

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002
FEBRUARY 13, 2023, 6:30 PM
AGENDA**

VISION STATEMENT

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

MISSION STATEMENT

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

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE	
II. REVISIONS/APPROVAL OF AGENDA	2
III. REPORTS	
1. SUPERINTENDENT'S REPORT	3
a. BOND PROJECT UPDATE	
IV. BOARD EDUCATION	4
1. PA 48 REPORT	5
2. MEDIA CENTER MATERIAL SELECTION PROCESS	
V. COMMENTS OR COMMUNICATIONS	10
1. BY CITIZENS	
2. BY BOARD TRUSTEES	
3. BOARD COMMITTEE REPORTS	
VI. CONSENT AGENDA	11
1. APPROVAL OF MINUTES	
a. JANUARY 30, 2023 REGULAR BUSINESS MEETING	12
VII. ASSURANCE OF DISTRICT PERFORMANCE	
1. MONITORING REPORT 1.5, ENDS (GP 4.4)	18
2. MONITORING REPORT 2.4, FINANCIAL PLANNING/BUDGETING (GP 4.4)	33
VIII. REQUIRED ACTION ITEMS - None	
IX. ACTION ITEMS	
1. APPROVE HONORARY RESOLUTION	40
X. DISCUSSION ITEMS	
1. 2022-23 BUDGET AMENDMENT (OP 6231)	42
2. PROPOSED 2023-24 BOARD MEETING SCHEDULE (BL 0164.1)	52
3. BOARD VACANCY - APPLICATION REVIEW (BL 0142.5)	54
XI. ADJOURN	

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

II. Revisions/Approval of Agenda

Recommended Motion:

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

III. Reports

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

Yearlong K-8 Goals at PPS 2022-2023
Required under PA 48 Sections 98b/104a Goals 2022-2023

Initial Report: September 6, 2022
Winter Update: February 13, 2023
Spring Update:

Table of Contents

Goals	2
District K - 5 Goal	2
District 6 - 8 Goal	2
Achievement by Grade Level	3
Elementary School: Fastbridge Math and Acadience Reading	3
Middle School: Fastbridge Math and Reading	3
Achievement by Student Group	4
Elementary School: Fastbridge Math and Acadience Reading	4
Middle School: Fastbridge Math and Reading	5



Goals

District K - 5 Goal

All Portage Public Elementary Schools, including Amberly, Angling, Central EI, Haverhill, Lake Center, Moorsbridge, Woodland and 12th Street Elementary will have 80% of students meeting grade level benchmarks in Reading (Acadience) and Mathematics (Fastbridge) by the end of the 2022-2023 school year.

District 6 - 8 Goal

All Portage Public Middle Schools, including Central MS, North MS, and West MS will have 80% of students meeting grade level benchmarks in Reading (Fastbridge) and Mathematics (Fastbridge) by the end of the 2022-2023 school year.

Achievement by Grade Level

Elementary School: Fastbridge Math and Acadience Reading

80% of students meeting grade level benchmarks by the end of the school year.

Grade	Math Percent of students meeting benchmark			Reading Percent of students meeting benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring
K	77%	75%		64%	84%	
1	75%	76%		67%	74%	
2	48%	58%		75%	74%	
3	57%	64%		75%	76%	
4	65%	63%		73%	77%	
5	64%	69%		70%	79%	

- Data is not from a cohort (students can be in either data set to be counted)
- “Meeting Benchmark” changes by time of year for both FastBridge and Acadience because they are curriculum-based measures (CBMs).

Middle School: Fastbridge Math and Reading

80% of students meeting grade level benchmarks by the end of the school year.

Grade	Math Percent of students meeting benchmark			Reading Percent of students meeting benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring
6	74%	65%		69%	71%	
7	50%	58%		62%	67%	
8	57%	61%		63%	65%	

- Data is not from a cohort (students can be in either data set to be counted)
- “Meeting Benchmark” changes by time of year for FastBridge and benchmark is made up of a curriculum-based measure (CBM) and an adaptive assessment.

Achievement by Student Group

Elementary School: Fastbridge Math and Acadience Reading

80% of students meeting grade level benchmarks by the end of the school year.

Group Reporting on groups where 30 more students are present.	Math Percent of students meeting benchmark			Reading Percent of students meeting benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring
All Students K-5	62%	65%		70%	77%	
Economically Disadvantaged	45%	49%		54%	62%	
Special Education	30%	26%		27%	30%	
English Learner	48%	56%		55%	67%	
Female	58%	61%		71%	77%	
Male	65%	69%		70%	77%	
White	65%	69%		72%	80%	
Afr Am/Black	38%	38%		51%	58%	
Asian	74%	79%		80%	87%	
Hispanic	53%	56%		64%	71%	
Multiracial	58%	60%		68%	72%	

Middle School: Fastbridge Math and Reading

80% of students demonstrating growth by the end of the school year.

Group Reporting on groups where 30 more students are present.	Math Percent of students meeting benchmark			Reading Percent of students meeting benchmark		
	Fall	Winter	Spring	Fall	Winter	Spring
All Students 6-8	60%	61%		64%	68%	
Econ. Disadvantaged	38%	36%		45%	46%	
Special Education	18%	19%		15%	17%	
English Learner	24%	23%		12%	21%	
Female	56%	57%		70%	72%	
Male	64%	66%		59%	63%	
White	62%	64%		66%	70%	
Afr Am/Blk	26%	21%		36%	36%	
Asian	85%	87%		82%	86%	
Hispanic	50%	49%		59%	61%	
Multiracial	54%	54%		61%	63%	

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. January 30, 2023 Regular Business Meeting

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING MINUTES
JANUARY 30, 2023**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, January 30, 2023, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

Board Trustees Present: Emily Crawford, Ean Hamilton, Kimberly Larson, Terri Novaria, Bo Snyder, Randy Van Antwerp

Board Trustees Absent: None

Kurt Droppers resigned from the Board on January 27, 2023 creating a vacancy on the Board for this meeting.

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Novaria, seconded by Mrs. Crawford, 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 update on bond project activity.

2015 Bond

On the Auditorium refresh project, new speakers, amplifiers and projectors have been installed. New lights will be installed soon. Only the lighting control panel work remains; delivery is expected in April.

2021 Bond

The ninth design development meeting was held last week. Owen-Ames-Kimball presented preliminary pricing to the design. This is being reviewed and discussed to look for cost savings. A preliminary budget allocation will come to the Board in February.

In addition, we are working with the City of Portage on site plans for Central Elementary and Haverhill Elementary.

Financial Report

Ms. Paula Johnson, Director of Finance, highlighted areas of the General Fund Budget Progress Report by Function and by Object for the six-month period ending December 31, 2022 compared to the same period in 2021.

In addition, Ms. Johnson shared that the state has started its budget development work. Our first 22-23 budget amendment will be included in the February 13, 2023 meeting agenda.

Board Recognition

January is School Board Recognition Month. Superintendent Bielang thanked the Board for their service and commitment to our children. Mr. Bielang presented each member with a certificate and token of appreciation.

BOARD EDUCATION

Communications Audit Report

Superintendent Bielang provided introductory remarks. Organizations that desire to improve take on difficult work. We embarked on a continuous improvement effort several years ago. As part of that process, we wanted to have a thorough review of our communications. He introduced Ms. Michelle Karpinski, Community Relations Manager, to share more information about that. Per Ms. Karpinski, we wanted a professional, outside review of our communications to identify what we are doing well and what areas need improvement. We reached out to the National School Public Relations Association (NSPRA) to conduct the audit, which was completed last fall. Ms. Karpinski introduced the auditor, Mr. Tim Carroll of NSPRA, who reported the audit findings.

The report reviewed current communication efforts and their effectiveness, current perceptions about the schools, district and leadership, and a framework for developing a communication plan.

The audit included a review of various materials that included publications, policy, goals, reports, programs, media coverage, websites, social media and more. An audit survey was conducted of staff, parents/families, and the community and several focus group interviews were done with key stakeholders.

From a review of the materials, feedback from the survey and focus group discussions, and auditor observations, several recommendations were made - develop and align strategic communication plans and responsibilities with district goals and objectives, strengthen internal communication processes, standardize and enhance parent/family communication processes, engage the public in conversations about their schools, engage the community through social media and video, incorporate marketing strategies into a strategic communication and marketing plan, increase methods for effectively communicating with non-English speaking families, and expand Board outreach and communications.

Mr. Carroll addressed questions from Trustees. Board members appreciated the audit and depth of the report.

The presentation continued with Community Relations staff sharing communication improvements made since the audit. Ms. Karpinski introduced her staff - Ms. Kayla Miller, Community Relations Coordinator, and Ms. Teri Reed, Community Relations Administrative Assistant.

The audit identified social media as an area needing improvement. Ms. Miller shared some steps taken toward that goal. She showed a graph of the reach of our Facebook and Instagram posts in the last 90 days along with examples of social media posts that promote the great things staff and students are doing at the buildings. Also shown was new printed material - a brochure to promote the District to market ourselves. This spring we will launch new Kindergarten/Young Fives marketing materials, which includes three one-minute videos to be launched on our website and on social media, and marketing posters will be distributed to daycares and preschools. Updated office equipment helped to make these things possible.

Ms. Karpinski covered other areas of improvement to be implemented soon – update a process for keeping administrative assistants informed, implement recommendations for the District Memo, make changes to the District Extra, and evaluate website options. Next steps include dedicate time for strategic plan development, update job descriptions, refine cascading communications, and engage with the Board on a plan for enhancing their communication with the community.

President Van Antwerp appreciated the audit and report. It speaks to our continuous improvement work.

Continuous Improvement Update

Superintendent Bielang introduced Dr. KK Owen, Coach Director with Studer Education. Dr. Owen provided an update on the District's continuous improvement work.

Our work over the years has been about improving a system. She reviewed the nine principles of organizational excellence (our foundational beliefs) – what high performing organizations know how to do and do consistently. The principles are: commitment to excellence, measure the important things, build a culture around service, develop leaders to develop people, focus on employee engagement, build individual accountability, align behaviors with goals and values, communicate at all levels, and recognize and reward success. If we know where to focus and we know behaviors and processes attached to these, we are improving an entire system. The District has focused on employee, parent, and student experiences – their perceptions. We measure stakeholder perceptions through surveys and take actions on them. Improving a system includes combining academic improvement work with culture and service work. Beneath that framework are leader habits, developed over the years that are intentional and consistently applied, toward improving a system. There is a model for improvement – plan, do, study, act, which is continuous work toward improvement.

Dr. Owen also covered the values work done over the past couple of years, as part of our continuous improvement efforts. Last year the District Values Team developed key elements aligned to our 100th Anniversary – an identity affirmation statement, equity definition, and the following six values - respect, honesty, accountability, growth, integrity, and compassion. This school year, the District Values Team is working on building out definitions and specific actions, what can be observed to know the values are in place in our District. This work started with the students taking each of the

six values and writing down what each means to them. The same work was done with employees. The most popular, most meaningful responses will be used to build definitions and specific actions that align with the values.

Dr. Owen then reviewed an organizational excellence execution framework, which includes having an image of what all of this work “looks like.” For us, that image is our “Plan on a Page – a one-page document that captures the District’s continuous improvement efforts to date. Superintendent Bielang reviewed the plan that shows what we are doing, how we are organized, and what is important to us. We are launching this information tonight with the Board and later this week with staff and the community. It will be on our website and we have wallet-sized cards to distribute. We have the plan in poster-size to distribute to our buildings. Per Dr. Owen, this level of work is what high performing and continuously improving organizations do. Getting to this point is a big step in the improvement process and has been well done. This work will drive decision-making, which leads to improvement.

Dr. Owen addressed questions from the Board. Per Dr. Owen, when she first met our leaders and talked about continuous improvement and the other elements of this work they dug in right away, took ownership, and made progress a step at a time. She has seen huge growth. The work to get here was intentional. Going forward she sees us sticking to the “Plan on a Page.” Superintendent Bielang added that the biggest challenge might be having the skills learned become part of the culture and happen consistently across the District.

President Van Antwerp thanked Dr. Owen for the update.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the floor to public comment. Mrs. Novaria read aloud guidelines for public comment.

Daniel Smith’s comments were in opposition to public comments made at a previous board meeting that insinuated district media center content includes inappropriate material, and in support of our staff and libraries for being “abundantly and inclusively stocked with stories by, from, and for, all who may see themselves in their pages.”

Kelly Sackett read off a list of social issue survey questions used in an eighth grade ELA class and asked what the survey has to do with eighth grade ELA.

Veronica Egan shared comments of support for the book “Push” that exposes many of the social issues in our society, and in support of our libraries for providing such content that will broaden student minds and allow growth.

Tim Earl thanked the Board for their work and expressed his appreciation to the District for supporting diversity, equity and inclusion.

President Van Antwerp thanked the public commenters for their remarks and opened the floor to board member comments.

Mrs. Novaria expressed her appreciation for the communication audit report and update on continuous improvement, remarked that the new microphones at Northern High's auditorium are working well, and that she is looking forward to seeing the upcoming production of SpongeBob at Central High.

Mr. Van Antwerp had several items to share. He announced with regret that Kurt Droppers resigned from the Board last Friday after eight years of service. The vacancy notice is posted on the District website home page along with a link to the application. Applications will be accepted until February 10, 2023 at 3:00 p.m. The applications will be reviewed at the Board's next meeting on February 13, 2023. After screening the applications, the Board will either take action to appoint or select candidates to interview at a meeting on February 20, 2023. This process is governed by our bylaws. Mr. Van Antwerp also shared that Kalamazoo RESA's annual Career Connect event will be held on February 7, 2023 at 5:30 at the Air Zoo. Middle and high school students can explore CTE options, education for the Arts and Early Middle College. Mr. Van Antwerp congratulated Central's archery team for a first place finish at the Howell Bullseye Blowout Tournament. He also recognized Central High teacher Jeff Wykrent, his students, student production manager Robert Hayworth, and the CTE Engineering and Wood Tech class at Northern High for fabricating the seal used on the podium at the Governor's inauguration.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda item for approval by the Board of Education: approve minutes from the January 16, 2023 Organizational Meeting/Committee of the Whole Work Session.

There being no objections, the motion carried unanimously.

ACTION ITEMS

Replacement Wireless Recommendation

Per Mr. Dan Vomastek, Director of Technology and Information Systems, attempts to rectify the ongoing wireless issues at Central Middle School and North Middle School have been unsuccessful, so the next option is to replace the wireless system. Mr. Vomastek reviewed the recommendation to purchase access points and management system and addressed questions from Trustees.

Motion offered by Mrs. Novaria, seconded by Ms. Hamilton, that the Board of Education approve the purchase of 170 access points and management system from Vector Tech Group of Holland, Michigan in the amount of \$110,560.94.

The motion carried unanimously.

Calculator Purchase Recommendation

Dr. Kelly Jensenius, Director of Elementary Education, and Dr. Mackenzie Sheahan, MTSS Coordinator & Curriculum Supervisor, reviewed the recommendation to purchase calculators to outfit math classrooms at the middle and high schools and responded to questions from board members.

Motion offered by Mrs. Novaria, seconded by Ms. Hamilton, that the Board of Education approve the purchase of TI-30X IIS and TI-84 Plus CE calculators from Office Depot, for a total purchase cost of \$63,989, the funds for which will come from ESSER III funds.

The motion carried unanimously.

With no further business to come before the Board, the meeting was adjourned at 8:50 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
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

VII Assurance of District Performance

1. Monitoring Report 1.5, Ends (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 1.5 - Ends, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: Ends Policy 1.5

Certification

I hereby present my monitoring report on Ends Policy 1.5 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of February 1, 2023.



Signature



Date

Note: The Board of Education revised Ends Policy 1.4 in December 2020 and in October 2021, the Board re-ordered ends policies. Ends Policy 1.4 became Ends Policy 1.5.

1.5 POLICY LANGUAGE

Students demonstrate good citizenship through ethical behavior and respect for individual differences and cultures other than their own.

Interpretation

Given the way the end is written, I interpret that students demonstrating “good citizenship” is defined by the Board to mean that students exhibit:

1. Ethical behavior
2. Respect for individual differences
3. Respect for cultures other than their own

The interpretations of these three items follows.

Ethical behavior. I interpret “**ethical behavior**” to mean that students develop the ability to discern right from wrong as outlined in the Student Code of Conduct and other expectations developed at the building level.

The following data is used to measure ethical behavior:

- **Truancy Rates** - A student is considered truant when he or she has accumulated 10 or more full days of unexcused absences in any given school year.
- **Physical Assaults** - A physical assault means intentionally causing physical harm to another through force or violence (as defined by Michigan Law) on school property or at a school-sponsored event.
- **Illegal Possession** - Illegal possession is the illegal use, possession or sale of a controlled substance, prescription drug or narcotic (as defined by Michigan Law) on school property or at a school-sponsored event.
- **Larceny** - An incident of larceny (theft) is one that occurs on school property or at a school-sponsored event and is in excess of \$100 or consists of numerous events of minor theft of less than \$100.
- **Student Attendance** – The average daily attendance rate for all students K-12. This figure is calculated by looking at the possible class periods a student was scheduled for versus how many they attended. Excluded are those absences waived by the District (long-term illness, college visits, etc.) Note: individual students who reach certain benchmark absences are referred into our MTSS/PBIS process to receive appropriate assistance. When necessary, referrals are made to the truancy office at KRESA (Kalamazoo Regional Educational Service Agency). Unexcused absences are reported to parents/guardians via a phone call on a daily basis. Also, parents/guardians have access to their child’s attendance record through Skyward, 24/7.

Monitoring Report

Page -3-

Policy Type: Ends

Policy Title: Ends Policy 1.5

Respect for individual differences. I interpret “**respect for individual differences**” to mean that students recognize differences between individuals, understand their significance, and respond to others with interest, politeness, and care.

The District does not yet have a way of measuring student acquisition of these skills/behaviors.

Respect for cultures other than their own. I interpret “**respect for cultures other than their own**” to mean that students recognize different cultures, understand their significance, and respond with interest, politeness, and care.

The District does not yet have a way of measuring student acquisition of these skills/behaviors.

Report

Ethical Behavior

The District provides and incorporates a number of activities, events and practices to help students develop the ability to discern right from wrong for themselves and the larger school community.

Behavioral expectations are clearly outlined in student handbooks at all levels. Expectations are regularly discussed and clarified in the classroom, at assemblies, and through one-on-one and small-group meetings.

A District-wide positive behavior support system is in place, which focuses on and teaches kindness, respect, responsibility and safety. Conversations around expectations and disciplinary measures spring from this foundation identified by various names (SAIL, CREW, PBIS, BE-NICE, etc.).

Administrators strive to provide swift, immediate and personalized interventions for students who struggle to follow school rules and otherwise disrupt the learning environment. The focus is less on consequences and more on prevention, re-teaching, behavior modification, and restorative practices. We also have a partnership with Gryphon Place to help facilitate restorative circles and provide other mediation services.

The District employs two School Resource Officers who play a key role in building relationships with students and serving as a visible presence that ethical behavior is an expectation by the community.

Monitoring Report

Page -4-

Policy Type: Ends

Policy Title: Ends Policy 1.5

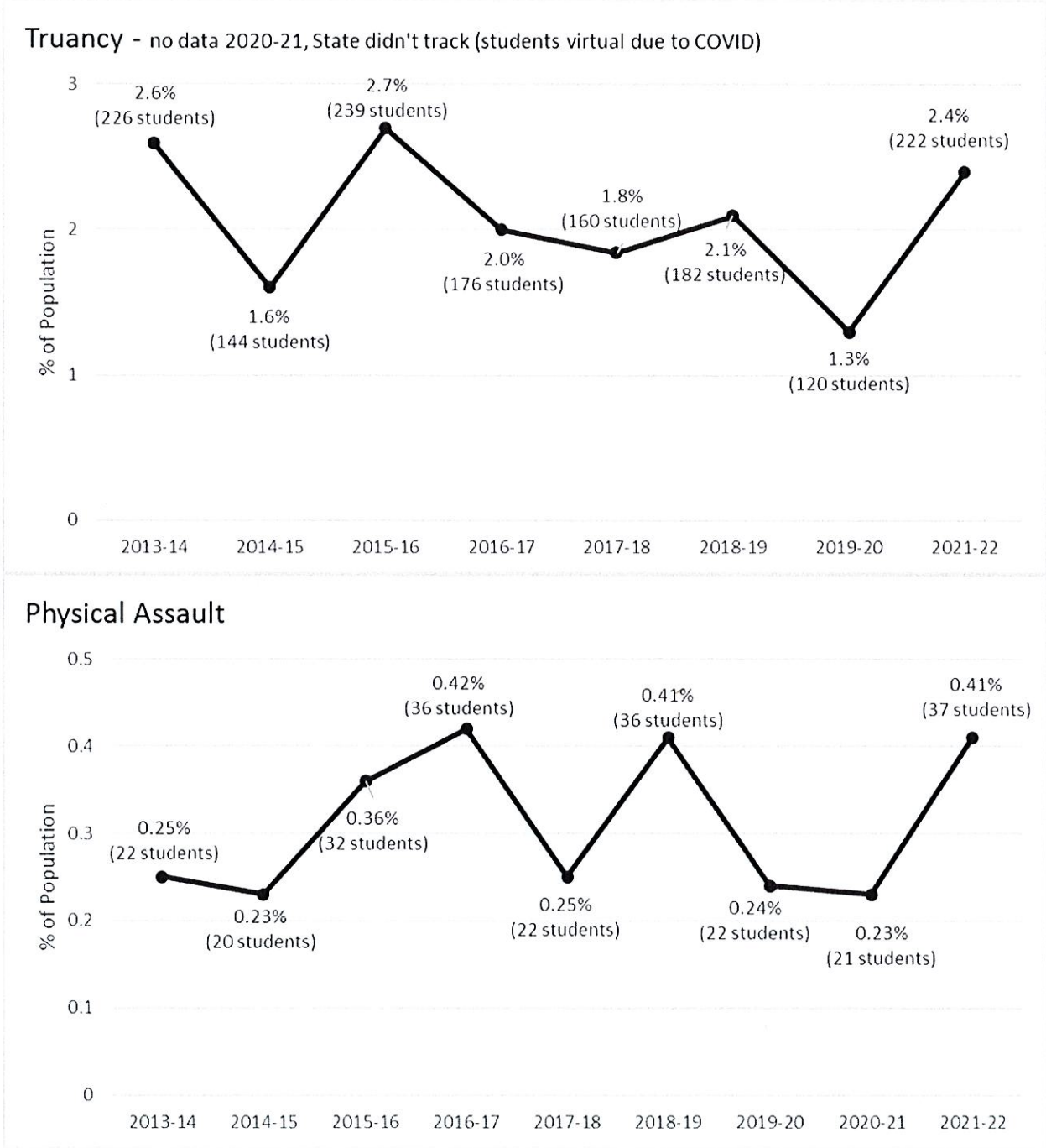
Essential life skills that promote ethical behavior are embedded in various parts of our K-12 curriculum. Sixth graders participate in Family and Consumer Science (FACS), an exploratory course that introduces a wide variety of essential life skills, which helps students with ethical awareness as well as cultural sensitivity.

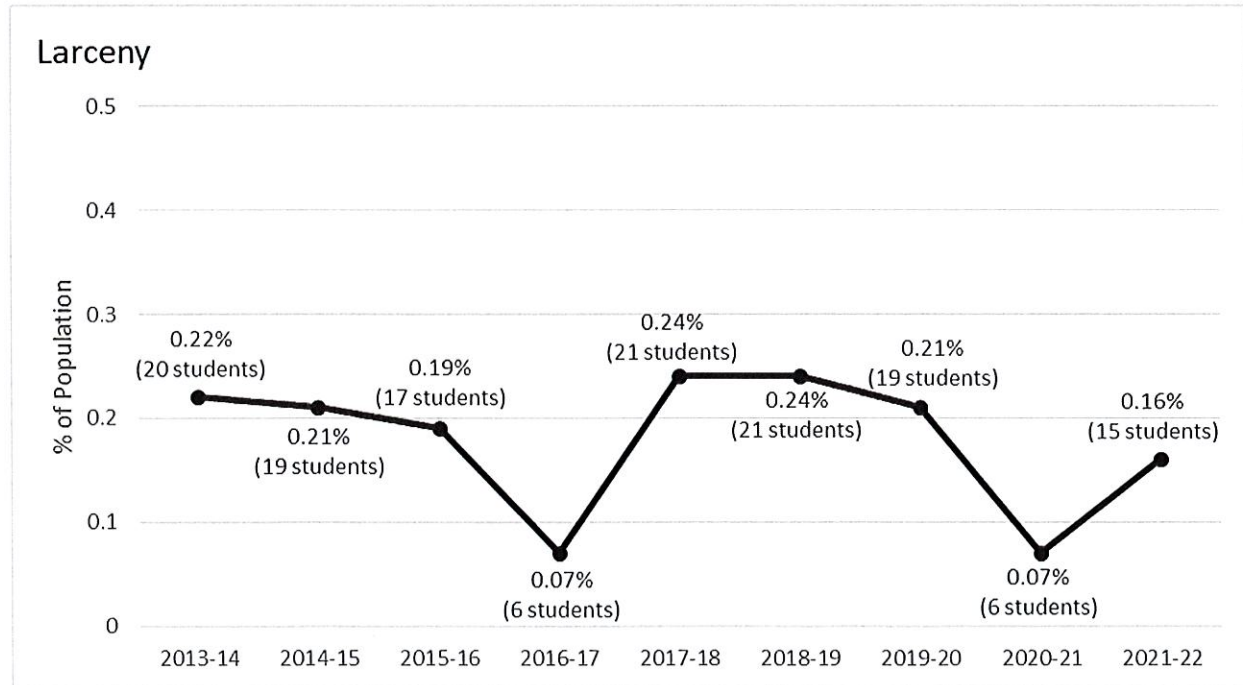
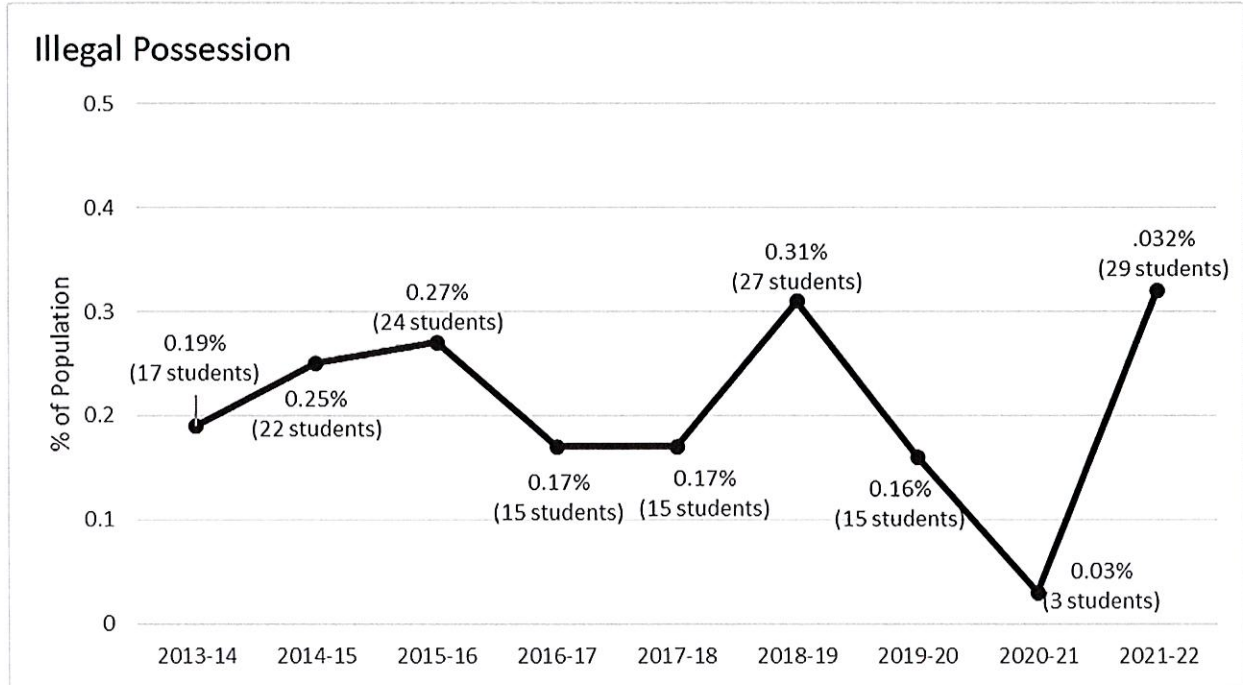
Students and families at the elementary level are supported by building-level Engagement Specialists. Engagement Specialists help link students and families to district and community resources to provide appropriate services. Earlier this school year the District created a new position to assist students, staff and families with mental health needs.

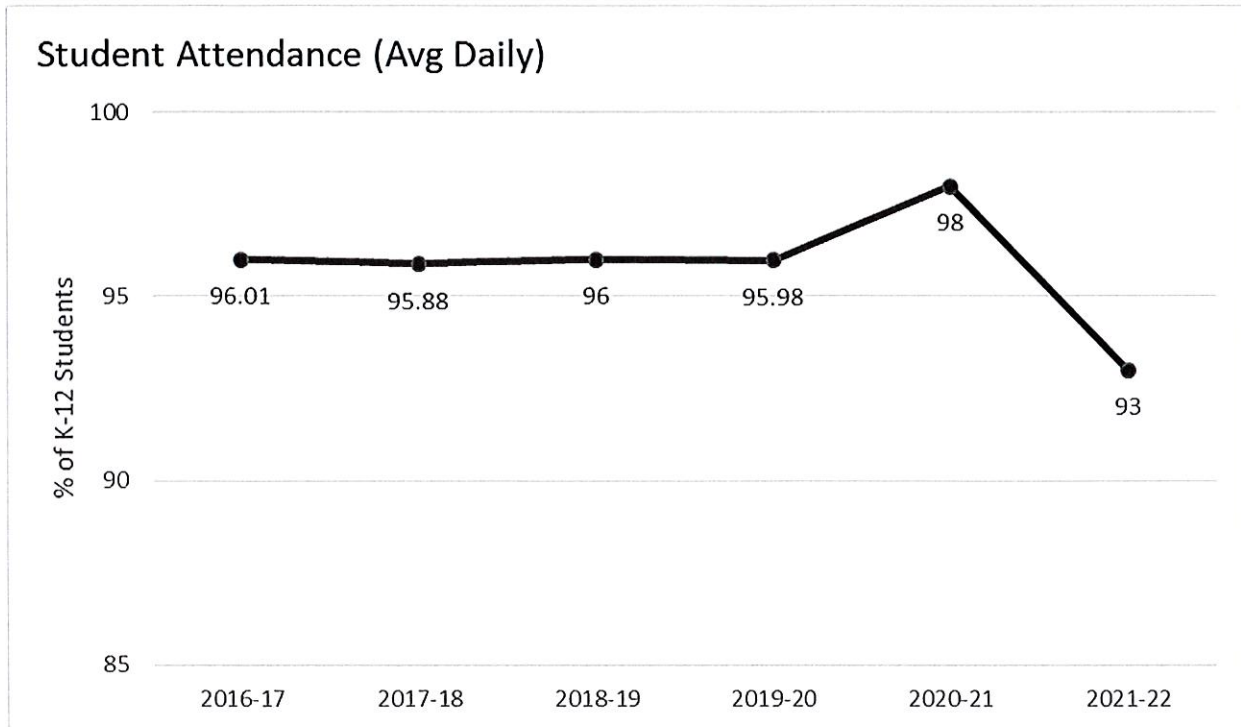
Some of the events and activities held around the District that are available to students to achieve this end include:

- Participation in the Michigan Cyber Safety Initiative Program
- Voter registration drives
- Michigan Blood Drives
- Breadlift
- Canned food drives
- Service through the International Baccalaureate Program
- Service through National Honor Society and other student organizations
- Day of Kindness activities
- Study Tables
- Volunteer Coordination
- Anti-bullying assemblies and activities
- PC Ambassadors
- Day of Facts: International Human Rights Day Activities
- Dangers of social media educational events
- School-sponsored events that promote empathy and foster a desire to actively assist others in the community
- On-line Digital Citizenship Classes
- S.A.V.E. – Students Against Violence Everywhere.

Below is the data relative to ethical behavior. *(Please note, the State did not track truancy during the 2020-21 school year, and other numbers and percentages were impacted due to many students being in a virtual environment. Caution is given when drawing conclusions based on 2020-21 data.)*







Ideally, in the first three charts above, we would like to see these fields at the “zero” level and attendance at 100 percent. Because this data is not required to be reported to the state, we do not have access to data from our comparable communities to make that comparison. We continue to collect this information and look for appropriate strategies to reduce undesirable behaviors and maintain high attendance percentages.

Respect for Individual Differences

The District supports a number of activities, clubs, and programs that help students become more aware of the various differences that exist among their peers and in society. Many of these activities, clubs, and programs are the same ones that contribute to students respecting cultures other than their own. Through them, students are able to interact with others who are different from themselves. The following list is a sampling of what’s available to students to further this end:

- Moose Club
- Link Crew
- Clothing drives
- Mix it up days
- Middle School WEB... Where Everyone Belongs
- Anti-bullying programs

Monitoring Report

Page -8-

Policy Type: Ends

Policy Title: Ends Policy 1.5

- Be the Change activities
- Superintendent's Student Advisory Board
- JEDI Club
- Empowerment Club

Respect for Cultures Other Than Their Own

The District supports a number of activities and events and incorporates several practices to help students become culturally sensitive.

Among these are:

- Embedded in the English Language Arts, Social Studies, Music and Art Curricula are many lessons and activities that help students recognize cultural diversity and to practice acceptance of all people. Of particular note is the nine-week middle school elective called Cultural Studies. Students study the cultures of five ethnic groups to develop a deeper understanding of Native Americans, African Americans, Hispanic Americans, Asian Americans and Middle-Eastern Americans.
- Textbooks, novels and other instructional materials are selected with cultural sensitivity in mind.
- International Human Rights Day: Day of Facts sponsored by the DREAMS Club WMS.
- Various World Languages are offered to students along with clubs to support deeper understanding of the culture these languages represent. Travel to other countries is commonplace in the District except when the health and safety of our travelers is in question.
- The Great Start Readiness Program sponsors a "Family Diversity Night," where families share traditions from their culture.
- Many of our classroom teachers offer time to parents/volunteers to teach family traditions to students.
- The District annually hosts several foreign exchange students representing a number of different countries. Additionally, we annually host students from our IB Sister School in Denmark.
- Many of our buildings/teachers create activities to support diversity awareness during designated holidays/months such as Hispanic Heritage Month, Dr. Martin Luther King Jr., Day, The Holocaust Remembrance Day, Black History Month, Women's History Month, etc.
- Several of our buildings host KRESA off-site programs from which students learn more about with students in programs such as ASD and Deaf Education.

Monitoring Report

Page -9-

Policy Type: Ends

Policy Title: Ends Policy 1.5

- CommuniTEEN provides an excellent vehicle to explore a variety of topics that relate to cultural diversity. The selected works and authors bring a wide variety of perspectives to PPS, which prompts dialogue between students, staff and community.
- At West Middle School, world religion presentations on Judaism, Hinduism, Buddhism, Christianity and Islam are given. Social Studies staff have practitioners of these religious traditions speak to the seventh grade students about the tenants of each practice, common assumptions, misconceptions and myths about them.
- Our Art Club and Comic Book clubs are working with students to better communicate stories and social/cultural issues through the medium of the arts.

The District continues to hold various events and activities on Martin Luther King Jr. Day and during Black History Month.

At the elementary level, teachers incorporate textbooks and other reading materials to promote thinking and discussion; video clips of Dr. King's speeches are used to facilitate discussion; hallway and classroom displays depict projects growing out of the work of Dr. King; music teachers utilize vocal selections written to honor Dr. King. Many, if not most, of these activities occur over an extended period of time.

At the secondary level speakers come in to talk about Dr. King, civil rights, current movements, etc.; students display projects about noteworthy African-Americans (brochures, posters, compositions, Hall of Fame posters).

Students do reflective writing about Dr. King's contributions to society; books and other related resources are on display in our media centers; videos and other media resources are used to spark classroom discussion; many of our classes have embedded in them research, units, discussion, etc., throughout the year that focus on issues related to diversity, civil rights, and social justice; and of course Portage Northern High School holds a Black History Month celebration which is run by students incorporating an all-school assembly. Other events and activities include A Million Steps for Martin and the showing of "Selma".

WMS has several interactive activities: Reflection Points (Mirrors & Windows) throughout the school which allows students to interact with the social/cultural aspects of being a person of color, a field trip to the Underground Railroad House in Schoolcraft, after school culture activities – Step Dancing, The Green Book, sale of BHM t-shirts with historical and relevant facts, and a kick-off speakers addressing the themes of GRIT, Resilience and Perseverance.

During the 2020-21 school year, the District created and filled the position of Diversity, Equity and Inclusion (DEI) Coordinator. Dr. Erika Driver, a Portage Northern graduate, currently holds that role. Her focus is not only on the cultural aspects of differences but also on individual differences.

Monitoring Report

Page -10-

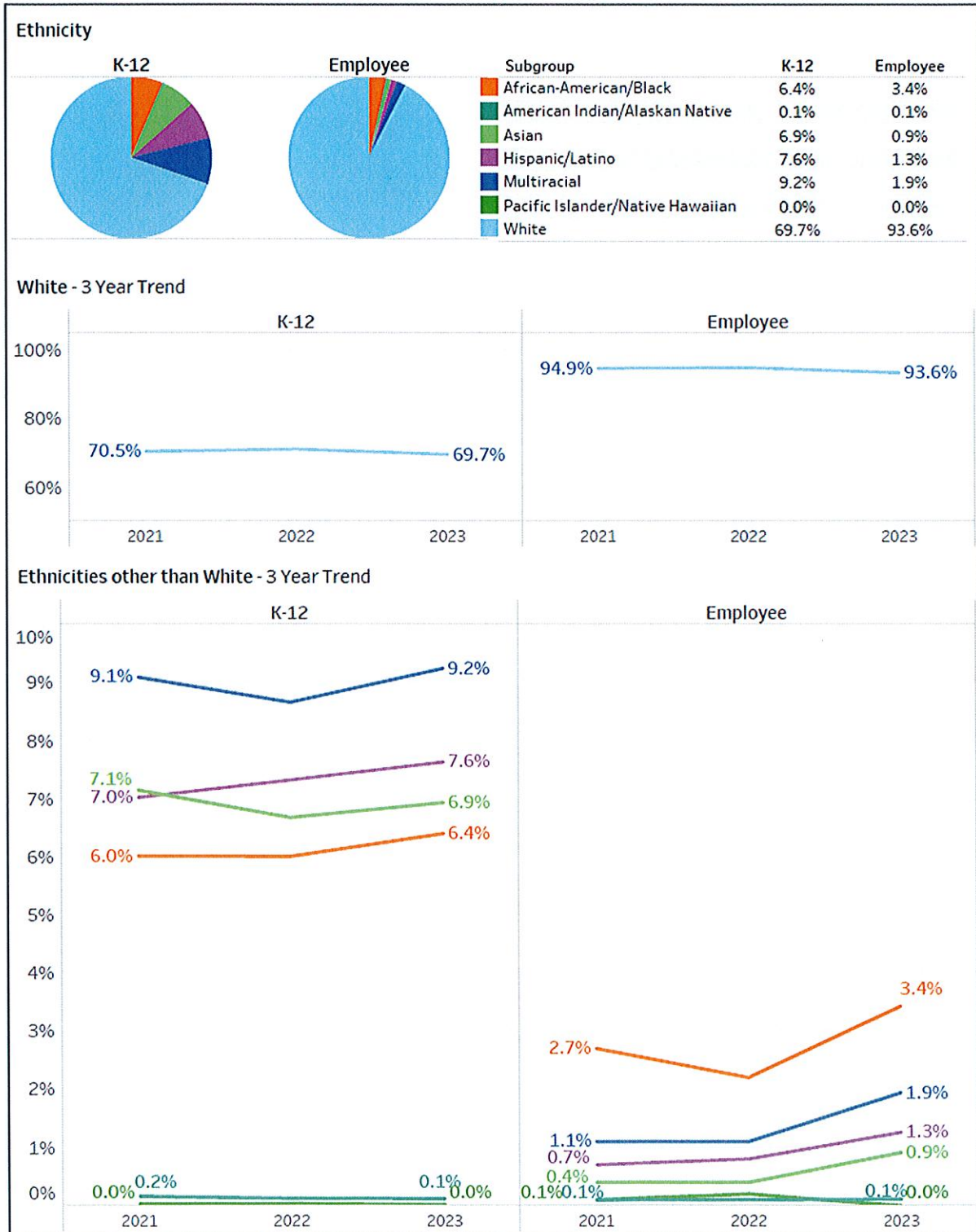
Policy Type: Ends

Policy Title: Ends Policy 1.5

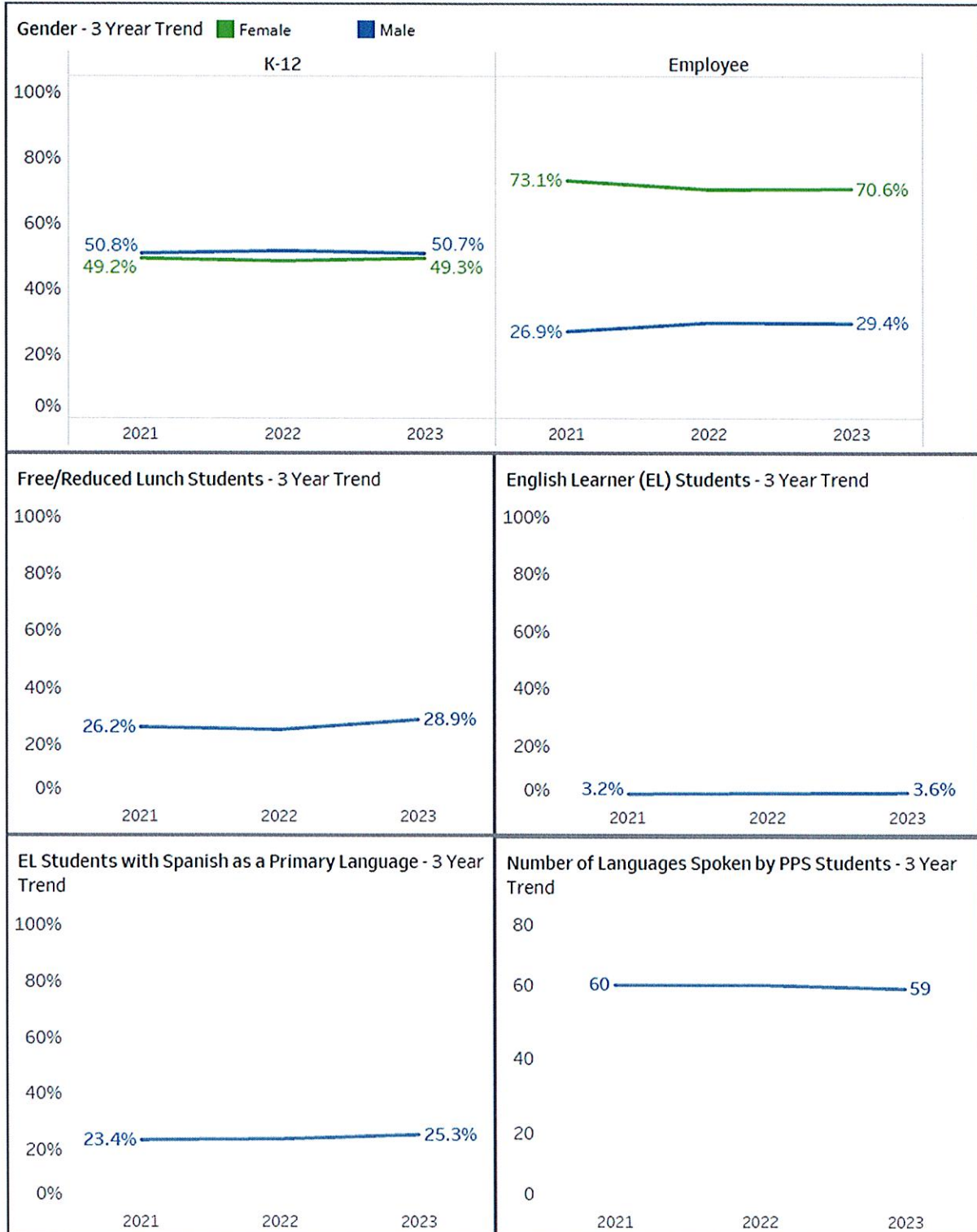
The District also concluded a 16-month process of creating a definition of what equity means at PPS: **PPS is an inclusive environment providing each individual access to resources and opportunities for success.** This process also had us identifying the common values we want to operate under as we enter our next 100 years of existence: **Respect, Honesty, Accountability, Growth, Integrity, and Compassion.**

Also included in this report, as information only, is a graphic representation of diversity in our schools and workforce (Pages 11-12). As a District, we continue to look more closely at this information and how it impacts teaching and learning.

Diversity in our Schools and Workforce



Diversity in our Schools and Workforce



Monitoring Report

Page -13-

Policy Type: Ends

Policy Title: Ends Policy 1.5

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
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

VII Assurance of District Performance

2. Monitoring Report 2.4, Financial Planning/Budgeting (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.4 – Financial Planning/Budgeting, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.4) Financial Planning/Budgeting

Global Board Policy

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan. It is the policy of the Board of Education to comply with all applicable laws, regulations, and the provisions of federal and state grant agreements in the conduct of its financial operations. The Board of Education instructs the Superintendent to develop appropriate operating procedures to ensure such compliance.

Certification

I hereby present my monitoring report on Executive Limitation, 2.4, "Financial Planning/Budgeting" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of February 1, 2023.



Signature

February 1, 2023

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. My interpretations have not changed since the last report.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

2.4.1 POLICY LANGUAGE

The Superintendent shall not risk the organization incurring those situations or conditions described as unacceptable in the Board's policy Financial Condition and Activities.

Interpretation

I interpret this to mean that our financial planning must adhere to the following:

- The proposed budget for the fiscal year (July 1 – June 30) does not anticipate an excess of expenditures over revenue that would result in an end of year fund balance level below 7% of expenditures, based on identified assumptions, unless approved by the Board.
- There is no planned borrowing from outside sources to provide revenue to create a balanced budget.
- Monthly cash flow plans are in place to meet payroll and vendor account obligations.

Report

The 2022/23 Board approved budget incorporated the planning assumptions shared by administration and resulted in a balanced budget, which relied on using a portion of the unassigned fund balance. There is no planned borrowing for the current fiscal year nor was there in the preceding year (ending June 30, 2022). All payroll obligations have been met as scheduled. Vendor payments are typically made within a 30-day time period.

The Monitoring Report for Executive Limitation Policy (2.5) Financial Condition and Activities, which contains the conditions described above, was presented and approved by the Board in October 2022.

Conclusion Statement

The organization met expectations.

2.4.2 POLICY LANGUAGE

The Superintendent shall not develop a budget without conducting a formal process for planning for the future of the organization.

Interpretation

I interpret this to mean that protocols are in place to collect and analyze viable data in the development of the Board-adopted annual budget as required by law.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

Report

Administration conducts a planning process, which includes but is not limited to a review of existing and anticipated instructional and operational programs needed to meet the Board's Ends in a cost effective manner. Enrollment projections are forecasted, as are anticipated financial revenues.

The planning process coincides with the State's financial planning process for school districts, and includes a minimum of two amendments to the initial budget which is adopted in June of each year. Significant adjustments to the budget plan are documented during the amendment process. During the 2021/22 school year, amendments occurred in February and June.

Conclusion Statement

The organization met expectations.

2.4.3 POLICY LANGUAGE

The Superintendent shall not plan the expenditure in any fiscal year that causes annual unassigned fund balances to fall below 7%. (The Board of Education authorizes the Superintendent to establish any standards and procedures, which may be necessary for its implementation.)

Interpretation

I interpret this to mean that in planning the annual budget, the anticipated end-of-year unassigned fund balance is 7% or greater.

Report

The 2021-22 budget ended with an unassigned fund balance of 11.62%. The 2022-23 budget approved by the Board in June 2022 anticipated an end-of-year unassigned fund balance of 11.04%.

Conclusion Statement

The organization met expectations.

2.4.4 POLICY LANGUAGE

The Superintendent shall not develop a budget without employing credible projections of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.

- A. Develop a budget which does not include "full costing" to include all sources of revenue and expense whether or not they are revenues, gifts, or grants.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

Interpretation

I interpret this as follows:

- The credible projections of revenues will come from substantiated resources such as - House and Senate Fiscal Agency; Citizen Research Council; Michigan School Business Officials; MASA/MAISA and the Governor's Office.
- That credible projections of expenditures are defensible based on prior years' experience, and/or which reflect analysis of effective practices, services and programs.
- That full costing takes into consideration all financial aspects of District programs and operations.
- That planning assumptions – the key determining factors used in establishing estimates of revenues and expenditures – are disclosed.
- That there are separate operating and capital budgets.

Report

During the budget development process and through the adoption of the preliminary budget, projected revenues are based on credible sources that are documented. [Examples include: Governor's Office; Stanfred enrollment projections; House and Senate Fiscal Agency Reports; Citizens Research Council; MSBO; MASA; MPSERS; Health Insurance Carriers.] This detail is documented in the budget plan adopted by the Board in June 2022. Additional information was also shared with the Board at work sessions and regular meetings leading up to preliminary budget adoption, including the impact of one-time federal funds.

Staffing projections are determined conservatively according to formulas and standards that have been developed by the District. District programs and services are reviewed on a regular basis and costs associated with those programs and services are analyzed during the budget planning process. Various negotiated agreements are also reviewed with contractual obligations factored into budget projections. Beginning in January of each year, central office administrators meet frequently with the Business Office to provide input into budget planning.

The budget clearly separates capital revenues and expenses from operating revenues and expenses. The District budget consists of five different and separate funds: General Operating Fund, Debt Retirement Fund, Food Service Fund, Building and Site Sinking Fund, and the combined Debt Services Fund. Of these, the Building and Site Sinking Fund is dedicated to capital revenues and expenditures. A portion of the General Operating Fund is dedicated to capital outlay expenditures, which are specifically delineated in the budget.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

Appropriate documentation exists and effective procedures are in place to assure that payroll and vendor obligations are met.

Conclusion Statement

The organization met expectations.

2.4.5 POLICY LANGUAGE

The Superintendent shall not provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.

Interpretation

I interpret this to mean that the annual budget will consider costs associated with:

- Board Member Stipends
- Annual Financial Audit
- Board Member Professional Development
- Board Member Conference/Workshop Attendance and Travel
- Ownership Linkage Activities
- Board Meeting Costs
- Board Legal Expenses
- Other activities as referenced in Policy 3.10

Report

The annual budget allows for Board expenditures as outlined in Policy 3.10, Cost of Governance and in the Board's bylaws.

Among Board prerogatives this past year were:

- Financial Audit
- MASB Conference Attendance
- Participation in KCSOA Events
- Legal Costs
- Facilitation of Review of and Revisions to the Board's Governance Policies and By-Laws
- Facilitation of Revisions to Operational Policies 7250/7250.01/7230

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
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

IX. Action Items

1. Approve Honorary Resolution

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve the resolution in recognition and appreciation for Kurt Droppers, as presented.

Resolution in Recognition and Appreciation of Distinguished Board of Education Service by Kurt Droppers

WHEREAS, Kurt Droppers was appointed to the Portage Public School's Board of Education on February 17, 2015, upon the death of Trustee Ted Hartridge, and served on the Board through January 27, 2023, for a total of nearly eight years.

WHEREAS, during his board service, Kurt has attended over 180 board meetings, served on the Board's Audit Committee and the Policy Committee.

WHEREAS, Kurt always provided a different perspective on the Board, including never failing to remind the Board of its net unfunded pension liability in excess of \$100 million.

WHEREAS, as a board member, Kurt has served graciously, tirelessly, with the utmost care and compassion, even through the most trying of times, including the COVID-19 pandemic. He also served during times of celebration for the District and community, including the passage of the \$175,725,000 Elementary Schools and District-wide Improvements Bond Proposal in August 2021. Kurt has provided invaluable insight, perspective and guidance to the Board of Education.

NOW, THEREFORE, BE IT RESOLVED, that the Portage Public Schools' Board of Education acknowledges and extends its gratitude to Kurt Droppers for his dedication and service to the District, staff, students, community and to the Board of Education.

BE IT FURTHER RESOLVED, that this Resolution is saved in the permanent minutes of the Portage Public Schools' Board of Education, and a copy is given to Kurt Droppers.

Adopted on this 13th day of February, 2023
Portage Public Schools' Board of Education:

Randy Van Antwerp, President

Emily Crawford, Trustee

Bo Snyder, Vice President

Ean Hamilton, Trustee

Terri Novaria, Secretary

Kimberly Larson, Trustee

Mark Bielang, Superintendent

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

X. Discussion Items

1. 2022-23 Budget Amendment (OP 6231)



THE FUTURE LEARNS HERE

2022/23 Budget Amendment General Fund #1

February 27, 2023



To : Mark Bielang, Superintendent
From : Paula Johnson, Director of Finance
Date : February 7, 2023
Subj : General Fund Budget Amendment #1 Resolution for 2022/23

Recommendation

That the Board of Education approve the attached budget amendment resolution to the General Appropriations Act (General Fund) for the 2022/23 year at the February 27, 2023 Board meeting.

Background Information

This amendment to the District’s operating fund represents the first of two planned revisions during this school year. Typically, the budget is amended each year in February and June. The extensive amendment process demonstrates our commitment to a continuous budget cycle that updates the Board and community as new and improved information becomes available.

The modifications incorporated in this document are the result of a number of factors that we have previously discussed:

1. Estimates from the 2021/22 final budget amendment were updated due to information available from our 2021/22 audit. The District’s fund balance increased by \$1,763,190 compared to a projected decrease of \$840,699. Expenses from the 2021/22 year came in lower than expected due to additional one time federal funding and lower than expected expenditures. Other revisions come from a detailed account analysis of budget to actual during the last school year along with individual meetings with department heads.
2. Changes in budgets necessitated by actual enrollments, actual staffing, and program adjustments. The preliminary budget was built on a blended enrollment of 8,632 students. After the October count, the District’s blended enrollment is 8,692. Enrollment is still down since COVID-19 but slowly trending higher.
3. Information received after the budget was adopted in June, 2022.

Typically, the first budget amendment is the most extensive one completed during the year. This is certainly the case again this year. Foundation grant revenues have been adjusted to reflect the results of our Fall membership count combined with the previous Spring count using the 90/10 blend as in previous years. In addition, salaries and fringe benefits have been adjusted to actual staffing levels and reflect negotiated contracted settlements. The resolution attached that will be passed on February 27th is provided at the functional level.

Also attached is the Comparison by Major Categories and Fund Balance Schedule, which is a format familiar from the budget adoption process in that it compares major categories and gives you both projected total fund balance and unassigned fund balance information. After the amendment, unassigned fund balance is projected to be 12.66% down from 13.77% at 6/30/2022. This allows us to maintain compliance with Board Policy Executive Limitations 2.4 and 2.5 for the planning and expenditure of funds so that unassigned fund balance does not fall below 7%.

Revisions	Amount
Revenues:	(rounded)
Local:	
Change in property tax collections based on increase in taxable value. K/RESA Special Education payout decreased and the Curious Kids program revenue increased. Local gate receipts for athletic events are up from preliminary.	\$1,693,071
State:	
Adjustments for the change in enrollment, approximately 60 students, above preliminary projection were made. Special Education Categorical 51A increased due to change in the funding formula. UAAL revenue was also adjusted to reflect the yearly increase.	\$2,790,829
Federal:	
All federal grants were adjusted to awarded amount. The majority of this increase represents the current approved amount for ESSER II funding, which is one time funding.	\$452,548
Incoming Transfers & Other Transactions:	
Increase in revenue is from buses that were just recently sold at auction.	\$11,000
Revenue Subtotal -	\$4,947,448
Expenditures:	
Salaries for all groups have been adjusted since the preliminary adoption to reflect any changes in staffing and settled contracts. Majority of the increase is due to one time payments made through ESSER III funding.	\$329,947
Health, dental, vision, life and LTD costs have all been updated to reflect current employee elections at known rates after applying any hard caps. Corresponding FICA and retirement benefit costs have also been updated. The largest part of this increase is due to the UAAL percentage increase since preliminary budget and an increase in the UAAL state aid payment.	\$1,590,615
Contracted substitute costs are still increasing. 31n6 funding for mental health and supports, nursing staff costs supported by ESSER III, software subscriptions, snow plowing costs, and childcare staffing costs all contribute to this increase.	\$1,470,558
Supply costs were revised. Changes are reflective of the buildings using carry-over funds from last year and adjustments based on Fall enrollment. Student Chromebooks and staff computer purchases funded by ESSER III, custodial equipment, food service upgrades and VDI server purchase funded by ESSER Equity funds contributed to this increase. Curriculum materials and capital outlay also saw an increase.	\$1,407,037
Expense Subtotal -	\$4,798,157
Total revisions accounted for in these items	\$149,291

After all of the proposed changes are considered, the revised budget reflects excess expenditures over revenues of \$(649,323) for the year, as compared to \$(798,614) which was adopted in June and reflects a positive difference of \$149,291.

For the County Wide Special Education Millage funds, although K/RESA submitted a revised budget to the District where all costs would be reimbursed, the district only receives 90% of the estimated allocation in the current year, with the estimated 10% balance remitted to districts in the subsequent year after all actual costs are determined.

The Governor released her Executive budget recommendation on February 8th, 2023 for the State's 2023/24 fiscal year. Her recommendation is a 5% increase in the foundation allowance, but this still needs to be worked through both the House and the Senate before a final recommendation comes out of committee. All of this information will help to assist as we begin preparation of the 2023/24 school year budget.

**PORTAGE PUBLIC SCHOOLS
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION
2022/23 AMENDED BUDGET #1**

Be it resolved that this resolution shall be the General Fund appropriations of Portage Public Schools for the fiscal year 2022/23. A resolution to make appropriations; to provide for the expenditures of appropriations; and to provide for the disposition of all revenue received by Portage Public Schools.

Be it further resolved that the total unappropriated fund balance and total revenues to be available for appropriations in the General Fund of Portage Public Schools for the fiscal year 2022/23 is as follows:

	<u>Actual 2021/22</u>	<u>Adopted Budget 2022/23</u>	<u>Amended Budget #1 2022/23</u>
Total Fund Balance, Beginning of Year, July 1	13,984,450	13,498,230	15,747,640
REVENUES:			
Local Sources	27,777,228	26,190,606	27,883,677
State Sources	76,649,677	78,925,124	81,715,953
Federal Sources	4,190,113	3,498,377	3,950,925
Incoming Transfers and Other Transactions	<u>150,986</u>	<u>149,000</u>	<u>160,000</u>
Total Revenues and Other Transactions	<u>108,768,004</u>	<u>108,763,107</u>	<u>113,710,555</u>
Total Available to Appropriate	<u>122,752,454</u>	<u>122,261,337</u>	<u>129,458,195</u>

Be it further resolved that \$114,359,878 of the total available to appropriate is hereby appropriated in the amounts and for the purposes set forth as follows:

EXPENDITURES:			
Instruction:			
Basic Programs	56,580,444	56,180,953	57,574,091
Added Needs	<u>9,114,656</u>	<u>10,480,006</u>	<u>10,307,066</u>
Total Instruction	<u>65,695,100</u>	<u>66,660,959</u>	<u>67,881,157</u>
Supporting Services:			
Pupil	8,183,780	8,593,862	9,674,080
Instructional Staff	5,883,970	6,785,558	6,979,389
General Administration	752,331	779,752	836,007
School Administration	5,996,170	6,130,280	6,059,877
Business Services	1,135,179	1,119,559	1,264,565
Operations and Maintenance	9,187,346	10,049,648	10,082,979
Transportation	3,317,812	3,451,129	3,913,874
Central Services	2,883,288	3,303,331	3,552,558
Athletics	<u>1,761,346</u>	<u>1,817,191</u>	<u>2,264,235</u>
Total Supporting Services	<u>39,101,222</u>	<u>42,030,310</u>	<u>44,627,564</u>
Community Services	<u>1,998,837</u>	<u>730,482</u>	<u>1,729,862</u>
Other Financing Use - Debt Service	<u>209,655</u>	<u>139,970</u>	<u>121,295</u>
Total Expenditure Appropriation	<u>107,004,814</u>	<u>109,561,721</u>	<u>114,359,878</u>
Excess (Deficit) of Revenues over Expenditures	<u>1,763,190</u>	<u>(798,614)</u>	<u>(649,323)</u>
Total Fund Balance (Assigned and Unassigned), End of Year, June 30 (Estimate)	<u>\$ 15,747,640</u>	<u>\$ 12,699,616</u>	<u>\$ 15,098,317</u>

**PORTAGE PUBLIC SCHOOLS
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION
2022/23 AMENDED BUDGET #1**

Be it further resolved that no board of Education member or employee of the School District shall expend any funds or obligate the expenditure of funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement previously adopted. Changes in the amount appropriated shall require approval by the Board of Education.

Be it further resolved that the Superintendent is hereby charged with general supervision of the execution of the budget as adopted by the Board of Education and shall hold the directors and department heads responsible for performance of their responsibilities within the amounts appropriated.

PORTAGE PUBLIC SCHOOLS
2022/23 AMENDED GENERAL FUND BUDGET
COMPARISON BY MAJOR CATEGORIES AND FUND BALANCE INFORMATION

	<u>Actual 2021/22</u>	<u>Adopted Budget 2022/23</u>	<u>Amended Budget #1 2022/23</u>	<u>Increase (Decrease)</u>
Revenues				
Not Program Related	91,157,603	93,100,396	94,891,010	1,790,614
Program Related	17,610,401	15,662,711	18,819,545	3,156,834
Total Revenues	<u>108,768,004</u>	<u>108,763,107</u>	<u>113,710,555</u>	<u>4,947,448</u>
Expenditures				
Salaries	51,902,277	52,602,905	52,932,852	329,947
Fringe Benefits:				
FICA **	3,715,035	4,052,789	4,082,245	29,456
Retirement **	22,791,994	22,801,654	24,258,101	1,456,447
Health Insurance	8,662,617	9,223,478	9,270,581	47,103
Dental Insurance	640,397	741,514	717,271	(24,243)
Vision Insurance	152,650	154,982	143,491	(11,491)
Long-Term Disability	171,650	172,090	170,803	(1,287)
Life Insurance	43,161	45,725	49,110	3,385
Other Fringe Benefits	590,677	638,082	729,327	91,245
Total Fringe Benefits	<u>36,768,181</u>	<u>37,830,314</u>	<u>39,420,929</u>	<u>1,590,615</u>
(Note: ** Mandated fringe benefit)				
Purchased Services	12,147,487	12,221,005	13,691,563	1,470,558
Supplies, Materials, Other	5,616,225	6,351,737	7,446,070	1,094,333
Capital Outlay	362,541	434,465	747,169	312,704
Debt Service	208,103	121,295	121,295	0
Total Expenditures	<u>107,004,814</u>	<u>109,561,721</u>	<u>114,359,878</u>	<u>4,798,157</u>
Excess (Deficit) of Revenues over Expenditures	<u>\$ 1,763,190</u>	<u>\$ (798,614)</u>	<u>\$ (649,323)</u>	<u>\$ 149,291</u>
Total Fund Balance Information				
Fund Balance Beginning	13,984,450	13,498,230	15,747,640	
Income (Deficit) - Allocated to Unreserved	1,763,190	(798,614)	(649,323)	
Estimated Ending Fund Balance	15,747,640	12,699,616	15,098,317	
Estimated Non-Spendable and Assigned				
Fund Balance Restrictions	1,008,968	600,000	625,000	
Estimated Ending Unassigned Fund Balance	<u>\$ 14,738,672</u>	<u>\$ 12,099,616</u>	<u>\$ 14,473,317</u>	
As a Percentage of Expenditures	13.77%	11.04%	12.66%	

**PORTAGE PUBLIC SCHOOLS
GENERAL FUND AMENDMENT #1
PROGRAM LEVEL SUPPORTING DETAIL**

	Adopted Budget 2022/23	Amendments/ Transfers	Amended Budget #1 2022/23
REVENUES:			
From Local Sources:			
Property Tax Levy (17.5695 mills)	15,131,597	682,038	15,813,635
Regional Enhancement Millage (1.5 mills)	3,549,804	50,838	3,600,642
Earnings from Investments and Deposits	1,040	14,160	15,200
Interest on Delinquent Taxes	14,500	0	14,500
Reimbursements from Other Funds:			
Accounting Services and Indirect Costs	140,000	0	140,000
Other Local Sources	128,303	11,000	139,303
From State Sources:			
Foundation Grant Allowance	63,470,918	(139,355)	63,331,563
Other State Categoricals/Foundation Adjustments	10,501,480	936,986	11,438,466
From Federal Sources:			
Medicaid Administrative Outreach Program	25,000	0	25,000
Program Related Revenues:			
American Rescue Plan Act Funds (ESSER III)	1,947,494	(302,426)	1,645,068
At Risk Grant	1,852,658	174,571	2,027,229
Athletic Gate Receipts and Contributions	134,700	172,255	306,955
Childcare and Preschool Fees	455,000	877,043	1,332,043
Childcare Stabilization Grant	0	342,761	342,761
Contributions for Instructional Programs	25,000	8,604	33,604
County Special Education and State Categoricals	8,627,627	2,054,426	10,682,053
Elementary & Secondary School Emergency Relief Funds (ESSER)	296,089	658,819	954,908
Enrichment Class and Advertising Fees	3,500	3,975	7,475
Maintenance and Operations Facility Rental Fees	20,000	19,000	39,000
Online Class and IB/AP Test Fees	91,566	22,587	114,153
Other Grants	111,610	84,236	195,846
Pay to Participate Fees	0	14,195	14,195
Section 97 Grants	0	38,138	38,138
Technology Services	195,000	0	195,000
Title 1 Grant	774,989	(6,038)	768,951
Title 2 Grant	308,876	(31,356)	277,520
Title 3 Grant (English Learner & Immigrant Students)	62,856	10,012	72,868
Title 4	83,073	20,906	103,979
Transportation Special Education Categoricals and Billings	810,427	(769,927)	40,500
TOTAL REVENUES	\$ 108,763,107	\$ 4,947,448	\$ 113,710,555

**PORTAGE PUBLIC SCHOOLS
GENERAL FUND AMENDMENT #1
PROGRAM LEVEL SUPPORTING DETAIL**

	<u>Adopted Budget 2022/23</u>	<u>Amendments/ Transfers</u>	<u>Amended Budget #1 2022/23</u>
EXPENDITURES:			
Instructional Services			
Amberly Elementary	4,052,555	103,118	4,155,673
Angling Road Elementary	3,065,895	117,249	3,183,144
Central Elementary	3,383,445	362,528	3,745,973
Haverhill Elementary	3,392,000	306,911	3,698,911
Lake Center Elementary	4,408,488	112,555	4,521,043
Moorsbridge Elementary	4,273,474	115,787	4,389,261
12th Street Elementary	4,182,662	99,982	4,282,644
Woodland Elementary	3,639,439	86,922	3,726,361
Central Middle	5,412,807	30,355	5,443,162
North Middle	4,706,505	187,262	4,893,767
West Middle	5,183,463	(37,968)	5,145,495
Central High	11,326,626	226,234	11,552,860
Northern High	9,912,690	102,537	10,015,227
American Rescue Plan Act (ESSER III)	1,947,494	(302,426)	1,645,068
Auditorium Management	213,628	93	213,721
Childcare and Preschool Program	807,375	572,540	1,379,915
Childcare Stabilization Grant	0	342,761	342,761
Community High School Program	1,734,118	83,089	1,817,207
Coronavirus Relief Funds		0	
Career Tech Education	1,108,219	(124,210)	984,009
Education for the Arts	129,802	(10,466)	119,336
Elementary & Secondary School Emergency Relief Funds (ESSER Equity & II)	296,089	658,819	954,908
High School Athletics	1,642,783	352,506	1,995,289
Homebound Services	21,121	4,828	25,949
Instructional Services Administration	1,312,045	121,635	1,433,680
Middle School Athletics	275,466	66,199	341,665
Non-Public Schools- Shared Time Program	609,147	146,016	755,163
Technology and Student Information Systems			
Media Services	244,201	2,541	246,742
Technology Services	3,131,512	(18,227)	3,113,285
Educational Supports & Intervention			
Special Education Program	12,001,287	15,092	12,016,379
At Risk Grant	1,854,865	172,364	2,027,229
Title 1 Grant	774,989	(6,038)	768,951
Section 31n6 - Mental Health & Support Services	167,589	169,697	337,286
Curriculum and Professional Development			
Curriculum Development	1,225,709	(18,549)	1,207,160
Professional Development	254,191	43,495	297,686
Title 2 Grant	308,876	(31,356)	277,520
Title 3 Grant (English Learner & Immigrant Students)	62,856	10,012	72,868
Title 4 Grant	83,073	20,906	103,979
Other Grants	265,572	118,062	383,634
Operations			
Budget and Finance	1,386,807	(29,113)	1,357,694
Central Services	114,319	3,349	117,668
Maintenance and Operations	5,457,701	17,209	5,474,910
Transportation	3,274,572	427,286	3,701,858
Section 97 Grants	0	38,138	38,138
Community Relations			
Communications	336,838	47,639	384,477
Community Enrichment Program	107,544	14,455	121,999
Human Resources			
	732,265	17,384	749,649
Administration			
	739,619	58,955	798,574
TOTAL EXPENDITURES	<u>\$ 109,561,721</u>	<u>\$ 4,798,157</u>	<u>\$ 114,359,878</u>
EXCESS (DEFICIT) REVENUES OVER EXPENDITURES	<u>\$ (798,614)</u>	<u>\$ 149,291</u>	<u>\$ (649,323)</u>

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

X. Discussion Items

2. Proposed 2023-24 Board Meeting Schedule (BL 0164.1)



**2023/2024
BOARD OF EDUCATION MEETING SCHEDULE
PORTAGE PUBLIC SCHOOLS
PORTAGE, MICHIGAN**

All Board of Education meetings (Committee of the Whole Work Sessions, Regular Business Meetings, Organizational Meeting) will be held in Room #1136 of Portage Central High School, 8135 S. Westnedge. In months with two meetings, the first is a Committee of the Whole Work Session (WS) and the second is a Regular Business Meeting (RM).

July 24, 2023 (RM)	February 12, 2024 (Retreat*/WS) February 26, 2024 (RM)
August 21, 2023 (RM)	March 11, 2024 (RM)
September 11, 2023 (WS) September 25, 2023 (Retreat*/RM)	April 15, 2024 (RM)
October 9, 2023 (WS) October 23, 2023 (RM)	May 6, 2024 (WS) May 20, 2024 (Retreat*/RM)
November 6, 2023 (Retreat*/WS) November 20, 2023 (RM)	June 3, 2024 (WS) June 17, 2024 (RM)
December 11, 2023 (RM)	
January 15, 2024 (Organizational/WS) January 29, 2024 (RM)	

*Policy Governance Retreats are held at 4:00 p.m. in Conference Room #1 of the Administration Building.

Except as noted above for Policy Governance Retreats or as otherwise posted/announced, all meetings will commence at 6:30 p.m. Notice of meeting changes and special meetings, agendas, agenda packets, and approved meeting minutes are available via the District's website (www.portageps.org) under the Board of Education link. Notice of meeting changes and special meetings are also posted at the main entry of the Administration Building, 8107 Mustang Drive (269-323-5000). Agendas and agenda packets are posted on the Friday prior to the meeting. Board meeting minutes are approved at the next board meeting and then posted to the website.

Upon request to the Administration Office, the District shall make reasonable accommodation for a person with disabilities to be able to participate in a meeting.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 13, 2023, 6:30 P.M.**

Note Page

X. Discussion Items

3. Board Vacancy – Application Review (BL 0142.5)

The following individuals applied for the vacancy by the posted deadline of February 10, 2023 at 3pm:

Timothy T. Earl

Helen J. Driver

Parker Avery Simon Crutchfield

Donald Joseph Bergeon

Eric-John Szczepaniak

Stephen Mark Keizer

Keith W. Crowell

Amanda Ann Mason

Michael G. Economy

Katelyn J. Larson

Kristina D. McGinnis