

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002
NOVEMBER 7, 2022, 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	
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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 7, 2022, 6:30 P.M.**

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II. Revisions/Approval of Agenda

Recommended Motion:

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 7, 2022, 6:30 P.M.**

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IV. Board Education

1. Presentation of Monitoring Report 1.1, Middle School

As in past years, monitoring reports on 1.1 will be presented in segments – high school (October), middle school (November), and elementary (December) - and a final overall presentation in January. Action on 1.1 will be appropriate following the January presentation.

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: (1.1) Global Ends

As requested by the Board during the 2016/2017 school year, the Monitoring Report on Ends Policy 1.1 continues to be divided into smaller segments so that adequate time can be spent presenting and discussing this key Ends Statement.

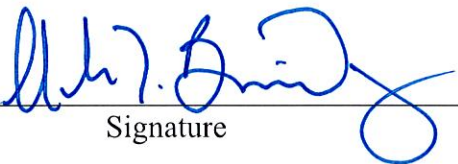
The report is divided into three segments and reported on as follows:

- High School Measures – October
- Middle School Measures – November
- Elementary School Measures – December

After all three reports have been presented the Board will be asked to accept Monitoring Report 1.1.

Certification

I hereby present my Monitoring Report on Ends Policy 1.1 (High School) in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 2, 2022.



Signature

November 2, 2022
Date

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

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The PSAT 8/9 Assessment

The M-STEP Assessment

PSAT and M-STEP Data

Overview of trends on Middle School Measures

1.1 POLICY LANGUAGE

Students demonstrate continuous improvement in the mastery of core curriculum standards with results approaching or exceeding the highest performing comparable districts.

Interpretation

I provide definitions below to interpret the following terms in the ends policy:

Core Curriculum is interpreted to mean the K-12 curriculum utilized by Portage Public Schools. It is aligned with the Michigan Department of Education learning standards.

Core Curriculum Standards is interpreted to mean the standards and learning targets in the publicly available results from student assessments; Michigan Test of Educational Progress (M-STEP grades 3-8, 11), and the SAT (grade 11). I also include other essential, but private interim progress assessments; Acadience (K-5), and PSAT 8/9 and PSAT 10.

Comparable Districts is interpreted to mean a select group of seven school districts throughout the state that have similar demographic and resource characteristics. The comparable districts were determined in 2016. To identify the seven districts, four data sources were used. MiSchoolData was utilized to filter for similar districts using the criteria of enrollment, socioeconomic indicators, special education services, and race distribution. Bulletin 1014 was used to identify district revenue and expenditure data. The Michigan Senate Fiscal Agency provided the foundation allowance data. Finally, US Census information was referenced to provide a measure of median household income and community population. From this list of approximately 20 districts, selected districts were removed when a single factor or multiple factors set them apart from Portage Public Schools in an essential fashion. For example, a district that received \$12000 per student on the foundation allowance was removed from the list.

Continuous Improvement is interpreted to indicate our percentage of students proficient compared to our prior three-year average. “***Met Expectations***” means that our current year results are more than +2% above the prior three-year average for non-cohort data. “***Partially Met Expectations***” means that we are within the range of +2% to -2% compared to the prior three-year average. “***Did Not Meet Expectations***” means that our current year results are more than -2% below the prior three-year average for non-cohort data.

Approaching...the highest performing comparable districts is interpreted to indicate our change in percentage of students proficient compared to our three-year average relative to comparable districts’ change of their three-year average. “***Met Expectations***” means that we are ranked first or second relative to our comparable districts. “***Partially Met Expectations***” means that we are ranked third or fourth. “***Did Not Meet Expectations***” means that we are ranked below fourth relative to our comparable districts.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Exceeding the highest performing comparable districts is interpreted to indicate our ranking of percentage of students proficient relative to our comparable districts. “***Met Expectations***” means that we are the top school when ranked with comparable districts. “***Did Not Meet Expectations***” means that we are ranked second or lower relative to our comparable districts.

Report Overview

Monitoring Report 1.1 begins to be divided up into High School, Middle School, and Elementary School sections this year. While the data sources have minimal changes, the report is relatively unchanged.

Our curriculum alignment with State Standards is an on-going process. Curriculum Committees, whether grade-level based or subject area-based, meet throughout the year to address a wide variety of curricular issues, including alignment.

We use multiple assessments to track student mastery for reporting purposes in MR 1.1. Included below is a table of assessments included in this report.

	Topical Area of Assessment	Grade Assessed			Local, State, or National based	Comparable Districts Information Available
		Elementary School	Middle School	High School		
Acadience	Literacy	Y5 - 5			National	None
M-STEP Math / ELA	Math / ELA	3 – 5	6 – 8		State	Yes
M-STEP Science	Science	5	8	11	State	Yes
M-STEP Social Studies	Social Studies	5	8	11	State	Yes
PSAT 8/9 ^	Evidence based reading and writing (EBRW) / Math		8	9	National	Yes 8 th No 9 th
PSAT 10 ^	EBRW / Math			10	National	None
SAT	EBRW / Math			11	National	Yes

^ The PSAT series is now included (with historical data) in the monitoring report. The State continues to use this as a benchmark assessment and we include it as a reference point for our potential performance changes on our SAT.

Impacts of COVID on Data

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

The biggest impact is on our data authenticity. The State of Michigan suspended statewide assessments in the 2019-2020 school year. Thus, for the 2019-2020 school year, there is no M-STEP, PSAT, or SAT data available. In the 2020-2021 school year, there was no State-level accountability for the testing data. So while we were expected to assess our students, school districts were not required to meet the “95% of students tested” target. In the spring of 2021 PPS tested 86.6% of our 11th grade students on the SAT and 66% of our 9th and 10th graders on the PSAT. There is no accurate comparable district data available on the percentage of students tested within those districts. This is due to no accountability on any state measures, thus students were not required to complete the assessments. We don’t know what students our comparable districts tested, and we don’t know if those schools made these tests mandatory. Therefore, data from 2020-21 should not be used for any comparisons.

High School

The SAT and PSAT assessment suite

Michigan shifted its high school benchmark assessment to the SAT in 2016. The SAT tests students’ knowledge of reading, writing and math — subjects that are taught every day in high school classrooms in Michigan.¹

The SAT and the PSAT were redesigned in the 2015-2016 school year. This includes a vertically aligned longitudinal assessment system similar in nature to the ACT Aspire series. The College Board has partnered with the Khan Academy to connect PSAT results to individualized learning plans for all students.

In 2016, the SAT replaced the 11th grade Mathematics and English Language Arts components of the M-STEP. This reduced testing time for high school juniors. The 2016 testing year established our baseline data on the SAT.

In 2021-2022, the redesigned SAT continues to be used for MME Mathematics and ELA components at 11th grade.

ACT continues to provide its WorkKeys assessment for all 11th grade students, and this assessment is still a part of the Michigan Merit Exam², as a part of a legislative requirement.

As is customary, Alternative High Schools data are not included for Portage nor for our comparable districts. Likewise, data is used by Community High School staff to improve student learning and their academic community.

PSAT Assessment

¹ College Board website and MDE website and publications.

² MDE website and publications.

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Policy Type: Ends

Policy Title: Ends Policy 1.1

In the spring 2022, all 8th, 9th and 10th graders were expected to take the PSAT 8/9 and PSAT 10, respectively. 2016 was the first year of testing at 9th and 10th grades; the high school PSAT data began to be used for accountability, but due to COVID was not an accountable assessment in 2020 through 2022. Therefore, comparator school district data is not available for the 9th and 10th grade assessments.

Our 8th grade students tested on the PSAT this fall to provide them with exposure to the test and to see what areas of growth they need in preparation for the PSAT 8 in the spring of 2023.

The PSAT and SAT are vertically aligned, which gives us the ability to develop cohorts of students in the future and use assessment data to identify areas of growth and support.

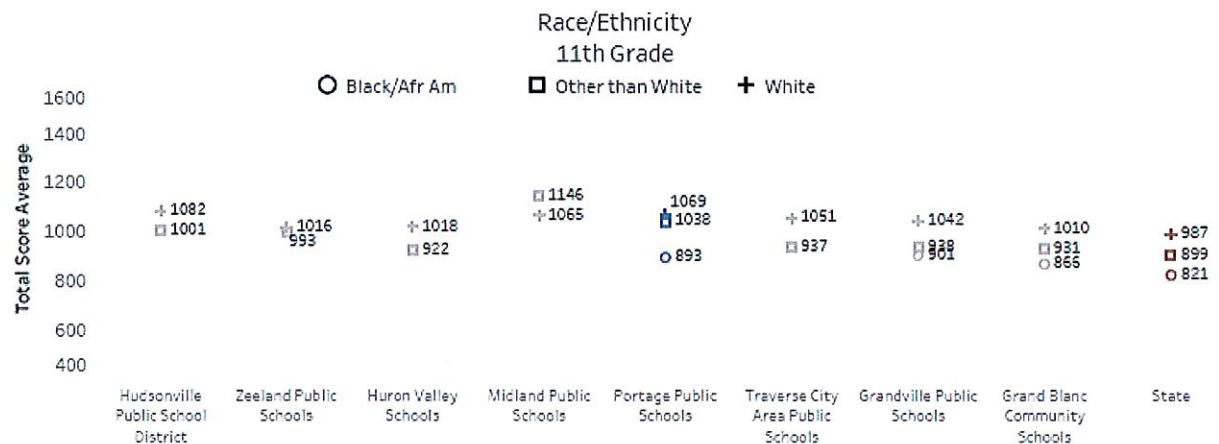
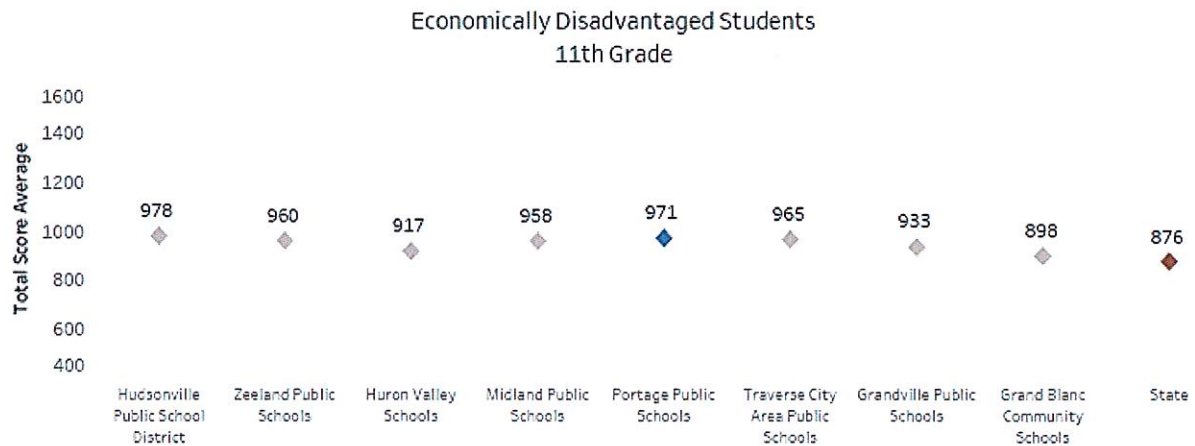
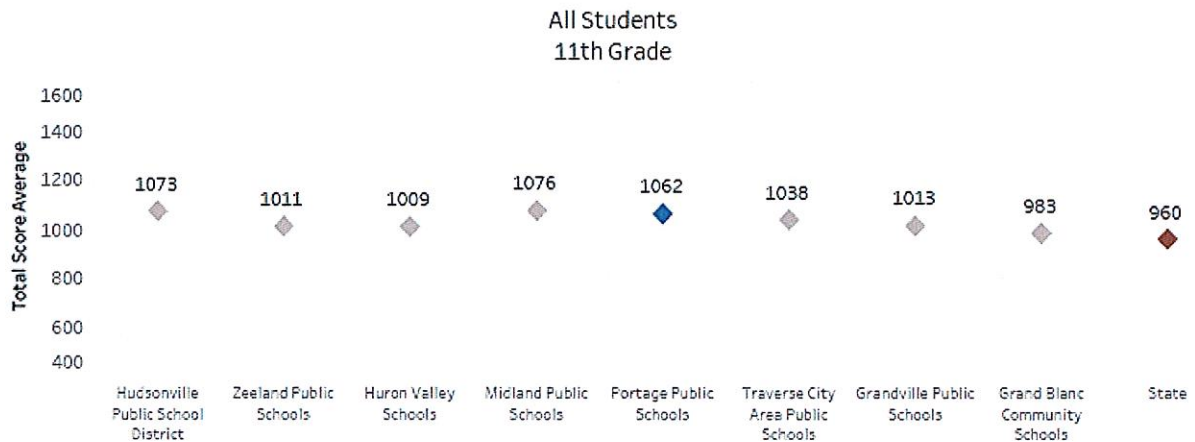
Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

2022 SAT Total Score Average
PPS vs. Comparator Districts
(Evidence Based Reading & Writing Score + Math Score)



Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Midland, and Traverse City school districts were too small for those scores to be available.

Monitoring Report

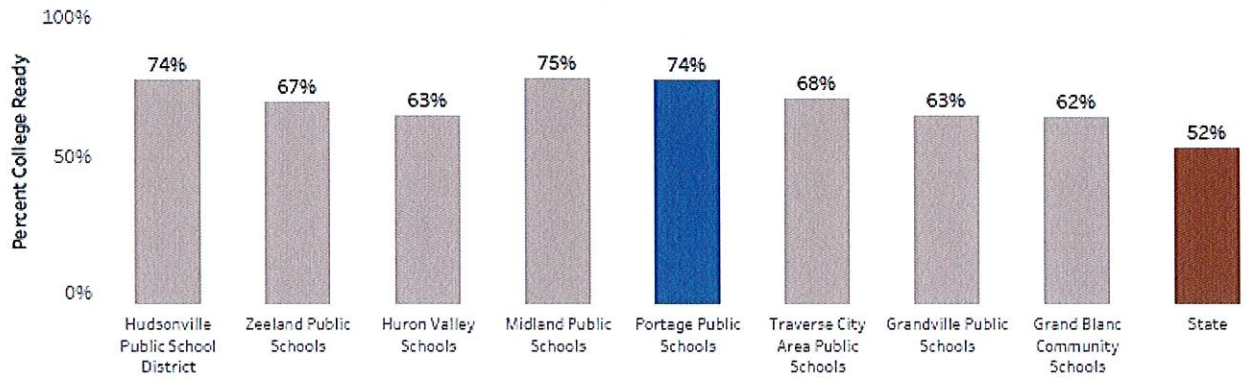
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Policy Type: Ends

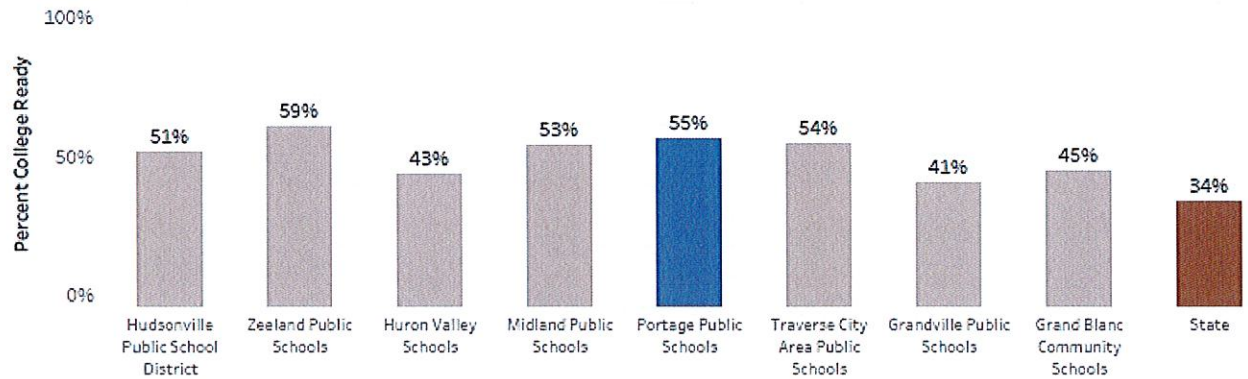
Policy Title: Ends Policy 1.1

2022 SAT Evidence Based Reading & Writing
 PPS vs. Comparator Districts

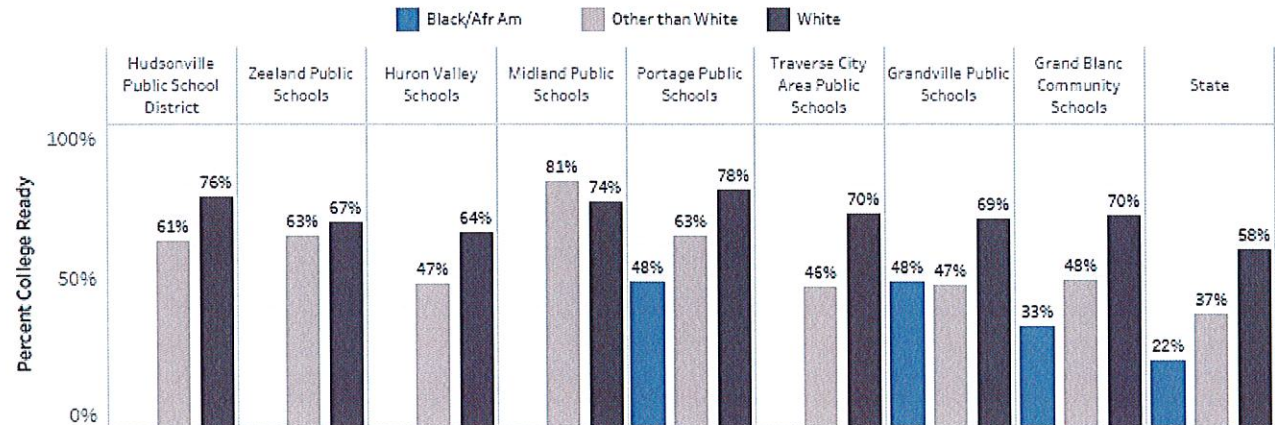
All Students
 11th Grade



Economically Disadvantaged
 11th Grade



Race/Ethnicity
 11th Grade



Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Midland, and Traverse City school districts were too small for those scores to be available.

Monitoring Report

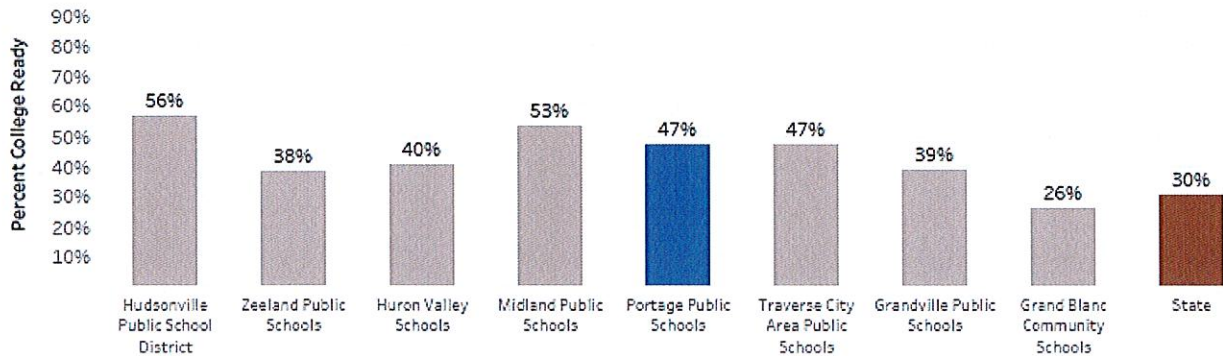
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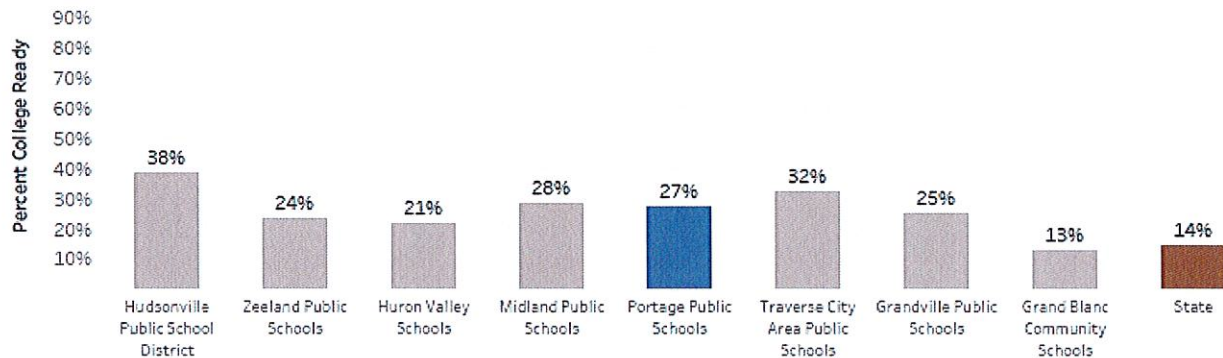
Policy Title: Ends Policy 1.1

2022 SAT Math
 PPS vs. Comparator Districts

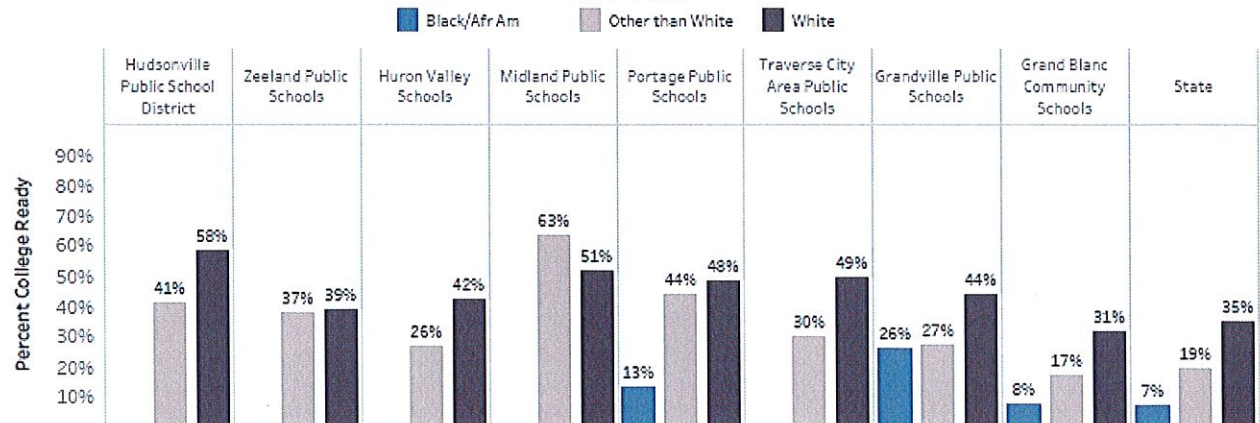
All Students
 11th Grade



Economically Disadvantaged
 11th Grade



Race/Ethnicity
 11th Grade



Notes:

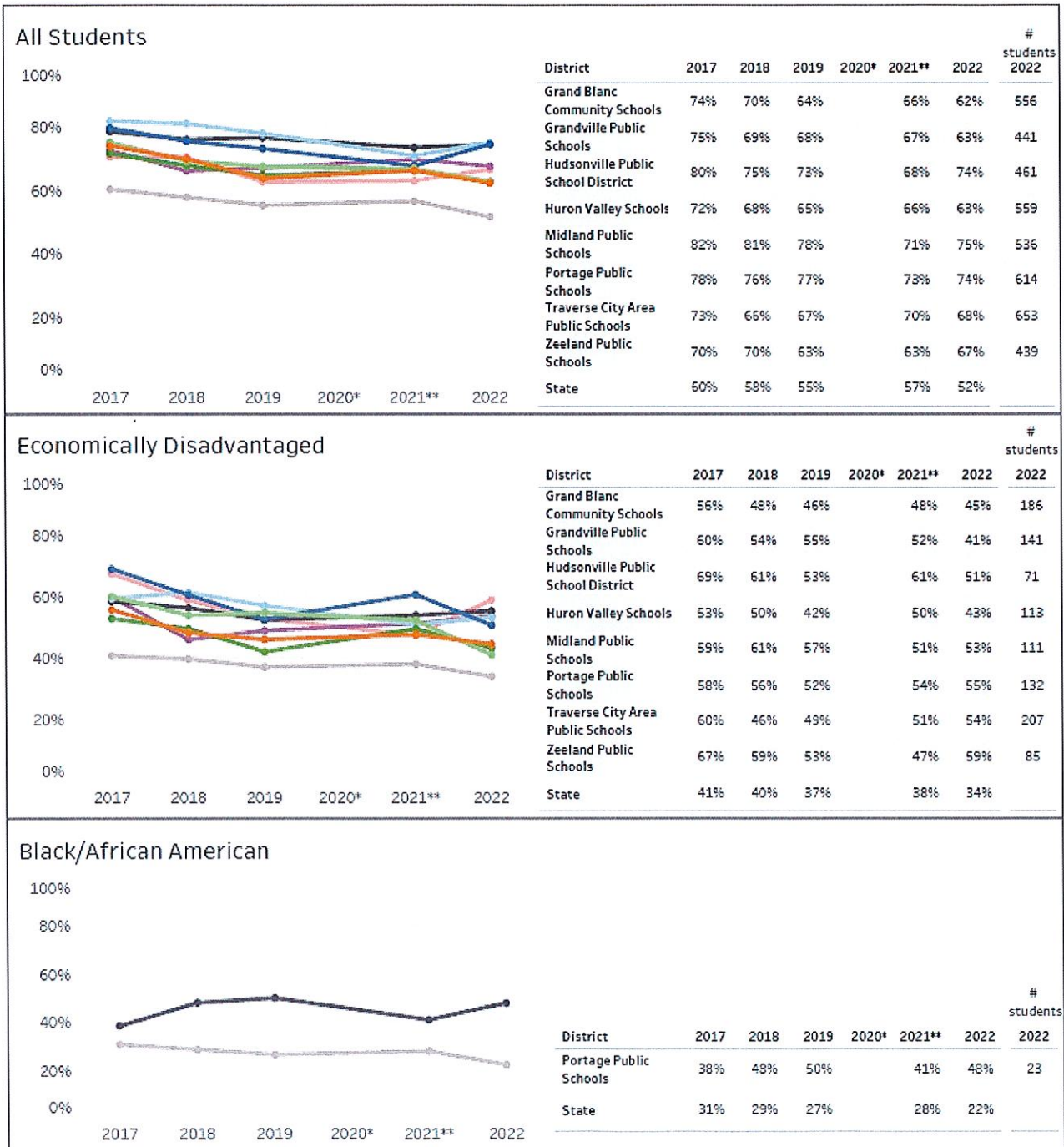
Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Midland, and Traverse City school districts were too small for those scores to be available.

Evidence Based Reading and Writing
SAT Trends: Percent College Ready
PPS vs. Comparator Districts

*2020: State Assessments were not given, resulting in no available data for that year.

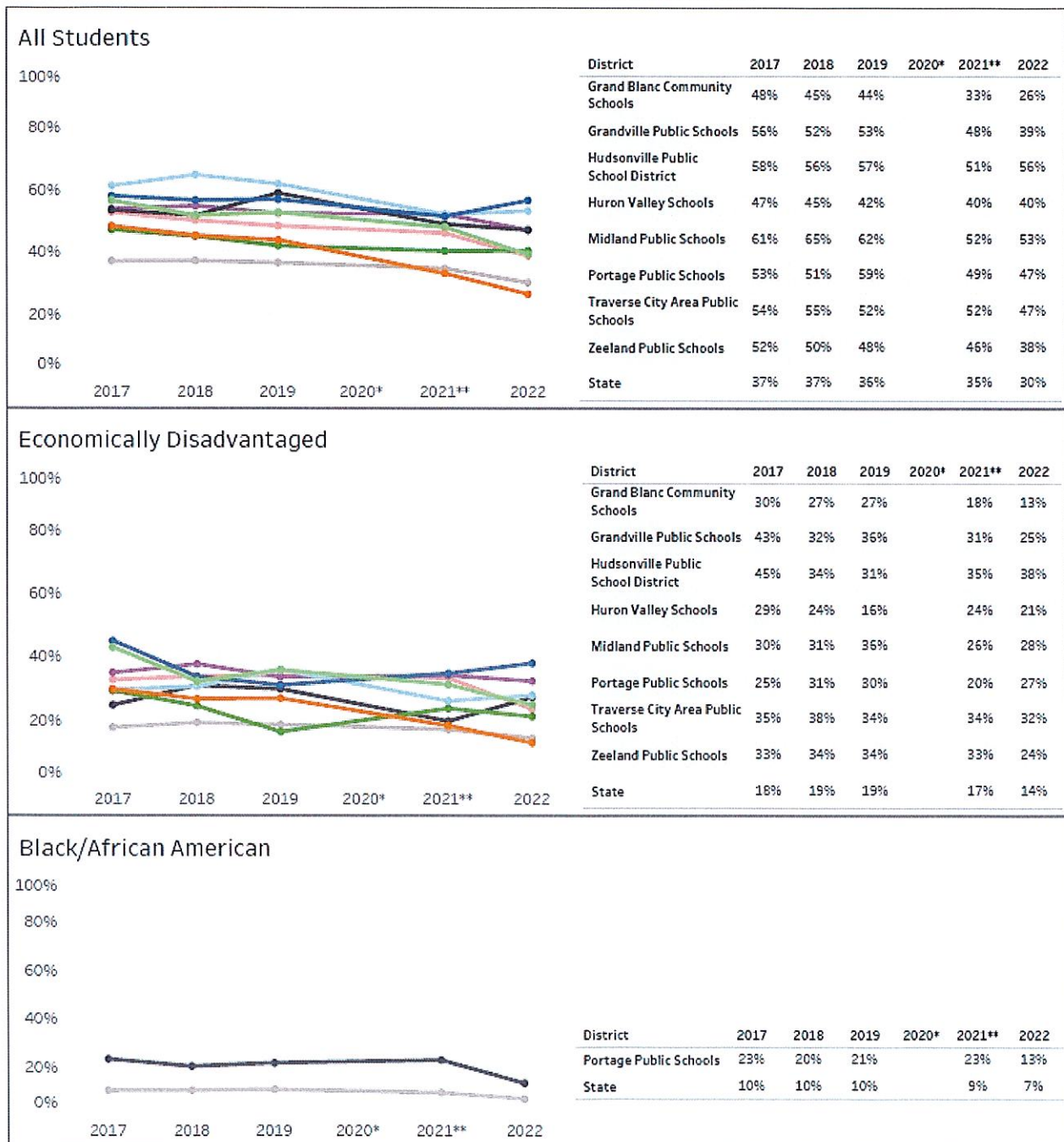
**2021: Results may be skewed due to low participation.



Math SAT Trends: Percent College Ready PPS vs. Comparator Districts

*2020: State Assessments were not given, resulting in no available data for that year.

**2021: Results may be skewed due to low participation.



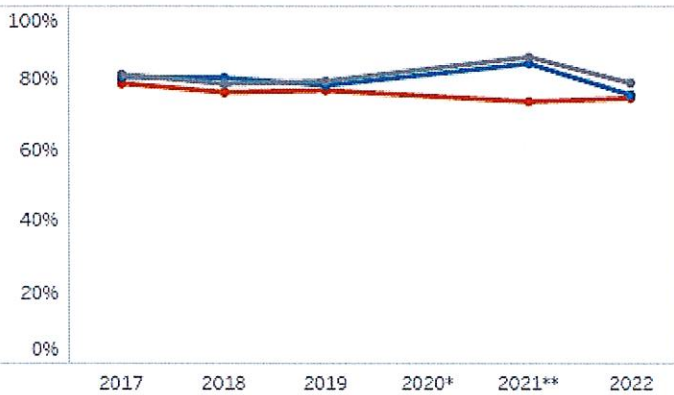
Evidence Based Reading and Writing PPS SAT/PSAT Trends: Percent College Ready

*2020: State Assessments were not given, resulting in no available data for that year.

**2021: Results may be skewed due to low participation.

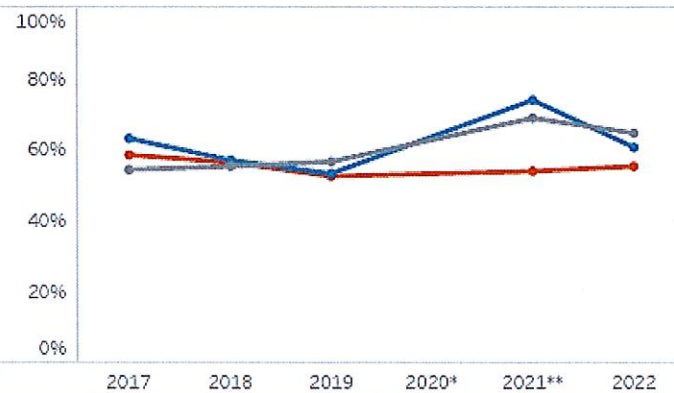
■ PSAT9 ■ PSAT10 ■ SAT

All Students



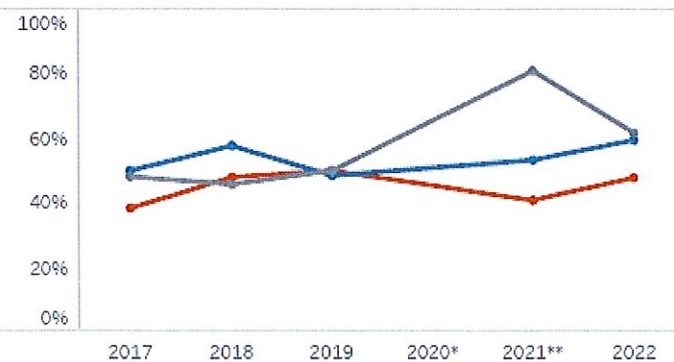
	2017	2018	2019	2020*	2021**	2022	# students 2022
PSAT9	81%	78%	79%		86%	79%	651
PSAT10	80%	80%	78%		84%	75%	668
SAT	78%	76%	77%		73%	74%	614

Economically Disadvantaged



	2017	2018	2019	2020*	2021**	2022	# students 2022
PSAT9	54%	55%	57%		69%	65%	154
PSAT10	63%	57%	53%		74%	61%	160
SAT	58%	56%	52%		54%	55%	132

Black/African American



	2017	2018	2019	2020*	2021**	2022	# students 2022
PSAT9	48%	46%	50%		81%	62%	34
PSAT10	50%	58%	48%		53%	59%	37
SAT	38%	48%	50%		41%	48%	23

Math

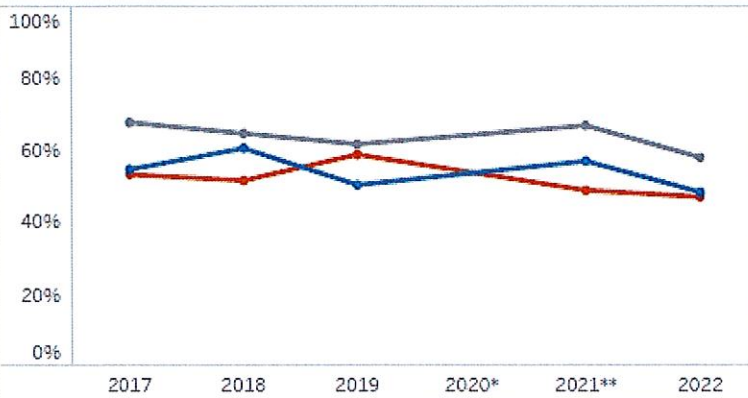
PPS SAT/PSAT Trends: Percent College Ready

*2020: State Assessments were not given, resulting in no available data for that year.

**2021: Results may be skewed due to low participation.

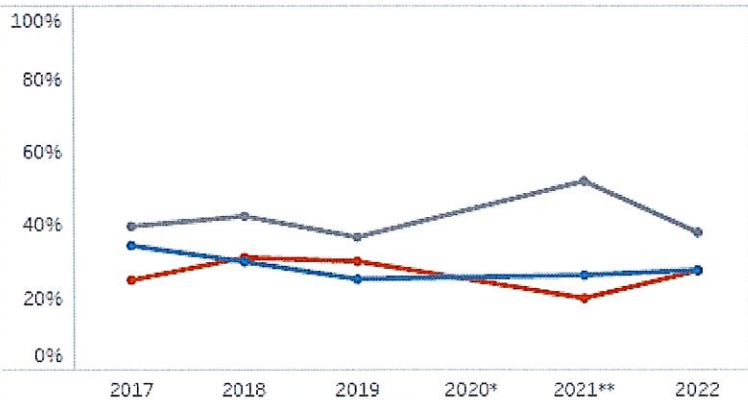
■ PSAT9 ■ PSAT10 ■ SAT

All Students



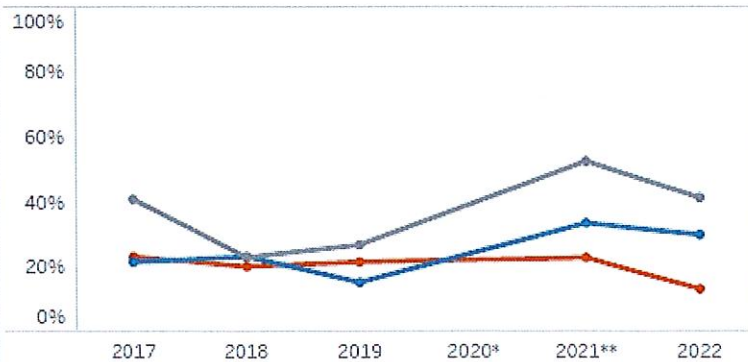
	2017	2018	2019	2020*	2021**	2022
PSAT9	68%	65%	62%		67%	58%
PSAT10	55%	61%	50%		57%	48%
SAT	53%	51%	59%		49%	47%

Economically Disadvantaged



	2017	2018	2019	2020*	2021**	2022
PSAT9	40%	42%	37%		52%	38%
PSAT10	34%	30%	25%		26%	28%
SAT	25%	31%	30%		20%	27%

Black/African American



	2017	2018	2019	2020*	2021**	2022
PSAT9	41%	23%	27%		52%	41%
PSAT10	21%	23%	15%		33%	30%
SAT	23%	20%	21%		23%	13%

Monitoring Report

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Policy Type: Ends

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Narrative of Trends on High School Data

For students being tested:

- We tested 86.6% of our 11th grade students in the spring of 2021 on the SAT. There is no accurate comparable district data available on the percentage of students tested. With the pandemic occurring there was not accountability on any state measure, thus students were not required to complete the assessment. Because of this we will compare our Spring 2022 data to Spring 2019 data, since Spring 2019 is the most recent assessment period with full student participation.

For All Student SAT measures:

- Our average combined score decreased (1062 in the spring of 2022 from 1095 in the spring of 2019.) Our percent college ready moved downward by 3% to 74% in EBRW and by 12% to 47% in Mathematics.

For our Economically Disadvantaged students on SAT measures:

- Our overall SAT score for Economically Disadvantaged students increased by 17 points to 971 points compared to the spring of 2019 (132 students in the spring of 2022). Our percentage college ready in EBRW for these students increased by 3% to 55% and the Mathematics score declined 3% to 27%.

For our African-American/Black students on SAT measures:

- Our African-American/Black overall average combined score decreased from 909 to 893 when compared to the spring of 2019, with a cohort of 23 students in 2022 (28 students in the spring of 2019). At the same time, our percentage college ready in EBRW decreased by 2% to 48%, and our percent college ready in Mathematics decreased 8% to 13%. Due to small cohorts of students, the majority of our comparable districts do not have data available publicly.

For our Trending on SAT measures:

- Our trends in both EBRW and Mathematics are generally downward. We have a small increase in our Economically Disadvantaged EBRW score (+3%).
- For this year, we have only two comparable districts for Black/African-American data.
- Compared to the State trends:
 - PPS equaled the state trend in EBRW (decline of 3%). PPS declined more than the state in Mathematics for all students. PPS declined 12%, while the state declined 6%.
 - For ED students, PPS improved compared to the state in both EBRW and Mathematics. In EBRW, PPS increased by 3% while the state declined by 3%. In Mathematics, PPS declined 3% while the state declined 5%.
 - For Black/ African-American students, we improved in EBRW compared to the State, but declined in Mathematics. PPS declined in EBRW by 2%, while the state declined by 5%. PPS declined in Mathematics by 8%, while the state declined by 3%.

Monitoring Report

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For our students on our PSAT9 and PSAT 10 measures:

- For All Students (Cohort Size: PSAT 9: 651 students, PSAT 10 668 students)
 - Static to negative trends on the EBRW assessment: 0% on PSAT 9 and -3% on PSAT 10.
 - Negative trends on the Math assessment: -4% on PSAT 9 and -2% on PSAT 10.

- For our Economically Disadvantaged students: (Cohort Size: PSAT 9: 164 students, PSAT 10: 160 students)
 - Positive trends on the EBRW assessment: +8% on PSAT 9 and +8% on PSAT 10.
 - Positive trends on the Math assessment: +1% on PSAT 9 and +3% on PSAT 10.

- For our African-American/Black students: (Cohort Size: PSAT 9: 34 students, PSAT 10: 37 students)
 - Positive trends on the EBRW assessment: +12% on PSAT 9 and +11% on PSAT 10.
 - Positive trends on the Math assessment: +14% on PSAT 9 and +15% on PSAT 10.

Monitoring Report

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Policy Type: Ends

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Middle School

The PSAT 8/9 Assessment

In 2018-19, the 8th grade M-STEP Math and ELA assessments were replaced by the PSAT 8/9 assessments. We continue to use the PSAT 8/9 as our key data for our middle schools in Monitoring Report 1.1. This data is available for our comparable communities and continues to be one of three components of data that we use internally for improvement.

We include the comparable community information on the PSAT 8/9 in MR 1.1. We also use M-STEP to PSAT 8/9 measures to calculate Student Growth Percentiles for students. This information isn't available for our comparable communities, but it is used internally to improve our work.

The M-STEP Assessment

The Michigan Department of Education (MDE) launched the Michigan Student Test of Educational Progress (M-STEP) in the spring of 2015. The M-STEP meets all of the requirements put into law by the legislature.

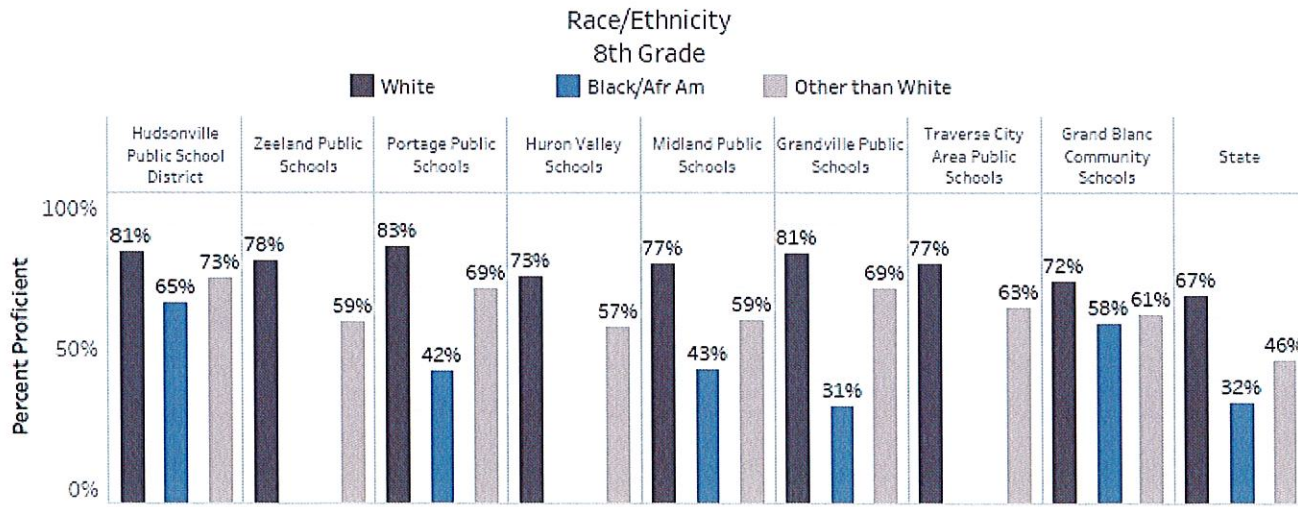
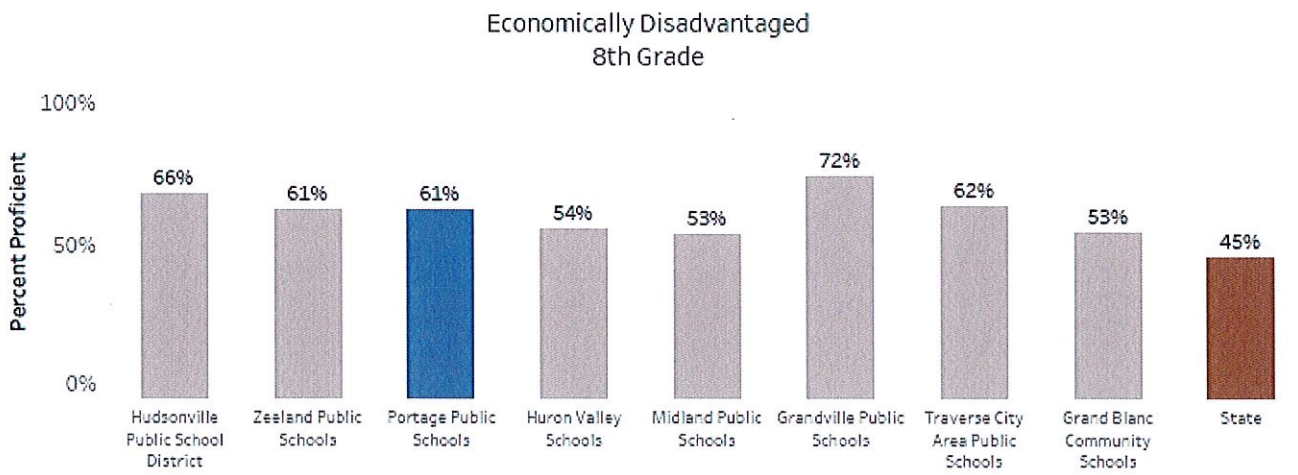
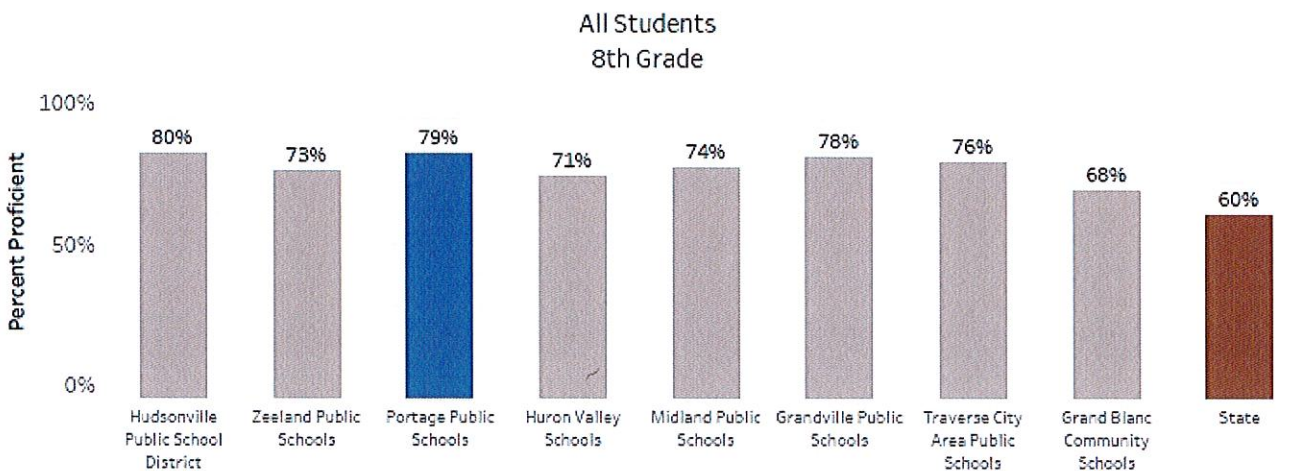
We are continuing to use our spring 2016 M-STEP results as our baseline, although the pandemic has caused a statewide disruption to this data. We currently use grades 5, 8, and 11 as our key measures of student progress; and our data is utilized by our MTSS teams, department teams, and grade teams to adjust curriculum and instruction. Internally, the M-STEP results are used for grades 3 through 7 for Math and ELA and grades 5 & 8 for Science and Social Studies.

We include M-STEP growth scores in MR 1.1 to show improvement over previous years. To identify our growth on the M-STEP assessment, we continue using the Student Growth Percentile (SGP) for our student groups and subgroups. Student Growth Percentiles are determined by first calculating growth between current and previous assessment scores, then comparing that to the growth of a statewide academic peer group.³ The 50th percentile is defined as median growth for a year of instruction. We use the percentage of our students scoring 40th percentile or higher as determining adequate growth as referenced by the MDE in the Michigan School Scorecard Guide.⁴

³ https://www.michigan.gov/documents/mde/Student_Growth_Percentiles_475671_7.pdf

⁴ http://www.michigan.gov/documents/mde/2016_Michigan_School_Scorecard_Guide_538413_7.pdf

2022 PSAT 8/9 Evidence Based Reading & Writing PPS vs. Comparator Districts



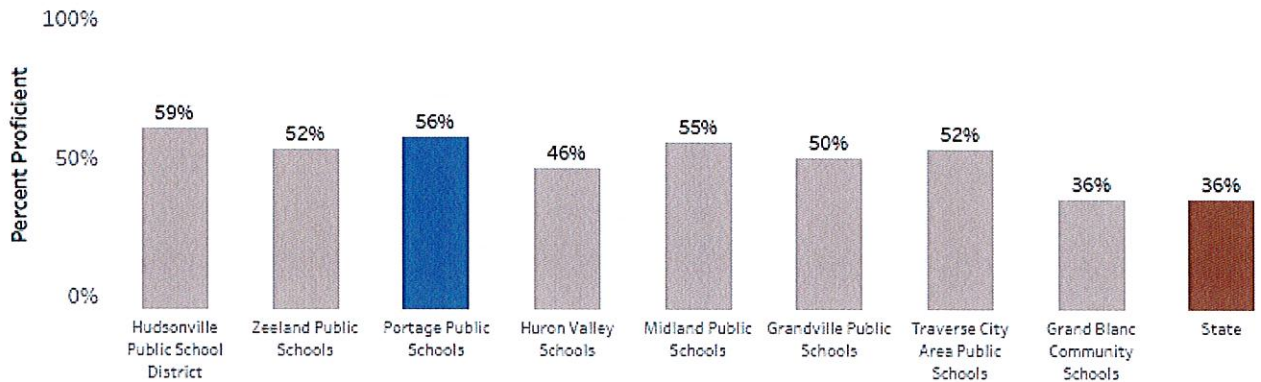
Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

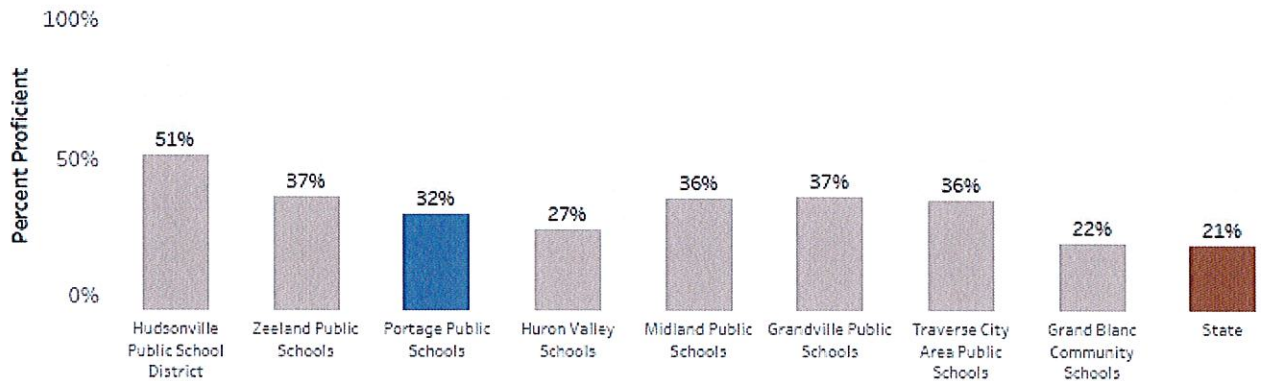
The Black/African American subgroups for Zeeland, Huron Valley, and Traverse City school districts were too small for those scores to be available.

2022 PSAT 8/9 Math PPS vs. Comparator Districts

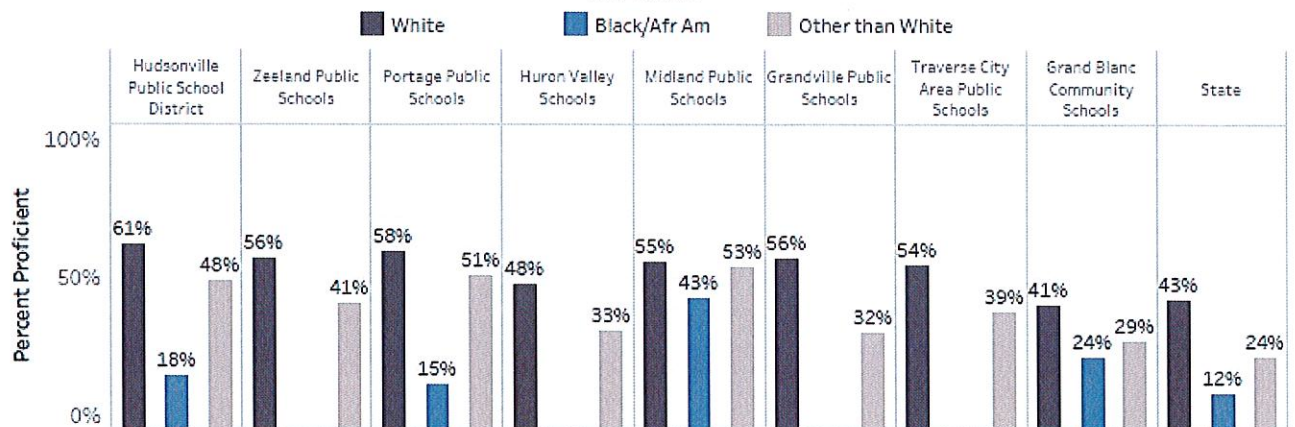
All Students
 8th Grade



Economically Disadvantaged
 8th Grade



Race/Ethnicity
 8th Grade



Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged.
 The Black/African American subgroups for Zeeland, Huron Valley, Grandville, and Traverse City school districts were too small for those scores to be available.

Three Year M-STEP (6th & 7th grades) and PSAT 8/9 (8th grade)

Percent of Students with Growth Percentile >= 40

		ELA/EBRW			Mathematics		
		2018	2019	2022	2018	2019	2022
6th grade	All Students	63%	51%	58%	73%	64%	40%
	Economically Disadvantaged	58%	41%	46%	64%	59%	32%
	Black/Afr Am*	50%	40%	50%	59%	64%	38%
7th grade	All Students	65%	56%	52%	63%	61%	42%
	Economically Disadvantaged	62%	56%	44%	61%	57%	38%
	Black/Afr Am*	76%	57%	48%	55%	70%	33%
8th grade	All Students	63%	75%	69%	71%	71%	58%
	Economically Disadvantaged	59%	70%	69%	64%	63%	58%
	Black/Afr Am*	67%	63%	62%	54%	59%	76%

*Black Afr/Am subgroup has <30 students in most years, which makes this a non-accountable subgroup. The exceptions are: 2018 6th grade (32 students), 2019 7th grade (37 students), 2022 7th grade (33 students).

Pandemic effects on data:

2020: State Assessments were not given, resulting in no available data for that year.

2021: Results may be skewed due to low participation.

2022: 2021 assessment data was not used in 2022 SGP calculation.

Overview of trends on Middle School Measures

PSAT 8/9: 8th Grade Evidence Based Reading and Writing (EBRW)

All Students:

- Our Percent Proficient dropped from 84% in 2019 to 79% in 2022.
- We rank 2nd out of 8 comparable communities, in 2019 we also ranked 2nd.

Economically Disadvantaged:

- Our Percent Proficient decreased to 61% from 68% in 2019.
- We are tied for 4th out of 8 comparable communities. In 2019 we ranked 2nd.

Black/African American:

- Our Black/African American subgroup is a typically small subgroup, with 33 students in 2022 and 29 students in 2019. Our Percent Proficient dropped from 45% in 2019 to 42% in 2022.
- Four of the seven other comparable communities have data publicly available for their Black/African American subgroups, and comparably we rank 4th (out of 5). In 2019, we ranked

3rd (out of 3).

PSAT 8/9: 8th Grade Mathematics

All Students:

- Our Percent Proficient decreased to 56% from 63% in 2019.
- We rank 2nd out of 8 comparable communities. In 2019 we ranked 3rd.

Economically Disadvantaged:

- Our Percent Proficient decreased to 32% from 45% in 2019.
- We rank 6th out of 8 comparable communities. In 2019 we ranked 2nd.

Black/African American:

- Our Black/African American subgroup is a typically small subgroup, with 33 students in 2022 and 29 students in 2019. Our Percent Proficient dropped from 24% in 2019 to 15% in 2022.
- Three of the seven other comparable communities have data publicly available for their Black/African American subgroups, and comparably we rank 4th (out of 4). In 2019, we ranked 3rd (out of 3).

Student Growth Percentile (SGP):

Note: 2021 assessment data was not used for 2022 SGP calculations, therefore 2022 SGPs are calculated using 2019 (and previous, if applicable) assessments.

ELA/EBRW:

- 6th grade: We had increases in the percent of students with average or above average growth in all of our subgroups.
- 7th grade: We had decreases in the percent of students with average or above average growth in all of our subgroups.
- 8th grade: We had decreases in the percent of students with average or above average growth in all of our subgroups, although we are maintaining a high percent of students with average or above average growth.

Mathematics:

- 6th grade: We had significant decreases in the percent of students with average or above average growth in all of our subgroups.
- 7th grade: We had significant decreases in the percent of students with average or above average growth in all of our subgroups.
- 8th grade: We had decreases in the percent of students with average or above average growth in the “All Students” and “Economically Disadvantaged” subgroups, and we had a significant increase in the percent of students with average or above average growth in the “Black/Afr Am” subgroup.

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
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 7, 2022, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. October 24, 2022 Special Meeting & Regular Business Meeting

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**SPECIAL MEETING & REGULAR BUSINESS MEETING MINUTES
OCTOBER 24, 2022**

SPECIAL MEETING

The special meeting of the Board of Education of Portage Public Schools held on Monday, October 24, 2022 was called to order at 5:15 p.m. by President Van Antwerp. The meeting was held in Conference Room #1 of the Administration Building. The purpose for this special meeting was for the Board to provide feedback on communications as part of the District's communications review.

Board Trustees Present: Keith Crowell, Kurt Droppers, Terri Novaria, Rusty Rathburn, Bo Snyder, Randy Van Antwerp

Board Trustees Absent: Celeste Shelton-Harris

Others Present: Tim Carroll, National School Public Relations Association

REVISIONS/APPROVAL OF AGENDA

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

The motion carried unanimously.

COMMENTS OR COMMUNICATIONS

There were no comments.

DISCUSSION

Board Provide Feedback on Communications

As one of several focus groups participating in the District's school communication performance review, the Board provided their feedback on communications to Mr. Tim Carroll of the National School Public Relations Association, who facilitated this portion of the meeting. Results of the communications review will be used to help the District improve communications.

With no further business to come before the Board, the special meeting was adjourned at 6:11 p.m.

REGULAR BUSINESS MEETING

The regular business meeting of the Board of Education of Portage Public Schools held on Monday, October 24, 2022 was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

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

Board Trustees Absent: None

REVISIONS/APPROVAL OF AGENDA

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

The motion carried unanimously.

REPORTS

Superintendent's Report

Bond Project Update

Mr. Johnny Edwards, Assistant Superintendent of Operations, provided an updated on bond construction work.

2015 Bond

At the storage barn project on the Northern Campus, doors have been installed along with most of the siding on the barn for Northern High. For the North Middle School barn, it is framed and has its roof, but no siding or doors have been installed.

On the auditorium refresh project, the next phase will pick up in December/January. Work will include speaker replacement, projectors, and lights/cablings.

2021 Bond

Over the past two weeks, we have held several design meetings with representatives from TowerPinkster and Fielding International to cover various topics with different individuals within the district. We met with the principals from Central Elementary and Haverhill Elementary to discuss learning communities, educator workshops (a space for teacher collaboration), the heart or center of the school, and the gathering stair. The principals offered suggestions and ideas that can be incorporated into the design. We also met with Susan Livingston, Director of Dining Services. She provided valuable insight on the inner workings of the kitchens, along with the needs of food service, the code requirements, and inspections from the Health Department.

Last Friday, we held our fifth design development meeting. We discussed playgrounds, civil engineering, landscape design, and interior architecture. We are at about the 65 percent mark for

design development. Next week, we have small group meetings planned for the specials teachers including physical education, art, music, and media specialists. We also plan to look at our cafeteria flows beyond the kitchen requirements.

Mr. Edwards addressed questions from Trustees.

President Van Antwerp thanked Mr. Edwards for the update.

Financial Report

Ms. Samantha Stevens, Business Manager, detailed the General Fund Budget Progress Report by Function and by Object for the three-month period ending September 30, 2022 compared to the same period in 2021.

Ms. Stevens provided an update on recent business office activity. Student count day was October 5, 2022. Work to reconcile the count begins soon. It is due to the state by November 16. The audit has been finalized. The Audit Committee will meet on November 7, 2022 with the auditor. The auditor will then present audit findings to the full board at their 6:30 p.m. meeting that evening.

President Van Antwerp thanked Ms. Stevens for the report.

98c Update

Dr. Michael Pascoe, Assistant Superintendent of Instruction, provided introductory remarks. The presentation will focus on the 98c grant, which falls under the ESSER II funding umbrella, and it's intended use is to address learning loss.

Dr. Mackenzie Sheahan, Multi-Tiered Systems of Support District Supervisor, and Ms. Anne Gordon, Special Education Supervisor, presented the plan to be submitted with the grant application to show how we would use the funding, if awarded. In the development of the plan, our data was looked at very closely. It shows us that our mathematics has taken a hit. This is also the case across the country. If we are awarded the 98c grant funds, they would be used to support math initiatives at the middle school level through accelerated learning, specifically targeting the following timeframes: during the school day, before/after school, and summer learning opportunities. For during the school day, planned supports are to hire a middle school instructional specialist/coach, train ESI teachers in math recovery, and perform a district/school data review and program evaluation. For before/after school, the planned supports are to provide before/after school tutoring and perform progress monitoring with a curriculum-based measure. Summer learning will focus on foundational math and problem-solving strategies, and to integrate math recovery strategies and progress monitoring. The grant funds would need to be expended by July of 2023, and can be used in combination with other grant funds.

It was noted that the middle school grades are targeted in this plan versus the elementary grades because the elementary level has some strategies already in place.

Trustee questions were addressed by Dr. Sheahan and Ms. Gordon.

President Van Antwerp thanked the presenters for the update.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the floor to public comment. Dr. Shelton-Harris read aloud guidelines for public comment.

Ken Barnard introduced himself as a candidate for circuit court judge.

Eric Verhey addressed the Board in support of honoring Bob Knight by renaming McCamley Field to Bob Knight Field.

Frank Gawkowski addressed the Board in support of the proposal to honor Bob Knight.

Ed Caudle also addressed the Board in support of the proposal to honor Bob Knight.

Dr. Ryan Freeland congratulated the Central High and Northern High football teams on their football seasons and asked questions pertaining to the proposal to honor Bob Knight.

Ms. Kimberly Larson commented on the proposal to honor Bob Knight.

Mr. Rick Grosser addressed the Board regarding the proposal to honor Bob Knight and supported moving it forward.

President Van Antwerp stated the Board is on track to have the policy complete next month, then we'll see what happens from there.

President Van Antwerp thanked each of the public commenters as they made their remarks. Following public comment President Van Antwerp opened the floor to board member comments.

Mr. Rathburn reviewed the timeline of what has transpired since the Board received the proposal to honor Bob Knight, supported the work of the Board to carefully consider the proposal, its work on policy development and being discipline and careful in its work. Mr. Rathburn also expressed his disapproval of social media posts regarding this matter that are spreading misinformation.

Dr. Shelton-Harris understands and acknowledged the passion of those that support honoring Coach Knight, and added that the Board's work in this matter needs to be done right in order to stand the test of time.

Mr. Crowell agrees that something should be done to honor Bob Knight.

Mrs. Novaria stated that the entire Board wants to honor Bob Knight in some way, and she added that the Board represents the entire school community.

Mr. Snyder appreciates the passion in honoring Bob Knight and he appreciates Mr. Van Antwerp's discipline in moving through this carefully and thoughtfully. We'll find a solution that honors Bob Knight without degrading Mr. McCamley.

Mr. Droppers stated he understands and appreciates the passion in honoring Coach Knight. He knows football well. He played as did his sons.

President Van Antwerp thanked the public commenters for their passion and acknowledged that Bob Knight was a special person. He added the Board will keep its promise to have policy in place in November.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: October 10, 2022 Committee of the Whole Work Session Minutes; that the Board of Education approve \$595,329 for a parking lot at the Northern Athletic Events Facilities, and approve as a part of this budget, to award a contract of \$259,900 to Lounsbury Excavation, Inc. with the total requested amount to come from the Building Site and Sinking Fund; that the Board of Education approve \$1,433,441 for the curtain wall at Northern High School, and approve as a part of this budget, to award a contract of \$1,160,320 to Reliable Glass Installers with the total requested amount to come from the Building Site and Sinking Fund; that the Board of Education approve \$115,631 for irrigation at Centennial Park on the campus of Central High and Central Middle School with the total purchase cost to come from the Building Site and Sinking Fund; and that the Board of Education approve \$154,514 for divider curtains at the Doghouse and Stable with the total requested amount to come from the 2019 Bond Fund – Construction Fund #1 Unallocated Contingency.

There being no objections, the motion carried.

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

Respectfully submitted,

Barb Atkinson, Recording Secretary

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 7, 2022, 6:30 P.M.**

Note Page

VII Assurance of District Performance

1. Monitoring Report 2.2, Treatment of Staff (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.2, Treatment of Staff, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

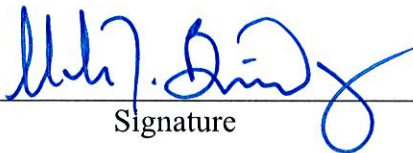
Policy Type: Executive Limitation
Policy Title: (2.2) Treatment of Staff

Global Board Policy

With respect to the treatment of paid and volunteer staff, the Superintendent may not cause or allow a work environment which is inequitable, unsafe, undignified, disorganized, unclear, or results in a conflict of interest.

Certification

I hereby present my monitoring report on Executive Limitation, 2.2, "Treatment of Staff" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 2, 2022.



Signature

11.1.22

Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding seven sections. My interpretations of those sections, the report, and conclusion statements are presented below. This Executive Limitation was last revised in May 2018.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.1 POLICY LANGUAGE

The Superintendent shall not fail to provide a work environment conducive to high performance, engagement and growth.

Interpretation

I interpret this to mean that:

1. High performing staff members are role models for others, come to work with a positive attitude and on time, and are absent less frequently.
2. An engaged workforce is one that has the opportunity to provide input; has conversations to improve performance; and is equipped to do their job. The “Top 2 Boxes” of the Studer **Employee Engagement Survey** for the Principal/Supervisor items will be used to measure high levels of engagement. Additionally, the “Top 2 Boxes” of the “Net Promoter” item will be used to bring additional meaning to the survey results.
3. Staff members show growth by completing graduate coursework and participating in professional development activities.

Report

The following information is provided to demonstrate compliance with this Policy:

1. Each of our new/probationary teachers is assigned a mentor to serve as a role model. Approximately 50 teachers serve in this capacity each school year. This number varies from year to year depending on how many new/probationary teachers are in the system.

By the nature of the profession, education employees in general serve as role models for students. Students express their acknowledgement of and appreciation for this in a number of ways. Two examples are our International Baccalaureate (IB) students who identify their significant educator at the annual IB Ceremony. Over the years, teachers, custodians, bus drivers and others have been singled out as important role models who have influenced their success. Another example is the annual Kalamazoo County Excellence in Education Awards where our top graduates (academically) are recognized and in turn identify an educator who has had significant impact. Portage Public School staff members are regularly recognized with this honor.

While difficult to measure who comes to work with a positive attitude, we often get anecdotal feedback from students, parents, other employees and supervisors about the positive, “can-do” attitude demonstrated by our professional and support staff. As administrators throughout the District conduct Rounding Conversations and 30-day interviews of new staff, many individuals are identified as being helpful to them and always exhibiting a positive attitude toward the work they do. Many of these individuals are recognized through our weekly District Memo.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

As a District, we track staff attendance data and share individual attendance/absence information with employees during their year-end evaluation. Concerns regarding excessive absences or tardiness would typically be addressed at this time and incorporated into a growth plan, if necessary.

2. Building and program administrators each have mechanisms to solicit input from staff in their buildings/departments. Our evaluation systems provide for multiple opportunities to discuss performance and make improvements where necessary.

As we implement “Rounding” and “30/90 day interviews” across the District, two of the questions asked are: “Is there anything that we could do better?” and, “Do you have any ideas for improvement?” The answers to these questions provide valuable information to help identify gaps in performance.

The Districts budgeting process and support provided by various departments are intended to equip employees with the necessary resources to perform their work. As we collect information from our District Support Services survey, we identify areas that need improvement and develop departmental action plans to better serve our customers.

The District continues to annually administer Studer Education’s **Employee Engagement Survey**. Over 600 employees typically participate during each survey administration. However, as has been the case with other surveys this past year, participation rates have shown a decline. During the Spring 2022 administration, 435 surveys were completed by employees. Yet, several hundred comments were provided to give us additional information and context to the survey questions. The survey results along with the comments for each school/department are provided to the respective leaders to review, rollout results and develop action plans to address performance gaps. The Employee Engagement Survey contains 17 questions and three open ended opportunities to respond. The first 10 questions specifically target principals/supervisors; three questions ask about the superintendent; three other questions ask about District communications; and one question serves to identify the “net promoters.”

The 2017-18 school year results provided baseline data for Portage Public Schools. The “Top 2 Percentage” is the percentage of respondents who strongly agree or agree to the first 10 questions of the **Employee Engagement Survey**. The “Net Promoter Percentage” is the percentage of respondents who strongly agree or agree with the question: “If given a choice, I would recommend that a parent select this district for his/her child.”

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Notes

Because of the COVID-19 situation combined with the large number of other surveys being conducted by the District, the decision was made to hold off on administering this survey during the 2020-21 school year. We resumed this survey in the spring of 2022 and also made the decision to conduct this survey one time each year.

Employee Engagement Survey					
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Spring 2022
Top 2 Percentage	73.9%	74.1%	78.6%	74.9%	76.4%
Net Promoter Percentage	89.3%	90.1%	87.6%	90.1%	80.89%

3. The District provides comprehensive professional development opportunities for staff. From computer-based tutorials to one-on-one instruction, Portage Public Schools staff have ample opportunities to learn and grow.

The District helps teachers track their professional development hours through KALPA Professional Development Management System. Teachers are provided this service to log and record their professional development hours.

This District tracks the number of professional staff who have completed degrees beyond their Bachelor's Degree. Of this years' staff - teachers and administrators – 74.17% have a Master's Degree or higher.

Conclusion Statement

This organization met expectations.

2.2.2 POLICY LANGUAGE

The Superintendent shall not operate without written personnel rules which: (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Interpretation

I interpret this to mean that:

1. Written Operational Policies exist and are available for all staff.
2. Supervisory staff receive training related to new/revised Operational Policies when changes are made.
3. Master agreements with employees contain language addressing the grievance process.
4. Operational Policies and guidelines regarding nepotism and preferential treatment for personal reasons are in place and are shared with staff as appropriate.

Report

1. The District operates under Board-approved NEOLA Operational Policies. These Policies are available on-line and in print. Administration continues to develop and refine Administrative Guidelines to complement the Operational Policies.

Operational Policies are updated approximately twice each year (or as needed) as part of our affiliation with NEOLA. Changes (other than technical revisions) are brought to the Board for approval.

In addition to these Operational Policies and Administrative Guidelines, the Board maintains its Governance Policies which includes Board Ends, Executive Limitations, Governance Process and the Governance-Management Connection policies.

2. Training on District Operational Policies and Administrative Guidelines is conducted at Administrative Team meetings and other meetings of District, Department and Building Administrators.
3. Master Agreements contain grievance procedures with clearly defined processes.
4. Operational Policies (3120 and 4120) that relate to employment of professional and support staff address nepotism and preferential treatment concerns and are available on-line. Print copies are available at the Administration Building.

Conclusion Statement

The organization met expectations.

2.2.3 POLICY LANGUAGE

The Superintendent shall not discriminate against any staff member for non-disruptive expression of dissent.

Monitoring Report

Page -6-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Interpretation

I interpret this to mean:

1. Fewer than five (5) employees (approximately .5% of the total employees at Portage Public Schools) find it necessary to utilize the formal grievance procedure in our Master Agreements to protest retaliation.
2. Fewer than five (5) employees (approximately .5% of the total employees at Portage Public Schools) or former employees find it necessary to seek resolution through the courts.

Report

1. No grievances of this nature have been filed.
2. No such actions have been taken.

Conclusion Statement

The organization met expectations.

2.2.4 POLICY LANGUAGE

The Superintendent shall not prevent staff from addressing the board when (a) internal grievance procedures have been exhausted, and (b) the employee alleges that board policy has been violated to his or her detriment.

Interpretation

I interpret this to mean:

1. If complaints are not resolved through the grievance process, as outlined in the respective collective bargaining agreements, the staff member will be given guidance on how to address the Board of Education during Public Comment.
2. All written complaints by staff alleging that Board Policy has been violated will be forwarded to the Secretary of the Board within 48 hours of receipt in the Superintendent's Office.

Report

1. The grievance procedure is fully detailed in each of the Master Agreements. Grievances not resolved at the Superintendent level may be submitted for mediation to the American Arbitration Association or to the State Labor Mediation Board - depending on the employee group. The Board is not included in the grievance process. No request has been made by any employee to address the Board relative to this Policy.
2. No written complaints have been received in the past twelve months.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -7-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.5 POLICY LANGUAGE

The Superintendent shall not allow staff to be uninformed or unaware of their protections under this policy as interpreted by the Superintendent.

Interpretation

I interpret this to mean that all staff members have access to electronic copies of master contract agreements and Board Governance and Operational Policies.

Report

All current collective bargaining agreements and District Policies are posted on the District's website.

Conclusion Statement

The organization met expectations.

2.2.6 POLICY LANGUAGE

With respect to the treatment of paid staff; no District employee shall have a direct supervisory role of a family member. "Family member" means a person's spouse or spouse's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's spouse or parent's spouse, and includes relationships as created by adoption or marriage.

Interpretation

I interpret this to mean that the District may employ family members as long as there is no direct supervisory relationship between family members.

Report

The District, through its HR information system, maintains information on employees of the District who have family members working in the system. Administration has actively managed situations where this occurs to ensure that there is not a direct supervisory relationship in place. This includes the use of alternate Administrators to supervise in secondary buildings or the movement of affected staff when other supervisory arrangements cannot be made. New employees

Monitoring Report

Page -8-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

are asked if they have any relatives who serve as Board members, Administrators or other supervisors in the Portage Public Schools. This allows HR to ensure that any new conflicting placements are avoided should the individual be hired by the District. This limitation is also captured in Operational Policies 3120 and 4120.

The following situations currently exist where alternate supervisory arrangements have been made: 1) at Central High School the Principal's spouse is a teacher on staff and is being supervised by an Assistant Principal; 2) at Northern High School an Assistant Principal has a brother who is teaching in that building and that teacher is supervised by another Administrator in that building; 3) at Transportation a bus driver has a spouse who is a Transportation Supervisor but that individual does not supervise the drivers; and 4) the spouse of the principal at WMS is a secretary in the district and a portion of her assignment is at WMS. Her evaluation is conducted by another district supervisor.

Other familial relationships exist throughout the District; however, no alternate supervisory arrangements are necessary.

Conclusion Statement

The organization met expectations.

2.2.6 POLICY LANGUAGE

The Superintendent shall not fail to administer an evaluation process for teachers and administrators consistent with state law.

Interpretation

I interpret that the current state law governing evaluation of teachers and administrators (professional staff) is Section 380.1249 of the Revised School Code and that District administrators are expected to follow the law.

Report

The District has selected the 5D+ evaluation instrument for teachers and the School Advance evaluation instrument for administrators. All teachers and administrators have been trained, and continue to receive additional training, in the use of the evaluation tools. District principals and assistant principals continue to participate in Interrater Reliability Clinical Rounds to improve their evaluation skills and provide for more consistency across the District.

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
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 7, 2022, 6:30 P.M.**

Note Page

VII Assurance of District Performance

2. Monitoring Report 2.3, Compensation and Benefits (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.3, Compensation and Benefits, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.3) Compensation and Benefits

Global Board Policy

With respect to employment, compensation, and benefits to employees, consultants, contract workers and volunteers, the Superintendent shall not cause or allow jeopardy to fiscal integrity or to public image.

Certification

I hereby present my monitoring report on Executive Limitation, 2.3, "Compensation and Benefits" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 2, 2022.



Signature

11.2.22

Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding five sections. My interpretations of those sections, the report, and conclusion statements are presented below. There are no changes in interpretation. Reports have been updated. This Executive Limitation was last revised in February 2018.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

2.3.1 POLICY LANGUAGE

The Superintendent shall not change his or her own compensation and benefits, except as directed by the Board.

Interpretation

I interpret this to mean that only through Board action can there be a change to the Superintendent's Contract.

Report

The initial contract was entered into on July 2, 2013.

At its meeting on December 13, 2021, The Board approved a one year extension – through June 30, 2024 - with specified changes to benefits. These changes were incorporated into the signed contract with copies provided to Human Resources and Payroll offices.

Conclusion Statement

The organization met expectations.

2.3.2 POLICY LANGUAGE

The Superintendent shall not promise or imply permanent or guaranteed employment.

Interpretation

I interpret this to mean that our **Administrator Guidelines of Benefits and Working Conditions, Collective Bargaining Agreements, Employee Handbook and Operational Policies** do not contain language that implies permanent or guaranteed employment.

Report

Employees with Administrative contracts (Full-year, 11-month, or 41 weeks) receive contracts that are not longer than two years in duration - terms of which are outlined in the **Administrator Guidelines of Benefits and Working Conditions**. The individual contracts issued to administrators also contain language relative to termination; including termination due to a reduction in force. These contracts require Board approval and are signed by the Board's President and Secretary.

The **Collective Bargaining Agreements** entered into by the District contain management right language that allows the District to determine the size of the work force and to lay off employees. Relative to teachers; State statute outlines that all new teachers, regardless of their previous experience, are subject to non-renewal during their first five years of employment with the District.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

Upon completion of this five-year probationary period, teachers are subject to the Teacher Tenure Act and therefore, subject to dismissal only on statutory grounds. Individual contracts issued to teachers allow for termination attributable to job performance, misconduct, or reduction in personnel.

Our **Employee Handbook** specifies, “Unless expressly proscribed by statute or contract, employment with Portage Public Schools is “at-will” and may be terminated with or without cause or notice.”

Operational Policies provide the framework for the development of agreements, handbooks and contracts relative to employment of staff and are consistent with this Executive Limitation.

Conclusion Statement

The organization met expectations.

2.3.3 POLICY LANGUAGE

The Superintendent shall not establish current compensation and benefits which deviate materially from the geographic or professional market for the skills employed.

Interpretation

I interpret this to mean that hourly rates, salaries and other benefits are competitive within the greater Kalamazoo County area. When comparisons within this area cannot be made or data is unavailable, districts in southwest Michigan and within the State of Michigan which are of similar size and demographics will be used.

Report

Prior to the negotiations and the budget development process, the District’s Human Resources team reviews appropriate data to ensure that the compensation and benefit programs are in-line with both the geographic area and similarly situated school districts. This is done through local salary survey review (when applicable) and by inspecting contracts of like groups in other districts. When potential discrepancies are found, the District works to make modifications either through individual adjustments or through gradual increases and changes to salary scales. This ensures both fiscal responsibility and continued commitment by the District to achieve as much equity as possible for skilled groups. Adjustments were made to the hourly and daily rates of several employee groups during the past year in order to better attract and keep employees.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

2.3.4 POLICY LANGUAGE

The Superintendent shall not create obligations over a longer term than revenues can be safely projected, in no event longer than one year, and in all events subject to losses in revenue.

Interpretation

I interpret this to mean that total compensation costs, including accrued benefits paid out on an annual basis, are analyzed and integrated into budget planning without creating a violation of the fund balance limitation stated in Executive Limitations Policy 2.5.3. Collective Bargaining Agreements and individual contracts extending beyond one year will require Board approval.

Report

The salary schedules used in the District provide the framework for compensation increases on an annual basis. These are referred to as “step” increases. Allowing step increases or increases to salary schedules is dependent upon actual or anticipated revenues, market analysis and where applicable, subject to the collective bargaining process.

As stated above (2.3.2), in the event of loss of revenue the District has the ability to reduce its workforce and/or to request the reopening of collective bargaining agreements to reduce expenditures.

The organization was in compliance with Governance Policy 2.5 – Financial Condition and Activities as approved by the Board on October 10, 2022.

Conclusion Statement

The organization met expectations.

2.3.5 POLICY LANGUAGE

The Superintendent shall not establish or change pension benefits so as to cause unpredictable or inequitable situations, including those that:

- A. Incur unfunded liabilities.
- B. Provide less than some basic level of benefits to all full time employees, though differential benefits to encourage longevity are not prohibited.
- C. Allow any employee to lose benefits already accrued from any foregoing plan.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

Interpretation

I interpret this to mean that procedures are in place within the Business Office and the Human Resources Department to ensure compliance with the State's regulations related to Michigan Public School Employees Retirement System (MPSERS).

- Any other pension liabilities are identified and sufficient assets allocated to fund those liabilities.
- All full time employees employed by Portage Public Schools, in addition to MPSERS benefits, may receive additional pension benefits.
- For any additional pension plans that are established for employees, the contributions made to those plans belong to the employee.

Report

The Michigan Public School Employee Retirement System (MPSERS) is regulated and directed at the State level. The State specifies the rates for each eligible employee. The Business Office and Human Resources Department have administrative procedures in place to ensure that funds are transmitted to the State to cover these liabilities.

The District maintains a Performance Pay Plan which meets the requirements of Section 457 of the Internal Revenue Code of 1986. This Plan applies to District Administrators, except the Superintendent, and was established to encourage administrative employees to achieve a high level of performance and to encourage longevity with Portage Public Schools. Contributions made by the District to this Plan are located in a trust account expressly for this purpose. There have been no contributions to this plan since 2010. In other words, Administrators hired since 2010 are essentially not part of the plan and all other Administrators have not had contributions made on their behalf to the plan since 2010.

On June 26, 2017, the Board approved a Resolution amending this plan. The amendment will automatically terminate the plan when all of the Administrators still vested (seven (7) as of this date), terminate their employment with the District. In the meantime, there will be no loss of benefits already accrued from this plan.

All employees of Portage Public Schools, full and part time, belong to MPSERS.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

The District provides to all Administrators, both 403B and 457 tax sheltered annuity programs. The Board contributes two percent of each Administrator's (excluding the Superintendent who is under an individual contract) annual salary into a program selected by the Administrator. The District also provides an additional annuity payment of one percent for those Administrators who are at the top step of their salary range. These payments go directly to the selected program and are under the control of the Administrator.

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
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VII Assurance of District Performance

3. Monitoring Report 2.5, Financial Condition/Activities (External Audit)
(EL 2.5, OP 6830)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept the 2021/22 Financial Report, Single Audit Act Compliance Report, and Management Letter, as presented.

To : Mark Bielang, Superintendent
From : Paula Johnson, Director of Finance
Date : October 18, 2022
Subj : Acceptance of 2021/22 Audit Reports

Recommendation

We are recommending that the Board of Education take action to accept the 2021/22 Financial Report, Single Audit Act Compliance Report, and Management Letter as presented.

Background Information

The Board of Education will find enclosed, under separate cover, information related to this action item. Financial Report, Single Audit Act Compliance Report, and Management letter are included for the 2021/22 school year.

The Board Audit Committee will meet prior to the Board meeting with Kim Lindsay from Rehmann Robson on November 7th prior to the board meeting to discuss the results of the audit for the year ended June 30, 2022. He will also be presenting at the Board meeting that evening to answer any questions that Board members may have on these documents.

Transparency reporting requirements from the State require publication of our annual financial statement on our website. The Business Office will be adding our Financial Report to our web page (www.portageps.org). This report can be accessed continually by our community.

Some financial highlights of the 2021/22 school year are as follows:

Annual Financial Report

- The District received an unmodified opinion on its financial statements. An unmodified opinion is the desired outcome on all audited financial statements. The Independent Auditor's report can be found on page 10.
- To review a synopsis of the financial results and activities for the year, you can read the section entitled Management's Discussion and Analysis, which begins on page 14.

- The 2021/22 year ended with excess revenues over expenditures in the General Fund of \$1,763,190 compared to a projected excess of expenses over revenues of \$486,220. This variance of \$2,249,410 is approximately 2% on a budget of \$109.7 million of expenditures for 2021-22. See the Statement of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual on pages 36.
- The District’s total fund balance of \$15,747,640 stands at 14.7% of our 2021/22 actual general fund expenditures. The unassigned fund balance is \$14,789,273 at June 30, 2022, or 13.8% of total general fund expenditures. This is within the Board’s Financial Condition and Activities Policy 2.5 of maintaining at least 7.0% unassigned fund balance. See the Balance Sheet on page 28.
- As in the prior year, the District continues to record in the government-wide financial statements the impact of the District’s proportionate share of the net pension liability related to the Michigan Public School Employee’s Retirement System. As you may recall from previous years, the implementation of this standard caused our Net Position to become negative, and this continues in the current year. This accounting standard has no impact on the fund level financial statements. See the Statements of Net Position and Activities on pages 26 and 27.
- The Executive Team is studying significant variations from actual to budget. Particular attention will be given to those variations that may result in revisions to projections for the current school year’s budget.

Single Audit Act Compliance Report-Federal Program Expenditures

- This report contains the Schedule of Expenditures of Federal Awards, which is on page 2-5 in the report. The auditors evaluated both the internal controls and the program requirements on one of our federal grants. The programs that were tested this year include the COVID-19 Coronavirus Relief Fund and the COVID-19 Education Stabilization Fund under the Coronavirus Aid, Relief, and Economic Security Act. There were no findings that required reporting. See a summary of the work performed beginning on page 9 in the report.

Management Letter

This document contains required communications to the Board of Education regarding the audit.

- **Auditor’s responsibility under Generally Accepted Auditing Standards:**
 - A. Management and the Board of Education are responsible for the fair presentation of the financial statements.
 - B. Consideration was given to the District’s internal control over both the financial reporting and compliance with requirements on the federal programs that were tested.
- **Significant Results of the Audit**
 - A. Qualitative Aspects of Accounting Practices:
 - 1. Management uses appropriate accounting policies. There were no transactions entered by the district during the year for which there is a lack of authoritative guidance or consensus.
 - 2. Management uses estimates when preparing its financial statements. The estimates were considered reasonable based on the facts that were used to compute them.
 - B. Difficulties Encountered in Performing the Audit-The auditors did not encounter any difficulties in dealing with management in performing the audit.
 - C. Disagreements with Management-No disagreements arose during the course of our audit.
 - D. Management Consultations with Other Independent Accountants-There were no consultations with other audit firms.
 - E. Other Audit Findings or Issues-A variety of matters are discussed with management each year before being retained as the District’s auditors. There were no responses that affected the retention of Rehmann Robson as our auditors.
- **Attachment A - Upcoming Changes in Accounting Standards/Regulations -** There are some new accounting pronouncements and regulations that will be implemented over the next couple of years. These are discussed along with any potential impact to the District’s financial statements.
- **Attachment B - Management Representations – The management letter contains the representations that District management has made to the auditors.**

We will be happy to answer any questions that you may have on these documents.

**PORTAGE PUBLIC SCHOOLS
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X. Discussion Items

1. Summer Tax Resolution (EL 2.4)



TO: Mark Bielang, Superintendent
FROM: Paula Johnson, Director of Finance
DATE: November 1, 2022
SUBJECT: Summer Tax Collection Resolution

Recommendation

That the Board of Education approve the attached resolution that authorizes the Portage Public Schools to continue our summer tax collections in 2023.

Background Information

Attached is a resolution regarding the authorization of summer tax collections, which was prepared by Thrun Law Firm. This resolution is similar to the resolution that has historically been approved by the Board each year. It facilitates the approval of a summer property tax levy.

The Board is still required to notify all taxing jurisdictions by December 31, 2022 of our intent to levy summer taxes. In previous years, we have limited our summer collection to the City of Portage due to the collection costs that the other tax units have proposed. In conjunction with the other Districts in Kalamazoo County who levy taxes in the City of Kalamazoo, we continue to analyze the possibility of collecting summer taxes with them as they have updated their charter with regard to tax collections.

As almost 96% of our tax collections come from the City of Portage, the summer tax collection allows the District to continue operating without state aid collections in the month of September. Without the summer tax collection, the District would need to borrow operating funds for cash flow purposes.

I'd be happy to answer any questions that you or Board members may have on this resolution.

Annual Summer Tax Resolution

Portage Public Schools, County of Kalamazoo, State of Michigan (the "District")

A regular meeting of the board of education of the District (the "Board") was held in Room #1136 of Portage Central High School, 8135 S. Westnedge Ave., Portage, MI, within the boundaries of the District, on the 21st day of November, 2022, at 6:30 o'clock in the p.m. (the "Meeting").

The Meeting was called to order by _____, _____.

Present: Members _____

Absent: Members _____

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

WHEREAS, this Board previously adopted a resolution to impose a summer tax levy to collect 100% of annual school property taxes, including debt service, upon property located within the District within the City of Portage, and continuing from year-to-year until specifically revoked by the Board.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. Pursuant to the Revised School Code, MCL 380.1 et seq., the Board invokes for 2023 its previously-adopted ongoing resolution imposing a summer tax levy, with respect to the City of Portage, of 100% of annual school property taxes, including debt service, upon property located within the District within the City of Portage, and continuing from year-to-year until specifically revoked by the Board, and requests that the City of Portage collect those summer taxes.

2. The Superintendent, the Director of Finance & Operations, or a designee thereof, is authorized and directed to forward to the governing body of the City of Portage a copy of this Board's resolution imposing a summer property tax levy on an ongoing basis and a copy of this resolution requesting that the City of Portage agree to collect the summer tax levy for 2023 in the amount specified in this resolution. Such forwarding of the resolutions and the request to collect the summer tax levy shall be performed so that they are received by the City of Portage's governing body on or before December 31, 2022.

3. Pursuant to and in accordance with Revised School Code Section 1613(1), the Superintendent, the Director of Finance & Operations, or a designee thereof, is authorized and directed to negotiate on behalf of the District with the governing body of the City of Portage for the reasonable expenses for collection of the District's summer tax levy that the city and/or township may bill under Revised School Code Sections 1611 or 1612. Any such proposed agreement shall be brought before this Board for its approval or disapproval.

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 _____.



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2. Administrator Compensation Changes (EL 2.5)

To: Board of Education
From: Mark Bielang, Superintendent
Date: November 7, 2022
Re: Administrative Pay Changes

RECOMMENDATION

It is recommended that the Board of Education approve the following changes to Administrator compensation to reflect additional duties for the remainder of the 2022-2023 school year:

Nate Ledlow – Interim Principal, Portage Northern High School – Increase salary by \$7500 and add an additional annuity payment in the amount of \$2500.

Kelly Hinga – Assistant Principal, Portage Northern High School – Increase salary by \$6000 and add an additional annuity payment in the amount of \$2500.

Chris Riker – Assistant Principal, Portage Northern High School – Increase salary by \$6000 and add an additional annuity payment in the amount of \$2500.

BACKGROUND

Policy 2.5.11, Financial Condition and Activities, indicates that the Superintendent “shall not make any adjustment to the salary or length of any Administrator contract without prior approval by the Board of Education of these parameters for the Administrative group in total.”

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X. Discussion Items

3. Policy Revisions (BL 0131.1)
 - a. Policy 7250 – Naming of District Property (Revised)

7250 - NAMING OF DISTRICT PROPERTY ~~COMMEMORATION AND NAMING OF SCHOOL FACILITIES~~

INTRODUCTION/PURPOSE

The Board of Education (Board) has complete authority and responsibility for the naming of **District property, or when appropriate, to change the existing name(s) of district property.** ~~and signage of facilities, or when appropriate, to change the existing name(s) of facilities, or the placement of a permanent monument or other physical representation in or on a facility. Only names approved by the Board are permitted on school facilities. The term "facilities" means a school building or district-wide complex, and includes portions of facilities such as performing arts centers, gymnasiums, athletic fields, outdoor event spaces, and other portions of a school building or support complex.~~

District property includes buildings, or an outdoor complex, and includes portions of a building or complex such as performing arts centers, natatoriums, gymnasiums, athletic fields, and outdoor spaces.

District signage should be consistent with board-approved names of district property.

NAMING AND CHANGING NAMES ~~Customary Practice~~

~~District-owned buildings~~ **School buildings** will be named after ~~a~~ **the street on which they are located** unless it would be more appropriate to name ~~school buildings~~ **them** after a section of the District, ~~or~~ geographic location, **or if there is historical significance.** The name should provide proper recognition to the building or ~~facility~~ **complex** and to the community which it serves. **Portions of a building or complex may be named after the building in which they are housed or adjacent to, or be related to the mascot of the school.** The Superintendent shall recommend a name to be approved by the Board.

District property will not be named after a person(s). District property previously named before the effective date of this policy, will remain in effect.

Changing the name of district property will occur only if the purpose of the district property, or portions of the same, the street, or geography changes. The Superintendent shall recommend a new name to be approved by the Board.

~~Commemoration~~

~~Commemoration includes the naming of a facility (as defined above) after a person, or the placement of a permanent monument or other physical representation, honoring a person who has made exceptional contributions to the District or to the community and meets the following criteria:~~

- ~~A. Contributions and good character of the person are well documented and acknowledged within the community; and~~
- ~~B. Person must be deceased or no longer employed by or have any current formal association with the District. Agreement of the person or next of kin (if possible) must be obtained.~~

-

The Board may commemorate a facility by naming it after something other than a person provided the name is:

-

- ~~A. Relevant to the facility;~~
- ~~B. Meaningful to the community; and~~
- ~~C. Consistent with community standards.~~

-

Selection Committee

-

If the Board chooses not to follow the Customary Practice, the Board may request the Superintendent to form a committee to design a process to provide for broader input for the purpose of soliciting names and proposing a name for a specific facility.

-

The selection committee shall be comprised of one (1) central office administrator, the site administrator(s) if identified, two (2) parents from the attendance zone involved, one (1) at-large community member, one (1) Board member appointed by the Board President, one (1) student, and chaired by the Superintendent or designee.

-

The committee shall review all submitted names and supporting documentation to determine whether the names meet the criteria of this policy. The committee shall provide evidence of adequate public support for a specific name and/or the absence of credible opposition to the name. The committee shall recommend a name to the Board for its consideration. All names submitted by the public shall be provided to the Board.

-

Revised 5/21/18; **11/21/22**

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X. Discussion Items

3. Policy Revisions (BL 0131.1)
 - b. Policy 7250.01 – Commemoration (New)

7250.01 – COMMEMORATION

INTRODUCTION/PURPOSE

The Board of Education (Board) recognizes that the loss of a student, employee, or community member is deeply felt and on occasion, it may be desirable to honor a deceased individual by establishing a memorial. The Board also recognizes that there are a finite number of facilities and grounds that can be used for memorials and will exercise discretion in limiting the use of memorials to appropriate opportunities. District facilities are designed to support learning, and the Board will not permit changes to facilities that interfere with that purpose or detract from the educational mission of the District.

ACCEPTABLE MEMORIALS

The Board strongly recommends that a permanent memorial for the deceased individual be limited to a perpetual award or scholarship, in lieu of a physical memorial. Memorial scholarships may be created and contributions made in consultation with the Portage Education Foundation.

Any type of physical memorial, including wording on a plaque, must be of modest size indicating the name and relevant information of the person to be memorialized and must be approved by the Superintendent.

The following items are acceptable memorials for placement at a District facility:

- Plaque.
- Bench with plaque.
- Tree or tree with plaque.

The District retains the right to select the type of plaque, bench, or tree in order to maintain uniformity.

Administration of Athletic Halls of Fame, engraved bricks and pavers (located at outdoor event facilities) and memorial donor wall signage are not subject to this policy.

MEMORIAL LOCATIONS

The District will take into consideration requests for the specific location or placement of a memorial on facility grounds or inside facilities, but the final determination will be made by the Superintendent. While requests will be honored when possible, the District must consider such issues as design parameters, whether the memorial blends with the location, ongoing and future maintenance, and the effect a memorial may have on students and staff.

COMMEMORATION CRITERIA

Any development of a physical memorial will require adherence to the following criteria:

- No memorial request will be considered until one year after the date of the event.
- The person(s) being honored must be recognized as having had an extraordinarily positive influence on the lives of students, created a positive link between the District and the community, and has taken place over a significant period of time.
- The purchase of a physical memorial and its ongoing maintenance must be financed without reliance on District funds.
- The physical memorial must fit into the general architecture and landscaping design of its location.

COMMEMORATION PROCESS

All requests for a memorial may be authorized only after a formal request is presented to the Superintendent. A complete request must include:

- A narrative detailing the purpose and rationale for the proposed memorial.
- A complete physical description (drawings and photos if appropriate) of the proposed memorial.
- A detailed description of all initial costs and anticipated future maintenance costs of the proposed memorial.

The Superintendent or designee is responsible for analyzing the request to assure that it meets the required criteria. The Superintendent has final authority to approve the request and must inform the Board prior to installation.

Adopted 11/21/22

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3. Policy Revisions (BL 0131.1)
 - c. Policy 7230 – Gifts, Grants, and Bequests (Revised)

7230 - GIFTS, GRANTS, AND BEQUESTS

The Board of Education is duly appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

- A. All gifts, grants, or bequests having a value of more than \$10,000.00 shall be accepted by the Board. The Superintendent may accept for the Board gifts of lesser value.
- B. All accepted gifts, grants, or bequests shall be acknowledged by the Superintendent.

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the District as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board.

Any proposed fundraisers for equipment, capital outlay, or District initiatives by a parent organization for use in the school or at District-related events shall be submitted to the Superintendent for approval.

The District also reserves the right to not accept gifts in the form of equipment, programs, ~~or~~ services, **or gifts of a commemorative nature** that cannot be sustained by the District, supplant District-funded programs and initiatives, create liability, create inequitable conditions in the District, require additional expense for its maintenance or use, or are not otherwise compatible with the purpose and mission of the District.

Revised 11/21/22

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4. Honoring the Memory of Bob Knight

To: Board of Education
From: Policy Committee
Date: November 7, 2022
Subject: Honoring the Memory of Coach Bob Knight

Copy To: Mark Bielang, Superintendent

RECOMMENDATION

The Policy Committee recommends that McCamley Field be renamed McCamley-Knight Field and that a commemorative plaque be installed on the grounds contingent upon approval of the family. District funds will be used to fund these alterations. It is also recommended that a fund raising campaign be launched to establish a scholarship in memory of Coach Knight.

BACKGROUND

The outdoor event facility for Portage Central High School has been known as McCamley Field since the original facility was opened in 1958. The name was reaffirmed in 2019 when the new facility was opened because, according to school administrators, “The name is centered in the tradition of the stadium that has stood in its place for decades. It brings tremendous pride to our community.” No other facility has been named after a person in the 100 year history of Portage Schools.

Stuart McCamley (1877-1961) was a farmer who was born in a house on Portage Road that he would live in for the rest of his life. He served as Portage Township Supervisor twice, the last time from 1936-1956. McCamley served as Board President, from 1946-1954, of the newly formed Portage Township Schools. He was instrumental in the consolidation of one-room schools to form the District. During his tenure the first football team was fielded, Portage Township High School was built and the township began to purchase land for athletic fields. Portage Township Schools ultimately bought the land on South Westnedge where the athletic fields are today for \$1. The high school dedicated its year book to McCamley in 1952, stating “This is the sixth year our ‘Casey Jones’ has had his hand on the throttle...Our hats are off to you Mr. McCamley.” McCamley inaugurated changes to zoning laws that allowed Upjohn (now Pfizer) to construct its manufacturing plant in Portage. In 1963, when the City of Kalamazoo attempted to annex Portage, it was fear of losing control of the schools that motivated voters to approve Portage becoming a city. Historian Larry Massie refers to McCamley as the “father of Portage” who changed Portage from a rural to a suburban community.

Bob Knight (November 6, 1940 – October 23, 2021) joined the faculty and became the the head football coach at Portage Central High School in 1971. He served the football program for 34 years as head coach (1971-2004) and compiled a 217-108 win-loss record, earning 14 conference championships, 10 playoff runs, and a trip to the state championship in 1977.

In 1988, Coach Knight was elected to the Michigan High School Football Coaches Association (MHSFCA) Hall of Fame and coached the West All Stars to victory over the East All Stars. In 2007, he received the coveted James Crowley Award for special contributions to the game of football and the Michigan High School Coaches Association. In 2008, Coach Knight was inducted into the Portage Central Athletic Hall of Fame.

After retiring as head coach, he returned as an assistant from 2010-2016. In addition to football, he also coached track for 15 years.

Coach Knight was instrumental in establishing a winning culture at Portage Central High School that went well beyond sports. He was a mentor and friend to countless students, parents, coaches, administrators, and community members. The values he instilled in others, in priority order, remain well known: faith, family, academics, and finally extra-curricular activities.

It is appropriate, during this Centennial Year of Portage Public Schools, to add Bob Knight's name to the rich history of the field to be known as McCamley – Knight Field!

In addition, it is recommended that a scholarship fund be established in cooperation with the Portage Education Foundation to perpetuate the memory of Coach Knight. It is possible for members of the family or a committee with the support of the family to design the scholarship criteria and to choose the recipients. There is a two-year time limit to endow the scholarship by raising \$50,000. Board members are requested to personally pledge \$100 to assist in collecting the required initial deposit of \$10,000 to kickoff this effort.

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X. Discussion Items

5. Approve Contract for Nursing Services

Should the Board desire to move this discussion item to action, the following recommendations are provided.

Recommended Motion #1

Motion offered by _____, seconded by _____, that the Board of Education move the contract for nursing services discussion item to action.

Recommended Motion #2

Motion offered by _____, seconded by _____, that the Board of Education approve the contract for nursing services between the Portage Public Schools and Healthbar LLC in the amount of \$245,440, the funds for which will come from the District's ESSER III allocation for the 2022-23 school year.

To: Board of Education
From: Mark Bielang, Superintendent
Date: November 7, 2022
Re: School Nursing Services with HealthBar LLC

RECOMMENDATION

It is recommended that the Board of Education approve the contract for nursing services between the Portage Public Schools and HealthBar LLC in the amount of \$245,440 out of the District's ESSER III allocation for the 2022-2023 school year.

BACKGROUND

HealthBar LLC is a Michigan-based company and their School Nursing Program has been implemented in districts across the state of Michigan.

The main goals of the program are the following:

- Increase access to healthcare services and education for students, faculty, and school communities
- Complete handling of medications and administrations
- Develop care plans for students with ongoing / chronic conditions
- Treatment and/or facilitation of injury/illness/mental health needs and services
- Health records maintenance and information gathering (immunizations/diagnosis/etc...)
- Policy development and review as it pertains to nursing and clinical topics
- Compliance monitoring with local and state regulations and guidelines
- Onsite testing and vaccination services as it relates to COVID as well as other illnesses (flu/strep/etc...)

The contract provides for three (3) nurses to be provided to PPS by HealthBar for 37.5 hours per week at a rate of \$70 per hour. Based on projected utilization, it is estimated this will be a total cost of \$245,440 with funds from ESSER III being used this year. Future funding is anticipated being available through dedicated at-risk (31a or 31aa) funds and the District's Special Education allocation.