021 compared to the same period in 2020. Ms. Johnson responded to Trustee questions.

Ms. Johnson also shared highlights of Governor Whitmer's proposed budget, which includes a per pupil funding increase, 90/10 blended count, one-time funding for districts experiencing declining enrollment, and more.

President Van Antwerp and Superintendent Bielang thanked Ms. Johnson for the report.

## **Other**

Superintendent Bielang shared some items of interest.

Central Elementary has moved to all remote learning due to several positive COVID cases. This decision was made in cooperation with the local health department. Reopening is currently scheduled for March 8<sup>th</sup>.

Technology connectivity issues continue at Central and North Middle Schools as well as at the Administration Building. The problem area is known but finding a fix is proving challenging. Superintendent Bielang thanked Mr. Dan Vomastek and his team for their tireless work to resolve the issues.

## **BOARD EDUCATION**

### **Elementary Facilities Planning**

Nearly a year ago work on Elementary Facility Planning was halted due to COVID-19, and at that time, the Board promised it would return to this important work. Since then, the District/Board feels it can continue where it left off in hopes of bringing a bond proposal to voters in August 2021.

Mr. Gary Goscenski, of Perspectives Consulting facilitated this portion of the meeting. Superintendent Bielang and Mr. Bob McGraw, of C2AE, co-presented.

A review of the elementary facility planning work completed up to March 2020 was covered. From the scenarios considered at that time one emerged as the preference (IIB2), which called for replacing five schools (Amberly, Angling, Central, Haverhill, Woodland) with five new schools, and remodeling Moorsbridge. Central Elementary would be a new 600-student building on vacant land on South Westnedge. The existing Central Elementary would be used as a "swing" school during construction and then be repurposed when construction was complete.

With the Board having no objections with the presented overview of the planning work transpired to this point, the presentation turned to options moving forward.

Three paths were presented. Path 1 (the original IIB2 mentioned above) for a total amount of \$166.4, bond elections August 2021 for \$91.6 million and 2025 for \$74.4 million. Path 2 is the same as Path 1 but revised. The primary change from Path 1 is Central Elementary would not be relocated but rather a new school would be built on the existing site as a 450-student building. Total bond amount for Path 2 is \$172.1 million, bond elections August 2021 for \$88.9 million and 2025 for \$86 million. Path 3 calls for reconfiguring/remodeling of the five elementary schools and remodeling one; total bond amount of \$132.9 million; bond elections August 2021 for \$70.8 million and 2025 for \$64.8 million. The pros/cons and sequencing of the three paths was reviewed. The complete presentation (Elementary Facility Planning Update February 22, 2021) can be found on the District website home page under the heading Bond & Construction Updates.

The Board asked questions regarding the paths presented and discussion followed regarding the path options. The Board came to the consensus to remove Paths 1 and 3 from consideration, leaving Path 2. The Board then discussed moving forward with Path 2, including whether it should be a single bond question in August 2021 or a two-bond question. It was agreed that to move forward with Path 2 more information was needed regarding costs, pros/cons of one bond election vs two, etc.

Next steps and timeline include confer with financial advisors to obtain financial costs/millage rate information to share with the Board, decide on doing a survey, and adopt a resolution by no later than May 10, 2021 for an August 2021 Election.

President Van Antwerp and board members thanked Mr. Goscenski, Mr. McGraw and Superintendent Bielang for the presentation.

## **COMMENTS OR COMMUNICATIONS**

President Van Antwerp opened the comments and communications portion of the meeting and asked for public comment. There was no public comment. President Van Antwerp opened the floor to board member comments.

Dr. Shelton-Harris thanked Superintendent Bielang and the Administration for the gift received for Board Recognition Month.

Mrs. Novaria expressed thanks to Mr. Goscenski for facilitating the Elementary Facility Planning portion of the meeting and to Superintendent Bielang and Mr. McGraw for their presentation. She also expressed thanks to Administration for their work on COVID and technology issues.

Mr. Rathburn expressed his appreciation to staff and Administration for keeping students safe and in school, and he thanked Mr. Vomastek and his team for their work to resolve technology issues in the District.

Mr. Snyder thanked his colleagues for a good session regarding elementary facility planning and gave a shout out to staff who were vaccinated.

There were no committee reports.

## **CONSENT AGENDA**

**President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: minutes from the February 8, 2021 Policy Governance Retreat/Committee of the Whole Work Session; approve the proposed policy revisions for Bylaws 0143.1 – Public Express of Board Members, 0167.5 – Use of Electronic Mail, and 0167.6 – Use of Social Media, as presented.**

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

## **ACTION ITEMS**

### **Approve General Fund Budget Appropriations Resolution 2020-21**

**Motion offered by Mr. Droppers, seconded by Mrs. Novaria, that the Board of Education approve the General Fund Budget Appropriations Resolution 2020/21 Amended Budget #1, as presented.**

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

### **MASB Board of Directors Election**

**Motion offered by Mrs. Novaria, seconded by Mr. Snyder, that the Board of Education cast its vote for candidate Don Myers to represent MASB Region 6.**

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

### **National School Breakfast Week Proclamation**

**Motion offered by Mrs. Novaria, seconded by Mr. Snyder, that the Board of Education approve the 2021 National School Breakfast Week Proclamation, as presented.**

Mr. Snyder read the proclamation aloud. President Van Antwerp thanked the food service team for their work.

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

With no further business to come before the Board, the meeting was adjourned at 8:44 p.m.

Respectfully submitted,  
Barb Atkinson, Recording Secretary

**PORTAGE PUBLIC SCHOOLS**  
**GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION**  
**2020/21 AMENDED BUDGET #1**

Be it resolved that this resolution shall be the General Fund appropriations of Portage Public Schools for the fiscal year 2020/21. A resolution to make appropriations; to provide for the expenditures of appropriations; and to provide for the disposition of all revenue received by Portage Public Schools.

Be it further resolved that the total unappropriated fund balance and total revenues to be available for appropriations in the General Fund of Portage Public Schools for the fiscal year 2020/21 is as follows:

	<b>Actual</b>	<b>Adopted</b>	<b>Amended</b>
	<b>2019/20</b>	<b>Budget</b>	<b>Budget #1</b>
	<b>2019/20</b>	<b>2020/21</b>	<b>2020/21</b>
Total Fund Balance, Beginning of Year, July 1	9,338,824	3,521,310	10,475,284
<b>REVENUES:</b>			
Local Sources	26,578,660	26,735,656	25,586,846
State Sources	68,998,025	63,863,199	70,088,690
Federal Sources	1,181,915	1,955,686	5,540,073
Incoming Transfers and Other Transactions	190,067	310,067	338,153
<b>Total Revenues and Other Transactions</b>	<b>96,948,667</b>	<b>92,864,608</b>	<b>101,553,762</b>
<b>Total Available to Appropriate</b>	<b>106,287,491</b>	<b>96,385,918</b>	<b>112,029,046</b>

Be it further resolved that \$102,157,076 of the total available to appropriate is hereby appropriated in the amounts and for the purposes set forth as follows:

**EXPENDITURES:**

**Instruction:**

Basic Programs	51,184,243	48,333,951	53,326,401
Added Needs	8,426,211	8,713,765	8,465,798
<b>Total Instruction</b>	<b>59,610,454</b>	<b>57,047,716</b>	<b>61,792,199</b>

**Supporting Services:**

Pupil	6,814,772	7,219,882	6,803,898
Instructional Staff	4,828,388	4,785,160	5,969,578
General Administration	687,409	715,978	799,436
School Administration	5,161,540	5,044,732	5,480,662
Business Services	982,961	1,028,918	994,639
Operations and Maintenance	8,091,313	8,145,652	10,193,964
Transportation	3,018,346	3,229,691	3,327,441
Central Services	2,513,304	2,588,976	3,246,859
Athletics	1,668,408	1,457,055	1,699,430

<b>Total Supporting Services</b>	<b>33,766,441</b>	<b>34,216,044</b>	<b>38,515,907</b>
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<b>Community Services</b>	<b>2,256,582</b>	<b>1,980,525</b>	<b>1,746,121</b>
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<b>Other Financing Use - Debt Service</b>	<b>178,730</b>	<b>102,849</b>	<b>102,849</b>
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<b>Total Expenditure Appropriation</b>	<b>95,812,207</b>	<b>93,347,134</b>	<b>102,157,076</b>
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<b>Excess (Deficit) of Revenues over Expenditures</b>	<b>1,136,460</b>	<b>(482,526)</b>	<b>(603,314)</b>
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**Total Fund Balance (Assigned and Unassigned),**

End of Year, June 30 (Estimate)	\$ 10,475,284	\$ 3,038,784	\$ 9,871,970
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PORTAGE PUBLIC SCHOOLS							
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION							
2020/21 AMENDED BUDGET #1							
Be it further resolved that no board of Education member or employee of the School District shall expend any funds or obligate the expenditure of funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement previously adopted. Changes in the amount appropriated shall require approval by the Board of Education.							
Be it further resolved that the Superintendent is hereby charged with general supervision of the execution of the budget as adopted by the Board of Education and shall hold the directors and department heads responsible for performance of their responsibilities within the amounts appropriated.							

**PROCLAMATION  
NATIONAL SCHOOL BREAKFAST WEEK  
March 8-12, 2021**

**WHEREAS**, It is with great respect for the accomplishments of Portage’s school food service managers, servers, cashiers, driver personnel and substitutes that we commemorate March 8-12, 2021 as National School Breakfast Week. This special observance presents an excellent opportunity to emphasize research outcomes that students who eat breakfast are more alert, have improved memory and problem solving skills, and perform better on standardized tests. We encourage all citizens to recognize the dedication and skill of our school food service employees; and

**WHEREAS**, Each day, a total of 25 food service employees prepare and serve over 1250 breakfasts a day. This is in addition to ordering, storing, and expediting each menu item to each location, adhering to food safety, sanitation, and nutritional guidelines as well as giving each customer the time and consideration to listen, hear and deliver what they are looking for each day. Fortunately we have exemplary professionals who have devoted their careers to providing high quality service to our children and staff; and

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

**RESOLVED BY THE BOARD OF EDUCATION**, That we proudly commemorate March 8-12, 2021 as the National School Breakfast Week, and we commend everyone who has contributed to the successful operation of our breakfast program. By working together, we can make a difference in every student’s life.

Proclaimed this 22nd day of February, 2021  
Portage Public Schools Board Of Education

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
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**VII Assurance of District Performance**

1. Monitoring Report 1.2 – Ends (GP 4.4)

**Recommended Motion:**

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

March 8, 2021

**Portage Public Schools  
Monitoring Report**

Policy Type: Ends  
Policy Title: Ends Policy 1.2

**Certification**

I hereby present my monitoring report on Ends Policy 1.2 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of March 3, 2021.



\_\_\_\_\_

Signature

3.3.2021

Date

Note: On December 14, 2020, the Board approved changes to Ends Policy 1.0 which also changed the language in Ends Policy 1.2. The Board's new language is captured in this report. The new language has not resulted in a change to the interpretation of the key terms identified in this policy and the data collected is similar to that presented in past reports. The new policy language adds the larger concept of "21<sup>st</sup> Century Learning Skills" which allows for additional skills to be considered when reporting on this policy. However, this year's report does not include skills beyond those mentioned in policy.

It's also noted that due to the COVID-19 pandemic and the resultant move to virtual-only opportunities during the last months of the 2019-20 school year (the year this report covers) our students were not able to engage in many of the programs and activities that lead to the development of these skills. Many of the co-curricular and extra-curricular activities were not available to students in their traditional formats.

Also, the District did not administer the Student Engagement Survey to K-12 students in the fall of 2020. Instead, students were given two pulse-check surveys in order to get feedback on our Return to Learn Plan. These pulse-check surveys did not solicit the same information as the engagement surveys; therefore, data is not available to update this report.

## **1.2 POLICY LANGUAGE**

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

### **Interpretation**

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

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

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

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

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

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

### **Report**

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

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

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

### AP/IB Courses and Exams

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

AP Courses (CHS, NHS only)		2017-18		2018-19		2019-20	
Students in at least one (1) AP Course		628	24%	594	22%	626	23%
Students in at least one (1) AP Course by grade	9	14	2%	17	3%	8	1%
	10	301	43%	253	40%	275	40%
	11	85	13%	74	11%	67	11%
	12	228	37%	250	37%	273	41%
AP Courses in which a "C" or better was earned (# of AP Courses taken)	9	16 (16)	100%	24 (26)	92%	15 (16)	94%
	10	302 (320)	94%	265 (278)	95%	276 (299)	92%
	11	98 (101)	97%	91 (93)	98%	69 (73)	95%
	12	281 (292)	96%	293 (305)	96%	335 (344)	97%
AP Exams in which a "3" or better was earned (# of AP Exams taken)		239 (356)	67%	241 (366)	67%	272 (392)	69%

IB Courses (CHS, NHS only)		2017-18		2018-19		2019-20	
Students that took at least one (1) IB Course by grade	9	0	na	1	0%	0	na
	10	2	<1%	4	1%	3	<1%
	11	381	56%	398	60%	353	55%
	12	420	68%	391	58%	426	63%
IB Courses in which a "C" or better was earned (# of IB Courses taken)	9	0 (0)	na	1 (1)	100%	0 (0)	na
	10	2 (2)	100%	4 (4)	100%	3 (3)	100%
	11	1108 (1138)	97%	1273 (1296)	98%	993 (1074)	92%
	12	1115 (1138)	98%	1054 (1071)	98%	1130 (1182)	96%
Students who earned an IB diploma (# attempted)		70 (81)	11%	63 (79)	10%	72 (81)	11%
IB Exams in which a "3" or better was earned* (# of IB Exams taken)		819 (837)	98.0%	997 (1016)	98.1%	999 (1004)	99.5%

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

### Other Course/Program Offerings

- Art, Music, Physical Education and Technology-related classes all promote the four "C's".
- At the elementary level – and through grade 6 – 100% of our students take Art, Music and Physical Education courses on a weekly basis.
- At the secondary level (grades 7-12), Art, Music and Physical Education are primarily elective courses. Enrollment varies by grade due to scheduling restrictions and individual student needs.
- The chart below shows student enrollment numbers during the past three years in selected art, music, physical education, and STEM-related classes.

Course Selection	2017-18		2018-19		2019-20	
	# students	% students	# students	% students	# students	% students
Art 7-8	459	35%	568	41%	523	37%
Art 9-12	516	19%	500	19%	498	18%
Music 7-8	671	52%	717	52%	692	49%
Music 9-12	643	24%	607	23%	623	23%
Physical Education 9-12	728	27%	842	32%	915	33%
Technology and Applied Science (Non EFE) 9-12	297	11%	311	12%	253	9%
EFE/EFA 11-12	364	28%	407	30%	463	35%
KAMSC	112	4%	113	4%	113	4%

### **Co-Curricular/Extra-Curricular Activities**

Co-curricular and extra-curricular activities allow students to extend their learning beyond the school day and encourage the development of the four “C’s”.

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

- Girl/Boy Scouts
- Student Council
- Building-based Leadership Teams
- After-School Enrichment Classes
- Math Competitions
- Book Clubs
- Student Safeties
- Girls On The Run
- Mad Science
- Young Rembrandts
- Fuel Up to Play 60
- STEP Classes (offered during the summer)

Student participation varies by grade and by building. However, each of our elementary buildings sponsors either Girl/Boy Scouts... with about 200 participants total... and all buildings have a Student Council or similar leadership team with approximately 175 students taking part district-wide. Aesthetic Education impacts an additional 1400 students annually.

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

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

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

We use Title IV money to support STEAM programming at each of our schools for consumable materials and for expanding training in the best use practices in technology integrations.

**Other Indicators**

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

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

<b>Student Engagement Survey</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Number of K-12 students surveyed	6605	6685	5636	N/A
I enjoy Art, Music, and Physical Education.	4.25	4.16	4.16	
When I have a problem, I know how to get help.	4.26	4.18	4.17	
I set learning goals and track my progress.	4.00	3.88	3.84	
My teachers challenge me to think.	4.22	4.15	4.14	
I have opportunities to be successful.	4.21	4.21	4.17	

**Curriculum and Professional Learning**

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

Our school-based elementary enrichment program has created some opportunities for developing 21<sup>st</sup> Century Skills in all students. During the 2019-20 school year, we continued training for our 3<sup>rd</sup> through 5<sup>th</sup> grade teachers in differentiation and project-based learning. Mrs. Winstanley and Mr. Murray along with Mrs. Jensenius, and Dr. Sheahan have created specific training for elementary teaching staff to ensure that we have rich, purposeful contact with our gifted and talented students. Much of this work has also focused on how best to support teachers as they teach in a virtual environment.

**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:

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### 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  
VIRTUAL MEETING  
MARCH 8, 2021, 6:30 P.M.**

**Note Page**

**IX. Action Items**

1. Reconfirm Extended COVID-19 Learning Plan (MCL 388.1698a)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education reconfirm the 2020-21 Extended COVID-19 Learning Plan, as presented.**

## ECLP Reconfirmation

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March 3, 2021

### **Purpose:**

According to SB927 changes in MCL 388.1698a section 2, subsection c (2), on a monthly basis, we will reconfirm our modes of instruction, two-way interaction rate, and any changes to the modes of instruction or number of students receiving support. We will also solicit comments monthly from parents and guardians of our students regarding our modes of instruction.

### **Current Modes of Instruction:**

#### **Elementary Y5 - 5 Grades UPDATE**

*Fridays remain as an asynchronous learning day for all elementary students with professional learning and planning for staff. For our staff that have chosen to receive vaccinations, we will complete our second course of the vaccines next week. We will have our next date for elementary students to move to face-to-face instruction at the start of the 4th marking period on April 5.*

#### ***Face-to-Face Instruction: January 4 - to date***

- We continue to provide Face-to-Face instruction in all eight of our elementary buildings to students who have chosen that option.
- We continue to deliver instruction using the PPS approved curriculum four days a week. The fifth day students participate in standards-based asynchronous activities at home using grade level packets and choice boards.
- Support services are provided for students who have been identified as needing Tiered Support, as well as those with IEPs, 504s, and English Learners.
- Current Enrollment: 2587 students.

#### ***Portage Virtual : November 18 - to date***

- We continue to provide virtual instruction to elementary students who have chosen to attend Portage Virtual.
- We continue to deliver virtual instruction using the PPS approved curriculum four days a week. The fifth day students participate in standards-based asynchronous activities at home using grade level packets and choice boards.
- Technology is provided for families to access the virtual instruction. This includes Chromebooks and WiFi hotspots for families that require them.
- Support services are provided virtually for students who have been identified as needing Tiered Support, as well as those with IEPs, 504s, and English Learners.
- Current Enrollment: 1234 students.

#### ***KVIC***

- We continue to have students participate in a virtual, asynchronous program partnership with KRESA.
- KVIC utilizes two PPS teachers to deliver the Lincoln Learning curriculum to PPS students.
- Technology is provided for families to access the program content. This includes Chromebooks and WiFi Hotspots for families that require them.

- Support services are provided by additional PPS building staff virtually for students who have been identified as needing Tiered Support, as well as those with IEPs, 504s, and English Learners.
- Current Enrollment: 35 students.

### **Secondary 6 - 12 Grades UPDATE**

*Secondary teachers are instructing using hyflex models (students are instructed F2F and Virtual at the same time.) Fridays remain as an asynchronous learning for secondary students and a professional learning and planning day for staff. For our staff that have chosen to receive vaccinations, we will complete our second course of the vaccines next week. We will have our next date for elementary students to move to face-to-face instruction at the start of the 4th marking period on April 5.*

#### ***Virtual Instruction - September 1 - to date***

- Secondary families who are learning virtually in all six secondary buildings are receiving their instruction via Google Meet
- We use our PPS approved curriculum for our secondary students to deliver instruction 4 days a week synchronously.
- Technology is provided for families to access content. This includes Chromebooks and WiFi hotspots for families that require them.
- Support services for students with IEPs, 504s, and English Learners are provided virtually for our students in this mode of instruction. These are provided by a PPS staff member, sometimes in a hyflex instructional model, mostly with small groups of students. Support services are available in-person for students with IEPs and English language learners as appropriate.
- Current Enrollment: 3781

#### ***Face-To Face Instruction January 26 - to date***

- Face-to-Face instruction is occurring in each of our secondary buildings. The students learn concurrently with virtual students.
- The PPS curriculum continues to be supported using Google Classroom.
- Support services for students with IEPs, 504s, and English Learners are provided face-to-face for our students in this mode of instruction. These are provided in a hybrid instructional model, mostly with small groups of students and in teacher classrooms.
- Current Enrollment: 1003

#### ***KVIC***

- Students in our fully virtual, asynchronous program in partnership with KRESA continue to utilize Michigan Virtual for secondary curriculum. Teachers in this program are provided through Michigan Virtual.
- Technology is provided for families to access content. This includes Chromebooks and WiFi hotspots for families that require them.
- Support services for students with IEPs, 504s, and English Learners are also provided by PPS staff virtually to our students in this mode of instruction.
- Current Enrollment: 21 students.

## Weekly Two-Way Engagement / Attendance Rates:

*This table represents the percentage of our students that were present for at least 2 two-way communication components or attended class in any of our instructional modes during that week at that grade level. Attendance data is collected in Skyward SIS and reported here according to the guidance in 388.1698a and in the Pupil Accounting Manual. Average weekly attendance is defined as the sum of the daily attendance percentage for each day of the week divided by the number of days in that school week. A student is considered in attendance if he/she attends any portion of that school day.*

	<b>Average Weekly Attendance</b>
<b>Week of Feb 22</b>	<b>98%</b>
<b>Week of Feb 15</b>	<b>98%</b>
<b>Week of Feb 8</b>	<b>97%</b>
<b>Week of Feb 1</b>	<b>97%</b>
<b>Week of Jan 25</b>	<b>97%</b>
<b>Week of Jan 18</b>	<b>98%</b>
<b>Week of Jan 11</b>	<b>98%</b>
<b>Week of Jan 4</b>	<b>97%</b>
<b>Week of Dec 14</b>	<b>97%</b>
<b>Week of Dec 7</b>	<b>98%</b>
<b>Week of Nov 30</b>	<b>97%</b>
<b>Week of Nov 23</b>	<b>97%</b>

	<b>Average Weekly Attendance</b>
<b>Week of Nov 16</b>	<b>97%</b>
<b>Week of Nov 9</b>	<b>98%</b>
<b>Week of Nov 2</b>	<b>98%</b>
<b>Week of Oct. 26</b>	<b>98%</b>
<b>Week of Oct 19</b>	<b>98%</b>
<b>Week of Oct 12</b>	<b>98%</b>
<b>Week of Oct 5</b>	<b>98%</b>
<b>Week of Sept 28</b>	<b>98%</b>
<b>Week of Sept 21</b>	<b>98%</b>
<b>Week of Sept 14</b>	<b>98%</b>
<b>Week of Sept 7</b>	<b>99%</b>
<b>Week of August 31</b>	<b>99%</b>

## **Special Populations of Students:**

### **English Learners:**

At the elementary and secondary level, we continue to support students both in person and virtually through individual and small group language and literacy instruction, as well as working with teachers to modify assignments and assessments. We continue to aim at successful home-school communication for EL families.

### **Special Education:**

At the elementary and secondary level we are supporting students with disabilities in person and virtually through small group and individual instruction. Special educators are providing the direct instruction for students, as well as providing guided instruction to use our virtual tools. Students who are virtual receive virtual support and instruction from special educators.

## **Recommendations:**

Our current recommendation is to continue with our Face-to-Face and Virtual instruction in relationship to our matrix and the current health conditions. We recommend continuing to offer family selections at the start of the marking period. As health conditions improve, we foresee an increase in our face-to-face family selections.

### **Elementary**

We recommend continuing our Face-to-Face for our Y5-5 grade students that have made that program selection, and Virtual Program for families that have made that selection. Our KVIC program continues as well. We are recommending that the next major open window for families to change their program selection at the start of the 4th marking period. We continue to offer professional learning on Friday morning for 1 hour to our elementary staff.

### **Secondary**

We have added our hyflex model for our secondary families. We currently have 21% of secondary students attending face-to-face. We are recommending that the next major open window for families to change their program selection at the start of the 4th marking period. We continue to offer professional learning for secondary staff on Friday morning for 1 hour.

## **Community Feedback and Response:**

*This is feedback from the community during the Board of Education Meeting held on February 8, 2021 at 6:30pm online:*

*There were no comments from the community during this meeting on our ECLP.*

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

**Note Page**

- X. Discussion Items**
  - 1. Project Enhancements

TO: Mark Bielang, Superintendent  
FROM: Ronald Herron, Assistant Superintendent of Operations  
CC: Paula Johnson, Director of Finance  
DATE: March 8, 2021  
SUBJECT: Funding Request for CHS Student Parking Lot Extension and  
NMS/CMS Security Film Installation

### **RECOMMENDATION**

We recommend the Board of Education approve a bond-funding budget of \$456,000 for the Central High School Student Parking Lot Extension and \$400,000 for Central Middle School and North Middle School Security Window Film Installation. The total requested amount of \$860,000 will come from the 2019 Bond Fund - Proposal #1.

### **BACKGROUND INFORMATION**

Last year during the course of completing NMS, we investigated installing bullet resistant window film into certain areas identified by our Portage Public Safety officers during a security walk-through. Due to COVID, this project was delayed. However, now that we have both NMS and CMS up and running we would like to pursue this installation for both facilities. During last fall's investigation into installing this type of product, we received preliminary quotes for product installation and also had some actual ballistic testing completed by one of the vendors.

In addition as a part of the CMS site work to maintain adequate traffic flow and student drop-off during construction, we installed a temporary bus drop-off lot on the northwest side of the campus. This temporary lot was used for several months as old CMS was demolished. During the Steering Committee discussions for future enhancements additional student parking was identified as a need. Because we had already done some significant work to create the temporary bus loop in this area adjacent to the current student lot, we began to consider this future enhancement as a project to complete as a part of current CMS site work. We would be able to take advantage of the excavating and grading work already completed to install this new additional paved lot. I have had c2ae work on the design with the City of Portage and have received a budget estimate from OAK to complete this project.

I am requesting to move forward to bid out and complete these two projects. Since these projects are additional bond scope items, I am requesting the additional funding be budgeted for completion of these projects.

### **BIDDING PROCESS**

These projects will be competitively bid and the recommendation brought to the Board of Education. If you have any questions, please feel free to contact me regarding this recommendation.

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

**Note Page**

- X. Discussion Items**
  - 2. Technology Update