

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE WORK SESSION  
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002  
FEBRUARY 12, 2024, 6:30 PM  
AGENDA**

**VISION STATEMENT**

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

**MISSION STATEMENT**

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

|   |          |
|---|----------|
| <b>I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE</b>                                |          |
| <b>II. REVISIONS/APPROVAL OF AGENDA</b>   | <b>2</b> |
| <b>III. REPORTS</b>   |          |
| 1. SUPERINTENDENT'S REPORT  | 3        |
| a. COMMUNITEEN READ UPDATE  |          |
| b. BOND PROJECT UPDATE  |          |
| c. CHANGE ORDER SUMMARY   | 4        |
| <b>IV. BOARD EDUCATION - None</b>   |          |
| <b>V. COMMENTS OR COMMUNICATIONS</b>  | <b>6</b> |
| 1. BY CITIZENS  |          |
| 2. BY BOARD TRUSTEES  |          |
| 3. BOARD COMMITTEE REPORTS  |          |
| <b>VI. CONSENT AGENDA</b>   | <b>7</b> |
| 1. APPROVAL OF MINUTES  |          |
| a. JANUARY 29, 2024 SPECIAL MEETING, CLOSED SESSION, & REGULAR BUSINESS MEETING | 8        |
| 2. POLICY REVISIONS   | 12       |
| <b>VII. ASSURANCE OF DISTRICT PERFORMANCE</b>                                   |          |
| 1. MONITORING REPORT 1.5, ENDS (GP 4.4)   | 34       |
| 2. MONITORING REPORT 2.4, FINANCIAL PLANNING/BUDGETING (GP 4.4)                 | 49       |
| <b>VIII. REQUIRED ACTION ITEMS</b>  |          |
| 1. BUILDING SITE & SINKING FUND RESOLUTION (MCL 211.24f)                        | 56       |
| <b>IX. ACTION ITEMS - None</b>  |          |
| <b>X. DISCUSSION ITEMS</b>  |          |
| 1. WMS SERVERY EQUIPMENT PURCHASE (OP 6320)                                     | 62       |
| 2. MASB BOARD OF DIRECTORS ELECTION (MASB)                                      | 67       |
| 3. 2023-24 BUDGET AMENDMENTS (OP 6231)  | 75       |
| <b>XI. ADJOURN</b>  |          |

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 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: 2021 Bond Issue  
Consolidated Construction Cost Summary  
Change Order 002 - January 26, 2024  
Construction Manager: Owen-Ames-Kimball Co.**



| Construction | Program Element   | Central Elementary  | Haverhill Elementary |
|--------------|---|---------------------|----------------------|
|              | Original Construction Cost (Building Site, Construction Trade Packages) | \$31,611,717        | \$26,780,159         |
|              | Previous Change Order Construction Cost                                 | \$92,807            | \$95,805             |
|              | Change Order 002  | \$159,328           | \$64,950             |
|              | <b>Current Construction Cost:</b>                                       | <b>\$31,863,852</b> | <b>\$26,940,914</b>  |

| Contingency                | Program Element                    | Central Elementary | Haverhill Elementary |
|----------------------------|------------------------------------|--------------------|----------------------|
|                            | Original Project Contingency (10%) | \$3,055,748        | \$2,595,228          |
|                            | Previous Contingency Cost          | (\$232,801)        | (\$95,805)           |
|                            | Change Order 002 Contingency cost  | (\$159,328)        | (\$64,950)           |
| <b>Current Contingency</b> | <b>\$2,663,619</b>                 | <b>\$2,434,473</b> |                      |

|                                       |                     |                     |
|---------------------------------------|---------------------|---------------------|
| <b>Construction &amp; Contingency</b> | <b>\$34,527,471</b> | <b>\$29,375,387</b> |
| <b>Current Bond Projects</b>          | <b>\$63,902,858</b> |                     |

## Change Order Report - Bond Change Order Summary # 002 Through January 26th, 2024

### Central Elementary

|   | Description of work:   | Total Cost:      | # of Affected Contractors: |
|---|--|------------------|----------------------------|
| 1   | Bulletin 02 – Updates to structural metals/masonry work and electrical/fire alarm changes.   | \$49,098         | 6                          |
| 2   | Bulletin 05 -Structural updates - Precast opening supports required for duct penetrations.<br>Mechanical updates - Updated route for over flow piping.   | \$34,921         | 9                          |
| 3   | Early Lintel Release - Early order and adjustment of lintels for field coordination to keep the project on schedule and maintain consistency throughout the project.   | \$5,059          | 1                          |
| 4   | Lintel Updates - Revised lintels per submittals  | \$3,789          | 1                          |
| 5   | Expedite Galvanizing - Cost to expedite galvanizing of steel beam lintels.   | \$3,105          | 1                          |
| 6   | Additional Masonry - Due to timing of returned structural shops, walls were already complete prior to bearing plates arriving on job site. Cost to return to these locations to install the bearing plates. (Set-up & tear down scaffold)  | \$4,973          | 1                          |
| 7   | Addressed Duct Openings - Owen-Ames-Kimball Co. directed the mason to install bond beams at a number of small mechanical openings for ductwork. Based on the size opening we were looking at and typical install methods we proceeded with a bond beam at certain duct openings. This direction was given to keep on schedule. | \$7,635          | 1                          |
| 8   | Relocate unit ventilator to accommodate structural piers- In the field we caught a conflict between the Unit Ventilator heater and structural piers. We were directed by TowerPinkster to move it to a new location to relocate the UV heaters outside of the piers. Wall was already partially constructed                    | \$910            | 1                          |
| 9   | Updated pre-faced CMU to Glazed Brick.   | \$48,126         | 1                          |
| 10  | Cabinet Scope Move - Cost to move the specialty corner bookcases from Architectural Systems Group scope of work to Hazelhoff's scope of work. This will ensure a seamless color match between products.  | \$1,712          | 2                          |
| <b>Central Elementary Change Order 002 Total:</b> |  | <b>\$159,328</b> |                            |

### Haverhill Elementary

|   | Description of work:   | Total Cost:     | # of Affected Contractors: |
|---|--|-----------------|----------------------------|
| 1   | Reroute existing storm line. It was found that a 10" storm drain from the existing school not shown on plans was causing flooding in the School. | \$10,771        | 1                          |
| 2   | As directed by Portage Public Schools we added a mulch pathway to the playground to replace the dirt pathway coming off the parking lot.         | \$2,701         | 1                          |
| 3   | Added thickness of all exterior wall insulation Cost difference to get proper R vale. Went from 3" to 4".  | \$3,100         | 1                          |
| 4   | Unsuitable footing soils - Replacement of unsuitable soils at building footing location.   | \$39,364        | 1                          |
| 5   | Added temp driveway  | \$9,014         | 1                          |
| <b>Haverhill Elementary Change Order 002 Total:</b> |  | <b>\$64,950</b> |                            |



**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 6:30 P.M.**

**Note Page**

**VI. Consent Agenda**

1. Approval of Minutes
  - a. January 29, 2024 Special Meeting, Closed Session, & Regular Business Meeting

2. Policy Revisions

**That the Board of Education approve the revisions to Policies 0122, 1420, 3120, 3130, 3131, 3132, 3139, 3140, 3142, and 3220, as presented.**

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION**

**SPECIAL MEETING & REGULAR BUSINESS MEETING  
JANUARY 29, 2024**

**SPECIAL MEETING**

The Special Meeting of the Board of Education of Portage Public Schools held on Monday, January 29, 2024, was called to order at 4:36 p.m. by President Van Antwerp. The meeting was held in Conference Room #1 of the Administration Building.

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

Board Trustees Absent: None

Administration Present: Mark Bielang, Superintendent

**REVISIONS/APPROVAL OF AGENDA**

**Motion offered by Ms. Larson, seconded by Mrs. Crawford, that the Board of Education approve the agenda as printed.**

**The motion carried unanimously.**

**COMMENTS OR COMMUNICATIONS**

There was no public comment.

**CLOSED SESSION**

**Motion offered by Mrs. Novaria, seconded by Mrs. Crawford, that the Board of Education move into closed session for a periodic personnel evaluation (superintendent), as allowed under the Open Meetings Act 15.268, Sections 8(a).**

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

The Board entered into closed session at 4:37 p.m. and returned to open session at 6:17 p.m.

With no further business to come before the Board, the special meeting was adjourned at 6:18 p.m.

## **REGULAR BUSINESS MEETING**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, January 29, 2024, 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, Keith Crowell, Ean Hamilton, Kimberly Larson, Terri Novaria, Bo Snyder, Randy Van Antwerp

Board Trustees Absent: None

## **REVISIONS/APPROVAL OF AGENDA**

**Motion offered by Mrs. Crawford, seconded by Ms. Larson, that the Board of Education approve the agenda as amended to remove the Building Site & Sinking Fund Resolution action item.**

Superintendent Bielang explained that we received new information regarding the costs of having the BSSF on the ballot this May. As the only entity having an item on that ballot, we would absorb the full cost of the election. We will revisit this item at the February 12, 2024 board meeting.

**The motion carried unanimously.**

## **REPORTS**

### **Superintendent's Report**

#### **Board Recognition**

January is Board Recognition Month across Michigan. Superintendent Bielang recognized and thanked the board members for their board service.

#### **Bond Project Update**

Mr. Johnny Edwards, Assistant Superintendent of Operations, provided an update on elementary bond work.

Mr. Edwards reviewed summer project items that will come to the Board in the next couple of months, and he showed some photographs of the construction progress at the new Central Elementary and Haverhill Elementary sites.

At the new Central Elementary site, underground and wall utility work continues along with interior and exterior block bearing. Window block work will begin soon and precast concrete should arrive next week for installation shortly after that.

At the new Haverhill Elementary site, structural steel is on-site and some beams have been installed. Concrete block wall and underground utility work continues.

For the new WOD Elementary, the next staff engagement session will happen later this week to show staff a diagram of the floor plans and receive feedback. A schematic design meeting with the leadership team is set for next week.

### **Financial Update**

Ms. Paula Johnson, Director of Finance, covered the General Fund Budget Progress Report by Function and by Object for the six-month period ending December 31, 2023 compared to the same period in 2022.

Ms. Johnson also shared that she learned from the January 12, 2024 Consensus Revenue Estimating Conference, that overall state revenues are holding positive with no large changes. Michigan is returning to a pre-pandemic condition. Governor Whitmer is expected to present her budget recommendation in early February; then the House and Senate will work on their proposals.

### **Communications Audit Update**

In January 2023, an independent communications auditor reviewed District communications and shared his findings/recommendations to the Board. Since then, many communication improvements have been made. An update was provided by Ms. Michelle Karpinski, Community Relations Manager, and Ms. Kayla Miller, Community Relations Coordinator.

The update included a review of the many improvements, including a new app, website revamp, social media posts, newsfeeds, push notifications, training, internal communications and board outreach.

The presenters responded to questions from Trustees. President Van Antwerp thanked them for all the work and the update.

### **Other**

Superintendent Bielang provided an item of interest. Last month the Michigan Elementary & Middle School Principals Association (MEMSPA), held their leadership awards banquet. One of our own – Ms. Alex McCullough, Principal at Lake Center Elementary, was awarded the MEMSPA Regional Honors Award for 2023 for MEMSPA Region 4. Congratulations Alex!

### **COMMENTS OR COMMUNICATIONS**

President Van Antwerp opened the floor to public comment, and hearing none, he opened the floor to Trustee comments.

President Van Antwerp thanked everyone who participated in the Board's recent survey. The results will be processed and shared out in the future.

## **CONSENT AGENDA**

**President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: the January 15, 2024 Organizational Meeting / Committee of the Whole Work Session & Closed Session; and that the Board of Education authorize the purchase of audio-visual equipment for the music rooms at Central and Northern High Schools from Parkway Electric of Holland, MI in an amount not-to-exceed \$61,063.79, the proceed for which to be drawn from the 2021 Bond Fund.**

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

## **REQUIRED ACTIONS**

### **Building Site & Sinking Fund Resolution**

This item was removed from the agenda as captured under Revisions/Approval of Agenda, above.

## **DISCUSSION ITEMS**

### **Policy Revisions**

Per Mr. Brad Galin, Director of Human Resources, the policy revisions are driven by legislative changes to the Public Employment Relations Act (PERA). The revisions are NEOLA recommended and our legal counsel, Thrun Law, has reviewed them. Superintendent Bielang added that some of the statutory changes go into effect in mid-February.

Mr. Galin addressed Trustee questions. There were no recommendations for changes to the proposed policy revisions.

With no further business to come before the Board, the regular meeting was adjourned at 7:07 p.m.

Respectfully submitted,

Barb Atkinson, Recording Secretary

Book Policy Manual  
Section  
Title draft BOARD POWERS  
Code po0122  
Status  
Adopted September 14, 2015  
Last Revised February 2024  
Prior Revised Dates 11/26/2018

#### 0122 - BOARD POWERS

The District shall operate as a General Powers School District. As such it has all of the rights, powers, and duties expressly stated in statute; may exercise a power implied or incident to any power expressly stated in statute; and, except as provided by law, may exercise a power incidental or appropriate to the performance of any function related to the operation of the District in the interests of public elementary and secondary education in the District, including, but not limited to, all of the following:

- A. Educating Students. In addition to educating students in grades K- 12, this function may include the operation of preschool, lifelong education, adult education, community education, training, enrichment, and recreation programs for other persons.
- B. Providing for the safety and welfare of students while at school or at a school-sponsored activity or while enroute to or from school or a school-sponsored activity.
- C. Acquiring, constructing, maintaining, repairing, renovating, disposing of, or conveying school property, facilities, equipment, technology, or furnishings.
- D. Hiring, contracting for, scheduling, supervising, or terminating employees, independent contractors, and others to carry out District powers.
- E. Receiving, accounting for, investing, or expending District money; borrowing money and pledging District funds for repayment; and qualifying for State-School Aid and other public or private money from local, regional, State, or Federal sources.

The District may enter into agreements or cooperative arrangements with other entities, public or private, or join organizations as part of performing the functions of the School District.

The District is a body corporate and shall be governed by a school board. An act of this Board is not valid unless approved, at a meeting of the Board, by a majority vote of the members lawfully serving on the Board.

The Board may submit to the School electors a question that is within the scope of the powers of the School electors and that the Board considers proper for the management of the School system or the advancement of education in the School District. Upon the adoption of a question by the Board, the Board shall submit the question to the School electors by complying with Michigan election law (M.C.L. 168.312).

The Board shall adopt bylaws. These bylaws may establish or change Board procedures, the number of Board officers, titles and duties of Board officers, and any other matter related to the effective and efficient functioning of the Board.

The Board has authority, based on statute, to make decisions regarding the following subjects without resort to prior bargaining:

- A. the policyholder of an employee group insurance benefit

- B. the starting day for the school year and the amount of student contact time to receive full State school aid
- C. the composition of the District's school-improvement committees established under M.C.L. 380.1277
- D. the decision of whether or not to have inter-district and intra-district open-enrollment opportunities
- E. the decision whether or not to permit authorization of Charter Schools (public school academies)
- F. ~~contracting with outside parties for noninstructional support services provided by an employee group including the procedures for obtaining a contract, the identity of the outside party, and the impact on individual staff members or a bargaining unit if the employee group is given an opportunity to bid on providing the noninstructional support services~~
- G. use of volunteers
- H. decisions regarding the use of experimental or pilot programs including staffing, use of technology, provision of the technology, and the impact on individual staff members or a bargaining unit
- I. compensation or reimbursement of a staff member for monetary penalties imposed on the staff member under the Public Employment Relations Act
- J. ~~any decision regarding the placement of teachers, or the impact of that decision on an individual employee or the bargaining unit~~
- K. ~~for teachers covered under the Teacher Tenure Act, decisions about the development, content, standards, procedures, adoption, and implementation of policies regarding personnel decisions when conducting a staffing or program reduction or eliminating a position as well as decisions regarding recall or hiring after any such reduction~~  
  
~~This includes the impact of any such decisions on an individual employee or the bargaining unit.~~
- L. ~~decisions about the development, content, standards, procedures, adoption, and implementation of a performance evaluation system under M.C.L. 380.1249 for teachers and administrators~~
- M. decisions concerning the content of a teacher's or administrator's performance evaluation or the impact of such decision
- N. ~~decisions about the format, timing or number of classroom observations required for evaluation under the Teacher Tenure Act (M.C.L. 38.83a)~~
- O. decisions concerning the classroom observation of an individual teacher, and the impact of such decision on an individual teacher or the bargaining unit
- P. ~~decisions about the development, content, standards, procedures, adoption, and implementation of the method of performance based compensation for teachers and administrators in accordance with M.C.L. 380.1250~~
- Q. ~~decisions about how performance evaluation is used to determine the performance based compensation for teachers and administrators~~
- R. decisions concerning the performance based pay of an individual teacher or administrator, or the impact of such decision on such individual or the bargaining unit
- S. ~~decisions about the development, content, standards, procedures, adoption, and implementation of a policy regarding discipline or discharge for teachers covered under the Teacher Tenure Act (M.C.L. 38.71)~~
- T. ~~decisions concerning the discipline or discharge of a teacher covered under the Teacher Tenure Act (M.C.L. 38.71), or the impact of such decision on an individual teacher or the bargaining unit~~
- U. insertion of statutorily required emergency manager language into all collective bargaining agreements
- V. ~~decisions on whether to enter into an intergovernmental agreement to consolidate, to jointly perform or to collaborate on one (1) or more functions or services~~
  - 1. ~~procedures of obtaining a contract for such an agreement to transfer of functions or responsibilities~~
  - 2. ~~identities of any other parties to such an agreement~~

W. any requirement that would violate section 10(3), M.C.L. 423.210(3) (Right to Work Law)

X. ~~decisions about the development, format, content, and procedures of the notification to parents and legal guardians required under M.C.L. 380.1249a (the requirement to make the notifications is effective with the 2018-19 school year)~~

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Legal M.C.L. 380.11a, 380.1131 et seq.,  
M.C.L. 423.201, 202, 206, and 215  
M.C.L. 168.301 et seq.

|                     |                                       |
|---------------------|---------------------------------------|
| Book                | Policy Manual                         |
| Section             |                                       |
| Title               | draft SCHOOL ADMINISTRATOR EVALUATION |
| Code                | po1420                                |
| Status              |                                       |
| Adopted             | September 14, 2015                    |
| Last Revised        | February 2024                         |
| Prior Revised Dates | 11/25/2019, 8/15/2016, 6/27/2016      |

#### 1420 - SCHOOL ADMINISTRATOR EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the school administrator's job performance ~~at least annually in a year-end evaluation~~, while providing timely and constructive feedback.

The Superintendent or designee shall perform administrators' evaluations. Administrators rated highly effective ~~or effective~~ on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion. ~~This policy does not preclude more frequent Administrator evaluations as determined necessary by the Superintendent or designee.~~

- B. Establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth.

- C. ~~Before the 2024-2025 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data. Evaluates a school administrator's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account student growth and assessment data. For the 2018-2019 school year, twenty five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2019-2020 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.~~

~~Prior to July 1, 2024 for~~ For building level administrators, the data to be used is the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator. For a ~~central office-level~~ central office level administrator, the pertinent data is that of the entire School District.

~~Beginning in the 2024-2025 school year, the annual evaluation must include the student growth and assessment data or student learning objectives metrics and twenty percent (20%) of the annual evaluation must be based on student growth and assessment data or student learning objectives metrics. If the administrator is part of a collective bargaining unit, the student growth and assessment data or student learning objectives must be collectively bargained.~~

~~Beginning~~ After July 1, 2024, the evaluations must be based primarily on the administrator's performance as measured by the District' evaluation tool.

- D. ~~Beginning July 1, 2024, the District must use~~ Uses the evaluations, at a minimum, to inform decisions regarding ~~all of the following:~~

1. ~~the effectiveness of school administrators, s~~ ~~ensuring~~ that they are given ample opportunities for improvement; and-

2. Promotion, retention, and the development of school administrators, including providing relevant coaching, instruction support, or professional development.
  3. ~~Removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.~~
- E. ~~Prior to July 1, 2024, the~~ The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the school in which the school administrator works as an administrator:
1. The school administrators' training and proficiency in conducting teacher performance evaluations if ~~they~~ ~~do~~/he does so or ~~his/her~~ designee's proficiency and training if the administrator designates such duties.
  2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
  3. Student attendance.
  4. Student, parent and teacher feedback and other information considered pertinent by the ~~Superintendent or other school administrator conducting performance evaluations or the~~ Board.
- ~~Beginning July 1, 2024, the portion of the year-end evaluation that is not based on student growth and assessment data or student learning objectives must be based on objective criteria.~~
- F. For the purposes of conducting ~~annual year-end~~ evaluations under the performance evaluation system, the District shall adopt and implement one (1) or more of the evaluation tools for ~~teachers or administrators, if available,~~ that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual ~~year-end~~ evaluations for administrators using one (1) or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by the District so that all similarly situated school administrators are evaluated using the same measures.
- G. The District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:
1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
  2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
  3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
  4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
  5. A description of the processes for ~~conducting classroom observations,~~ collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
  6. A description of the plan for providing evaluators and observers with training.
- H. The District shall also:
1. Provide training to school administrators on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided a District or by a consortium consisting of two (2) or more districts, the intermediate school district or a public school academy.
  2. Ensure that training is provided to all evaluators and observers ~~as required by law.~~ The training shall be provided by an individual who has expertise in ~~the~~ the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train

others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

Prior to July 1, 2024, administrators shall receive a rating of highly effective, effective minimally effective, or ineffective. Beginning July 1, 2024, the rating system must assign a rating of effective, developing, or needing support and the evaluation process shall comply with the requirements of M.C.L. 380.1249b. Beginning July 1, 2024, if an administrator is rated as needing support, they will be provided the opportunity to request a review consistent with M.C.L. 380.1249b.

The evaluation system shall ensure that if the administrator is rated as minimally effective or ineffective prior to July 1, 2024, or developing or needing support on or after July 1, 2024, the person(s) conducting the evaluation shall develop and require the school administrator to implement an improvement plan as part of the mid-year progress report to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the administrator on their/her next annual year-end evaluation. An administrator rated as "ineffective" ineffective prior to July 1, 2024, or needing support on or after July 1, 2024 on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

Beginning July 1, 2024, the evaluation system must include a midyear progress report for each administrator in each year they are evaluated. This midyear progress report shall comply with M.C.L. 380.1249b and may not replace the annual evaluation.

Beginning July 1, 2024, for the first three (3) years that an administrator is in a new administrative position, they shall be assigned a mentor or coach.

For a building level administrator's evaluation, the evaluator will visit the school where the administrator works, review the administrator's school improvement plan, and observe classrooms with the administrator to collect evidence of school improvement plan strategies being implemented and the impact the school improvement plan has on learning.

As of July 1, 2024, the following apply: Evaluations and feedback concerning the evaluation must be provided in writing to the administrator. If a written evaluation is not provided, the evaluator is deemed effective. If required by circumstances described in M.C.L. 380.1249, an administrator must be designated as unevaluated, and if an administrator receives an unevaluated designation, the administrator's rating from the immediate prior school year must be used.

~~The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.~~

~~Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.~~

~~This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.~~

~~Revised 6/27/16~~

~~Revised 8/15/16~~

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Legal

M.C.L. 380.1249, 1249b

|                     |  |
|---------------------|--|
| Book                | Policy Manual                          |
| Section             |  |
| Title               | draft EMPLOYMENT OF PROFESSIONAL STAFF |
| Code                | po3120                                 |
| Status              |  |
| Adopted             | September 14, 2015                     |
| Last Revised        | February 2024                          |
| Prior Revised Dates | 11/26/2018, 5/20/2019, 10/25/2021      |

### 3120 - EMPLOYMENT OF PROFESSIONAL STAFF

The Board of Education recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly-qualified and competent personnel. The Board requires that anyone employed as a professional staff member with instructional responsibilities in an elementary or secondary school in this District unless otherwise provided in the Revised School Code, hold a certificate, permit, or ~~vocational~~ authorization valid for the ~~positions to which assignment-s/he is assigned~~.

The Board shall approve the employment, and also, when not covered by the terms of a negotiated, collectively-bargained agreement, fix the compensation, and establish the term of employment for each professional staff member employed by the Board.

All professional staff are subject to a criminal history record check. See Policy 3121.

Such approval shall be given only to those candidates for employment recommended by the Superintendent.

When any recommended candidate has been rejected by the Board, the Superintendent shall make a substitute recommendation.

All applications for employment shall be referred to Human Resources.

Relatives of Board members may be employed by the Board, provided the Board member does not participate in any way in the discussion or vote on the employment when a conflict of interest is involved.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which the staff members he would be supervised directly by the relative staff member.

Applications for employment will not be accepted from any current District Board member. If a Board member wishes to apply for a position, the Board member's his/her resignation must be accepted by the Board prior to submitting an application.

Any professional staff member's intentional misstatement of fact or omission material to ~~his/her~~ qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The temporary employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program.

No candidate for employment to the professional staff as a nonadministrator shall receive recommendation for such employment without having proffered visual evidence of proper certification or that application for such certification is in process, except as otherwise permitted by law.

Prior to hiring an applicant, the Superintendent shall obtain from the applicant a signed Consent to Obtain Records and shall obtain from the applicant's current or immediately-previous employer any records, including the applicant's personnel file relating to unprofessional conduct in which the applicant engaged. Any such records are to be reviewed prior to a

recommendation for employment and may be disclosed to those individuals directly involved in evaluating the applicant's qualifications.

The Superintendent shall prepare administrative guidelines for the recruitment and selection of all professional staff.

~~Revised 11/26/18~~

~~Revised 5/20/19~~

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M.C.L. 380.1229 – 1231, 380.1233, 380.1233b, 380.1237, 380.1531d, 380.623

R 390.1105

Book Policy Manual  
Section  
Title draft ASSIGNMENT AND TRANSFER  
Code po3130  
Status  
Adopted September 14, 2015  
Last Revised February 2024  
Prior Revised Dates 11/26/2018

### 3130 - ~~ASSIGNMENT AND TRANSFER~~PLACEMENT (Effective July 1, 2024)

~~The Board of Education believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.~~

~~The Superintendent shall be responsible for the proper assignment and transfer of all professional staff members and shall attempt to effect the optimum assignment of the professional staff in conformance with any applicable contractual or legal requirements, State certification requirements, and Federal requirements. S/He shall establish an audit procedure to ensure that each instructional staff member's teaching certificate is currently in compliance with appropriate State certification criteria and has not been nullified or, if applicable, that the professional staff member is otherwise qualified to teach as allowed by law.~~

#### A. ~~Teacher as Defined by Revised School Code Section 1249~~

~~The appropriate placement of effective teachers is an essential component in promoting student academic growth, educational outcomes, and quality educational services. The Superintendent or designee may make teacher placement decisions at their discretion consistent with this Policy.~~

~~Placement includes, but is not limited to, assignment, transfer, or the filling of a position with current staff or newly hired teachers. For vacant positions see Policy 3132 (Vacancies).~~

~~Placement does not include reduction in force or recall decisions governed by Policy 3131 (Staff Reductions/Recalls).~~

1. ~~Consistent with Revised School Code Section 1248, teacher placement decisions shall be based on the following clear and transparent factors:~~
  - a. ~~Staffing the curriculum with the most effective, certified, and qualified teachers to instruct the applicable courses, grades, and school schedule.~~
  - b. ~~Appropriate certification, approval, or authorization for all aspects of the assignment. The certification, approval, or authorization, as applicable, will be determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education Programs and Services, and other applicable statues and regulations.~~
  - c. ~~Teacher placement decisions must be made based on teacher effectiveness criteria established in Revised School Code Section 1249 and Policy 3220 (Professional Staff Evaluation).~~
  - d. ~~Teacher placement decisions will be guided by the following criteria:~~
    - i. ~~Retaining the most effective teachers who are certified (or otherwise approved or authorized) and qualified to instruct the courses within the curriculum, academic level(s), and department(s).~~
    - ii. ~~Teachers must be properly certified, approved, or authorized for all aspects of their assignments. The teacher's certification, authorization, or approval status will be:~~
      - A. ~~Determined by the Revised School Code, MDE's Teacher Certification Code, MDE's Rules for Special Education~~

Programs and Services, and other applicable statutes and regulations; and

B. Based on documentation on file with the Superintendent's office.

1. A teacher must maintain valid certification, approval, or authorization, as applicable, and is responsible for filing a copy of the certificate, approval, or authorization with the Superintendent's office in compliance with Revised School Code Section 1532.
2. If a teacher petitions for nullification of the teaching certificate or any endorsement, the teacher must promptly provide written notice of that petition to the Superintendent's office.

iii. In addition, teachers must be fully qualified for all aspects of their assignments, as determined by the Board, based on documentation on file with the Superintendent's office, including:

- A. Compliance with applicable state or federal regulatory standards, including standards established as a condition to receipt of foundation, grant, or categorical funding;
- B. Credentials needed for District, school, or program accreditation;
- C. District-provided professional development, training, and academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;
- D. Relevant special training, other than professional development or continuing education as required by state or federal law, and integration of that training into instruction in a meaningful way;
- E. Disciplinary record, if any;
- F. Length of service in a grade level(s) or subject area(s);
- G. Recency of relevant and comparable teaching assignments;
- H. Previous effectiveness ratings;
- I. Attendance and punctuality;
- J. Rapport with colleagues, parents, and students;
- K. Ability to withstand the strain of teaching;
- L. Compliance with state and federal law; and
- M. Other relevant factors as determined by the Superintendent or designee.

e. Length of service may be considered as a tiebreaker if a teacher placement decision involves two (2) or more teachers and all other factors distinguishing those teachers from each other are equal.

B. Professionals Not Subject to Revised School Code Section 1249

If a collective bargaining agreement or individual employment contract governs the professional's employment, the Superintendent or designee will comply with the applicable language on placement.

If a collective bargaining agreement or individual employment contract does not address the placement of professionals, the Superintendent or designee is authorized to place professionals at the Superintendent or designee's discretion.

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M.C.L. 380.11a, 380.601a, 380.1248, 380.1249

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|---------------------|--------------------------------|
| Book                | Policy Manual                  |
| Section             |                                |
| Title               | draft STAFF REDUCTIONS/RECALLS |
| Code                | po3131                         |
| Status              |                                |
| Adopted             | September 14, 2015             |
| Last Revised        | February 2024                  |
| Prior Revised Dates | 8/15/2016                      |

### 3131 - STAFF REDUCTIONS/RECALLS

It is the policy of this Board that all personnel decisions shall be based on retaining effective teachers in situations involving a staffing or program reduction or any other personnel decision resulting in the elimination of a position, as well as for hiring after such reductions/position eliminations or recall to vacant positions. ~~The District shall not utilize length of service as the sole factor in personnel decisions. Length of service or tenure status may only be considered by the administration when all other factors, as listed below, are considered equal amongst the potentially affected teachers. Length of service or tenure status may only be considered by the administration when all other factors, as listed below, are considered equal amongst the potentially affected teachers.~~

This policy shall not operate or be applied to retain or recall a teacher whose most recent performance evaluation contains an overall rating of ~~minimally effective or ineffective~~ Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating as reflected in that teacher's most recent performance evaluation. This policy also shall not operate or be applied to retain or recall a probationary teacher who has received a rating of either ~~minimally effective or ineffective~~ Minimally Effective or Ineffective in preference to any properly certified and qualified teacher with a higher effectiveness rating. A probationary teacher who is rated as ~~effective~~ Effective or, prior to July 1, 2024, as highly effective Highly Effective on his/her most recent annual performance evaluation is not subject to ~~displacement~~ being displaced under this policy by a tenured teacher solely because the other teacher has attained tenure under the Teachers' Tenure Act.

The effectiveness of teachers ~~as measured under~~ shall be measured in accordance with the District's performance evaluation system developed under Section 1249 of the School Code ~~or as otherwise collectively bargained must be used as a factor for personnel decisions,~~ and the personnel decisions shall be based on the following factors:

The following shall be used for personnel decisions made under this policy:

- A. The teacher's length of service in a grade level or subject area.
- B. The teacher's disciplinary record.
- C. Relevant special training. This factor may be based on completion of relevant training, other than the professional development or continuing education, which is required by the employer or by State law, and the integration of that training into instruction in a meaningful way.
- D. Compliance with applicable state or federal regulatory standards, including standards established as a condition to receipt of foundation, grant, or categorical funding;
- E. Credentials needed for District, school, or program accreditation;
- F. District-provided professional development, training, and academic preparation for an instructional assignment that is anticipated to contribute to the teacher's effectiveness in that assignment and is integrated into instruction;
- G. Recency of relevant and comparable teaching assignments;

H. Previous effectiveness ratings;

I. Attendance and punctuality;

J. Rapport with colleagues, parents, and students;

K. Ability to withstand the strain of teaching;

L. Compliance with state and federal law; and

M. Other relevant factors as determined by the Superintendent or designee

A. Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:

1. Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.
2. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
3. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents and other teachers, and ability to withstand the strain of teaching.
4. The teacher's attendance and disciplinary record, if any.

B. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

C. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

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PA 102, 2011

M.C.L. 380.1248, 380.1249

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| Book         | Policy Manual      |
| Section      |                    |
| Title        | draft VACANCIES    |
| Code         | po3132             |
| Status       |                    |
| Adopted      | September 14, 2015 |
| Last Revised | February 2024      |

### 3132 - VACANCIES

~~It shall be the policy of the Board of Education to employ the best qualified individual for any District vacancy at any level.~~

~~Vacancies shall be announced, and all members of the professional staff shall be eligible for consideration for any District vacancy, providing they are properly qualified.~~

~~The Superintendent shall establish procedures to facilitate identification and evaluation of candidates for administrative, supervisory, and other leadership positions.~~

Vacancies may be posted consistent with Policy 3121 (Criminal History Record Check). The Superintendent or designee determines when a vacancy exists. Generally, a vacancy is an unassigned, open position or a newly created position which the District intends to permanently fill.

Vacancies may be filled by a certified and qualified or external candidate consistent with this Policy. The Superintendent or designee has full discretion to assign professional staff or contractors to cover employee absences consistent with business necessity and operational needs.

Book Policy Manual  
Section  
Title draft STAFF DISCIPLINE  
Code po3139  
Status  
Adopted September 14, 2015  
Last Revised February 2024  
Prior Revised Dates 11/27/2017

### 3139 - STAFF DISCIPLINE

Whenever it becomes necessary to discipline a member of the staff, the Superintendent shall utilize related procedures described in the current negotiated agreement, to the extent not inconsistent with the current negotiated agreement, and the following principles and procedures.

A teacher may only be discharged, demoted or otherwise disciplined for a reason that is not arbitrary or capricious. In all instances, discipline, discharge and demotion shall occur in accordance with the statutory requirements under the Teacher Tenure Act and the Revised School Code.

The administrator/Superintendent may shall conduct an investigation of any alleged act or omission by a teacher that could result in disciplinary action. The teacher may shall be provided with oral or written notice of the issue or incident being investigated.

The investigation may shall include, at a minimum, interviews of appropriate persons and a meeting with the subject teacher and, if requested or if required by the bargaining agreement, the teacher's his/her designated representative (either another employee or a union representative if part of a bargaining unit) to allow the teacher an opportunity to respond to the complaint. Prior notice of this meeting shall be provided to the teacher for any discipline that may result in a suspension or loss of pay. The meeting should shall not proceed without the teacher's designated union representative unless the teacher wants to proceed without a union representative; however, the meeting shall not be unduly delayed to secure the attendance of the teacher's preferred representative. The District may substitute another representative from the union to timely process the investigation.

After completion of the investigation, if discipline is to be imposed, the teacher shall receive written notice of the discipline and this notice shall also be placed in the teacher's file.

Discipline may include, but is not limited to:

- A. written warning;
- B. written reprimand;
- C. suspension (paid or unpaid);
- D. discharge;
- E. financial penalty in accordance with Michigan law.

The District does not have to apply discipline in a progressive manner, but, rather, may impose discipline consistent with the seriousness of the teacher's conduct, as determined by the District. Additionally, nothing in this policy limits the District's right to take other appropriate action, such as placing a teacher on nondisciplinary, paid administrative leave during the pendency of an investigation or issuing a counseling memorandum, which is considered instructional, not disciplinary.

The administrator's decision to impose ~~any~~ disciplinary action that is not subject to Board review, as described below, is final.

The following disciplinary actions may only be imposed by the Board in adherence with the requirements of the Teacher Tenure Act:

- A. discharge of a tenured or probationary teacher;
- B. demotion of a tenured teacher (which includes suspension for fifteen (15) or more consecutive days without pay or a reduction in compensation by more than **the** equivalent of thirty (30) days compensation in one (1) school year);
- C. non-renewal of a probationary teacher.

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M.C.L. 38.101 et seq., 38.74, 380.1230d, 380.1535a

|              |                                   |
|--------------|-----------------------------------|
| Book         | Policy Manual                     |
| Section      | APPROVED POLICY 2.12.24           |
| Title        | draft TERMINATION AND RESIGNATION |
| Code         | po3140                            |
| Status       |                                   |
| Adopted      | September 14, 2015                |
| Last Revised | February 12, 2024                 |

### 3140 - **TERMINATION AND RESIGNATION**

#### **TERMINATION**

An employment contract may be ~~suspended or~~ terminated, upon a majority vote of the Board of Education. In such cases, the Board shall abide by ~~due process and such~~ terms as may be set forth in a negotiated, collectively-bargained agreement, the Teacher Tenure Act or the individual contract, as applicable.

Employees and those under contract to work regularly and continuously in the schools, whether part-time or full-time, may not continue employment with the Board if a criminal history records check or other authoritative source reveals a conviction of a "listed" offense under M.C.L. 28.722.

Individuals convicted of a non-listed felony may not continue to work unless both the Superintendent and the Board give written approval. Such conviction(s) may subject professional staff to discharge or demotion of a teacher on continuing tenure. The State Board of Education will be notified of the report of conviction(s) as required by law.

#### **RESIGNATION**

A professional staff member may resign in accordance with the terms of the negotiated, collectively-bargained agreement, **the Michigan Teachers' Tenure Act**, or **the staff member's** his/her employment contract.

An administrator may resign by filing a written resignation with the Superintendent at least **sixty (60)** ~~thirty (30)~~ days prior to the effective date of the resignation.

~~A resignation, once accepted, may not then be rescinded.~~

The Superintendent may act for the Board in the acceptance of a resignation.

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Legal M.C.L. 28.722, 38.74, 380.1230 et seq., 380.1535a

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|---------------------|-----------------------------|
| Book                | Policy Manual               |
| Section             | APPROVED POLICY 2.12.24     |
| Title               | draft PROBATIONARY TEACHERS |
| Code                | po3142                      |
| Status              |                             |
| Adopted             | September 14, 2015          |
| Last Revised        | February 12, 2024           |
| Prior Revised Dates | 1/9/2017                    |

### 3142 - PROBATIONARY TEACHERS

The Board of Education recognizes its obligation to employ only those professional staff members best trained and equipped to meet the educational needs of the students of this District. The Board shall discharge that obligation by retaining in service only those probationary teachers who meet those standards.

Teachers ~~who do not have tenure in the State of Michigan, new to the District, who have not previously acquired tenure in the State of Michigan,~~ will be in a probationary status for the first five (5) years of employment before becoming eligible for tenure in the District, except as provided below. A teacher must ~~be rated~~ receive ratings of ~~effective or highly effective~~ Effective or Highly Effective on the ~~most recent~~ last three (3) annual performance evaluations to achieve tenure.

~~Probationary teachers who are rated highly effective on the annual performance evaluation in years 2, 3 and 4 achieve tenure after four (4) years. Any teacher having tenure in the District as of July 19, 2011, will not be required to serve additional probation.~~

~~Before July 1, 2024, a teacher who has been rated as highly effective on three (3) consecutive year-end performance evaluations and has completed at least four (4) full school years of employment is considered to have successfully completed the probationary period.~~

~~Beginning July 1, 2024, if a teacher has been rated as effective on or after July 1, 2024, or highly effective before July 1, 2024, on three (3) consecutive year-end performance evaluations and has completed at least four (4) full school years of employment in the probationary period, the teacher is considered to have successfully completed the probationary period.~~

Teachers, new to the District, who have previously acquired tenure in any other Michigan school district, shall be required to serve no more than two (2) years of probation before becoming eligible for tenure in the District but may, at the Board's option, be placed immediately on continuing tenure.

The Superintendent shall ensure that all probationary teachers are provided an Individualized Development Plan, evaluated in a timely manner by appropriate administrators, notified of areas ~~in~~ of which performance is not meeting expectations, and are provided assistance in improving their performance.

The Board shall annually review the performance of all probationary teachers by a date adequate to ensure timely compliance with all statutory, contractual, and other applicable timelines. The Superintendent shall provide to the Board a written recommendation with regard to each such teacher specifically noting the extent to which the probationary teacher's performance is meeting District expectations. On the basis of its review, the Board may, in its discretion, (1) non-renew employment based on unsatisfactory performance; or (2) continue the probationary period of employment if not otherwise eligible for tenure (not to exceed the statutory probation periods). The Board's review of such recommendation shall comport with all applicable statutory, contractual, or other legal requirements.

The Superintendent shall ensure that appropriate notices of the Board's actions are timely sent and delivered to all affected probationary teachers. The Superintendent shall further ensure that appropriate guidelines are drafted implementing the requirements of the Teacher Tenure Act.

A teacher who is in a probationary period may be dismissed from his/her employment by the Board at any time.

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M.C.L. 38.81 et seq.

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|---------------------|-------------------------------------|
| Book                | Policy Manual                       |
| Section             | APPROVED POLICY 2.12.24             |
| Title               | draft PROFESSIONAL STAFF EVALUATION |
| Code                | po3220                              |
| Status              |                                     |
| Adopted             | September 14, 2015                  |
| Last Revised        | February 12, 2024                   |
| Prior Revised Dates | 8/15/2016                           |

### 3220 - PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, ~~the Board~~ delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does ~~at least~~ all of the following:

- A. evaluates the employee's job performance ~~at least annually~~ in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective ~~or, as of July 1, 2024, effective on the~~ three (3) ~~most recent~~ consecutive year-end evaluations may be evaluated every other year ~~or every third year~~, at the District's discretion.

- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

~~Commencing with the 2015–16 school year, the year-end evaluation of student growth shall be based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.~~

- C. evaluates an employee's job performance, using rating categories of highly effective, effective, minimally effective and ineffective ~~prior to July 1, 2024 and using rating categories of effective, developing, and needing support as of July 1, 2024~~, which take into account student growth and assessment data ~~or student learning objectives metrics~~. For the 2015–2016, 2016–2017 and 2017–2018 school years twenty five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018–2019 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.

For these purposes, student growth shall be measured by the following:

1. Beginning with the 2016–2017 school year, the portion of a teacher's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher's performance as measured by the District as described below.
2. Beginning with the 2018–2019 school year, for core content areas in grades and subjects in which state assessments are administered, fifty (50) percent of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.
3. The portion of a teacher's evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See Operational Policy

4. ~~If there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive school year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.~~
- D. Before the 2024-2025 school year forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning in the 2024-2025 school year, twenty percent (20%) of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics. The student growth and assessment data or student learning objectives must be collectively bargained. Evaluations must also comply with the following:
1. The portion of a teacher's year-end evaluation that is not based on student growth and assessment data or student learning objective metrics shall be based primarily on a teacher's performance as measured by the District.
  2. Prior to July 1, 2024, for core content areas in grades and subjects in which state assessments are administered, fifty percent (50%) of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.
  3. Prior to July 1, 2024, the portion of a teacher's evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See Policy 3131.) Beginning July 1, 2024, the portion of a teacher's evaluation that is not measured using student growth and assessment data or student learning objectives metrics, or using the evaluation tool developed or adopted by the District, must be based on objective criteria.
  4. Prior to July 1, 2024, if there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.
  5. As of July 1, 2024, the following apply: Evaluations and feedback concerning the evaluation must be provided in writing to the teacher; if a written evaluation is not provided, the teacher is deemed effective; if required by circumstances described in M.C.L. 380.1249, a teacher must be designated as unevaluated; and if a teacher receives an unevaluated designation, the teacher's rating from the immediately prior school year must be used.
- E. ~~beginning July 1, 2024,~~ uses the evaluations, at a minimum, to inform decisions regarding ~~all of the following~~:
1. the effectiveness of employees, so that they are given ample opportunities for improvement, ~~and~~
  2. ~~development of employees, including providing relevant coaching, instruction support, or professional development~~ promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development
  3. ~~whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures~~
  4. ~~removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures~~
- F. provides a mid-year progress report for every ~~certificated~~ teacher who is in the first year of probation or has received a rating of minimally effective, ~~or ineffective~~ or, beginning July 1, 2024, needing support or developing on the most recent ~~annual~~ year-end evaluation.
- This mid-year report shall ~~supplement and~~ not replace the annual year-end evaluation. The mid-year report shall:
1. ~~prior to July 1, 2024,~~ be based, at least in part, on student achievement;
  2. be aligned with the teacher's individualized development plan;

3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training.

G. includes classroom observations in accordance with the following:

1. must include review of the lesson plan, State curriculum standards being taught, and student engagement in the lesson and, as of July 1, 2024, the items described in this paragraph must be discussed during a post-observation meeting between the observer and the teacher;
  2. must include at least two (2) classroom observations in each school year that the teacher is evaluated; multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations
  3. observations need not be for an entire class period but, as of July 1, 2024 must not be less than fifteen (15) minutes;
  4. beginning with the 2016—2017 school year, at least one (1) observation must be unscheduled;
  5. beginning with the 2016—2017 school year, the school administrator responsible for the teacher's performance evaluation shall conduct at least one (1) of the observations;
- Other observations may be conducted by other observers who are trained in the use of the evaluation tool as described below. These other observers may be teacher leaders.
6. beginning with the 2016—2017 school year, the District shall ensure that, within thirty (30) calendar days after each observation, the teacher is provided with written feedback from the observation.

H. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of 2016—2017 school year, the District will adopt and implement one (1) or more of the evaluation tools for teachers that are included on the list established and maintained by the Michigan Department of Education ("MDE").

The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

I. Beginning with the 2016—2017 school year, the District will post on its public website all of the following information about the measures it uses for its performance evaluation system for teachers:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

J. the District shall also Beginning with the 2016—2017 school year:

1. The District will provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used. This training may be provided by a district or by a consortium consisting of the District, the intermediate school district or a public school academy.

2. ~~The District will~~ ensure that training is provided to all evaluators and observers, **as required by law**. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform ~~his/her~~ assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. A teacher rated as **ineffective** ~~"ineffective"~~ or, **as of July 1, 2024, needing support** on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.

**Prior to July 1, 2024, if** a non-probationary teacher is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on ~~his/her~~ review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.

**After July 1, 2024, if a teacher is rated as needing support, the teacher must be provided with the opportunity to request a review consistent with MCL 380.1249.**

~~Beginning with the 2018 – 2019 school year, the~~ **The** District shall not assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective or, **beginning July 1, 2024, as needing support** on ~~the teacher's~~ **his/her** two (2) most recent annual year-end evaluations. If the District is unable to comply with this and plans to assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective or, **beginning July 1, 2024, as needing support** on ~~the teacher's~~ **his/her** two (2) most recent annual year-end evaluations, the Board will notify the student's parent or legal guardian in writing not later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, that the District is unable to comply and that the student has been assigned to be taught in the same subject area for a second consecutive year by a teacher who has been rated as ineffective or, **as of July 1, 2024, as needing support** on ~~the teacher's~~ **his/her** two (2) most recent annual year-end evaluations. The notification shall include an explanation of why the Board is unable to comply. **Beginning July 1, 2024, if a teacher requests a review of the teacher's evaluation under the amendments to the statute, the Board must not issue the notification until the review process is complete.**

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines, and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to ~~the staff member's~~ **his/her** performance which are to be placed in the personnel file.

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

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Legal

M.C.L. 380.1249 (as amended)

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 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 7, 2024.

  
\_\_\_\_\_  
Signature

February 7, 2024  
Date

Note: Prior to 2021, when some Ends Policies were re-ordered, this Ends Policy (1.5) was Ends Policy 1.4. This report has some changes from previous reports. Primarily, some of the terms and the definitions for those terms have been changed which allows us to incorporate state and national data so that we can make some comparisons and better understand where PPS students stand in certain categories. We've been able to go back in time to extract some of the data to make some longitudinal comparisons. The charts provided in the report have also been updated to align with the new definitions.

### **1.5 POLICY LANGUAGE**

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

#### **Interpretation**

“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 follow.

**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 information is used to help us better understand and address student behavior. (Please note that some of these terms and definitions differ from those in previous reports to better align with state and national terms and definitions and also provide us with data that can be used to provide perspective. The accompanying charts on pages 5-7 reflect these changes.)

- **Chronically Absent** - A student is considered chronically absent when he or she has missed 10% or more possible days during the scheduled school year. (Source: MISchoolData)
- **Victims of Violent Crimes** - This data tracks the number of students who have been victims of violent criminal offenses on school property or at a school-sponsored event. (Official written complaints must be submitted to law enforcement and to school officials) (Source: MISchoolData)
- **Illegal Possession** - Illegal possession is the distribution, possession, or use of illegal drugs: or the inappropriate distribution, possession, or use of prescription drugs on school property or at a school-sponsored event. (Source: National Center for Education Statistics (NCES); Skyward)
- **Theft** - An incident of theft is one that occurs on school property or at a school-sponsored event and involves the taking of things worth over \$10 without personal confrontation (the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm). (Source: National Center for Education Statistics (NCES); Skyward)
- **Student Attendance** – The average daily attendance rate for all students K-12. (Source: MISchoolData)

## Monitoring Report

Page -3-

Policy Type: Ends

Policy Title: Ends Policy 1.5

- **Bullying** - Written, verbal, or physical acts, or any electronic communication, including but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly. (Source: MISchoolData)
- **Expulsions** - The number of students who have been expelled from school (180 days or more). (Source: MISchoolData)

Note about NCES data:

NCES data is taken from the *Crime, Violence, Discipline, and Safety in U.S. Public Schools Findings From the School Survey on Crime and Safety* reports. These reports are based on collected data from public school principals about violent and nonviolent crimes in their schools. The national sample for 2022 was made up of 4,800 U.S. public schools. Data collection was conducted primarily through the use of an online questionnaire, with a paper questionnaire provided in mailings sent later in the data collection period. The tables in the report contain counts and percentages produced from data that have been weighted to represent U.S. public schools. These reports are published every two years.

**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 have a quantitative 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.

## Monitoring Report

Page -4-

Policy Type: Ends

Policy Title: Ends Policy 1.5

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.

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 24/7 access to their child's attendance record through Skyward.

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. In the fall of 2022 the District created a new position (Coordinator of School Mental Health Initiatives) 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

Monitoring Report

Page -5-

Policy Type: Ends

Policy Title: Ends Policy 1.5

- 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 promoting empathy & foster a desire to actively assist others in the community
- On-line Digital Citizenship Classes
- S.A.V.E. – Students Against Violence Everywhere.

Monitoring Report

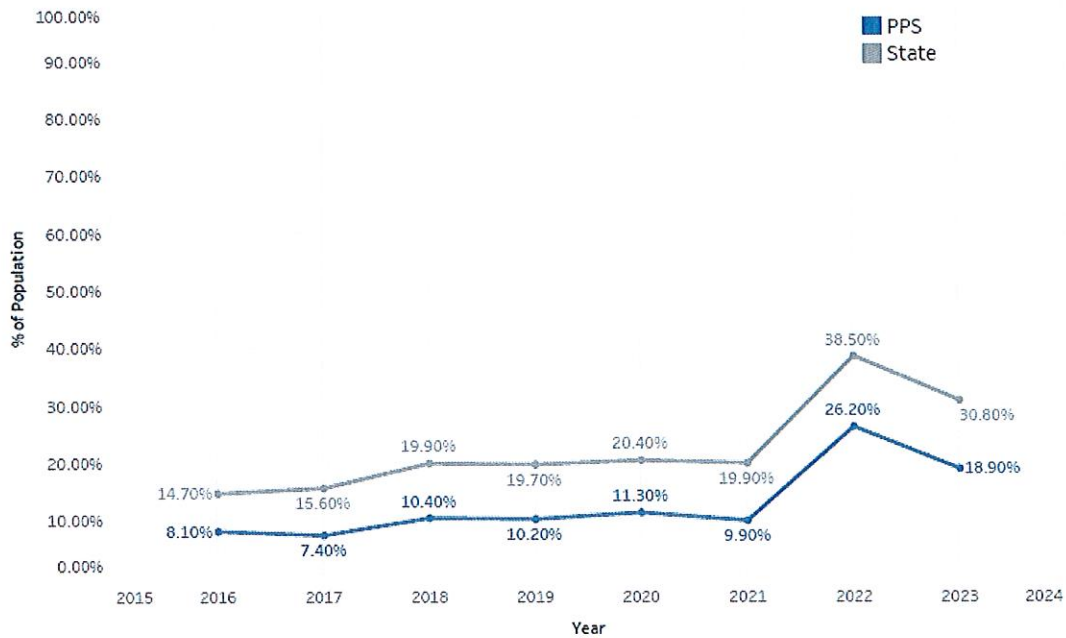
Page -6-

Policy Type: Ends

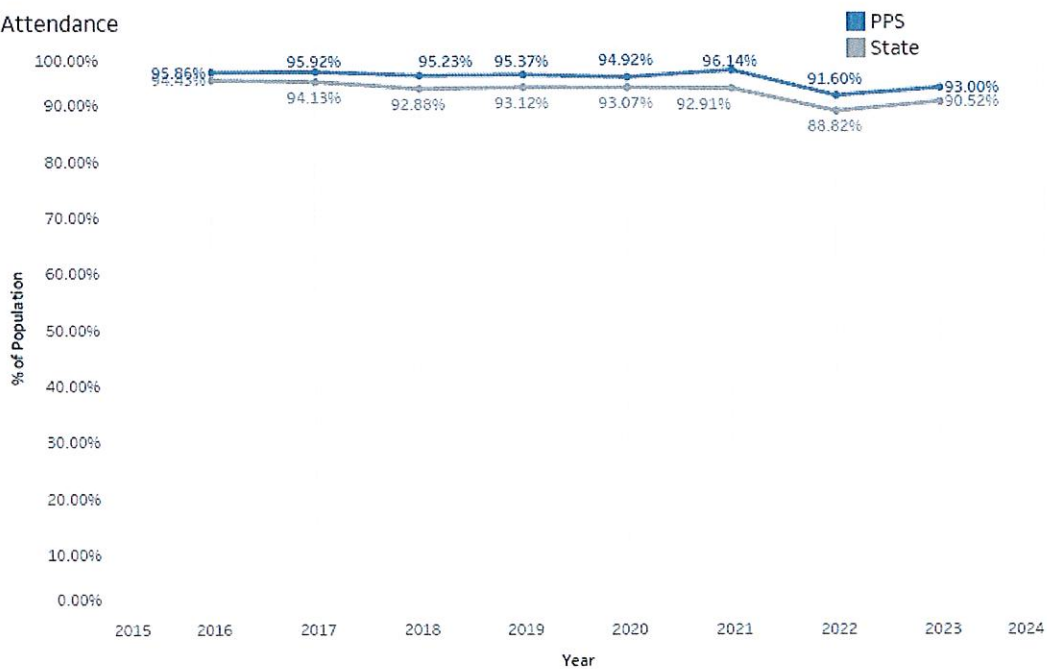
Policy Title: Ends Policy 1.5

Below is the data relative to ethical behavior. *(Please note, during the 2020-21 school year numbers and percentages were impacted due to many students being in a virtual environment. Caution is given when drawing conclusions.)*

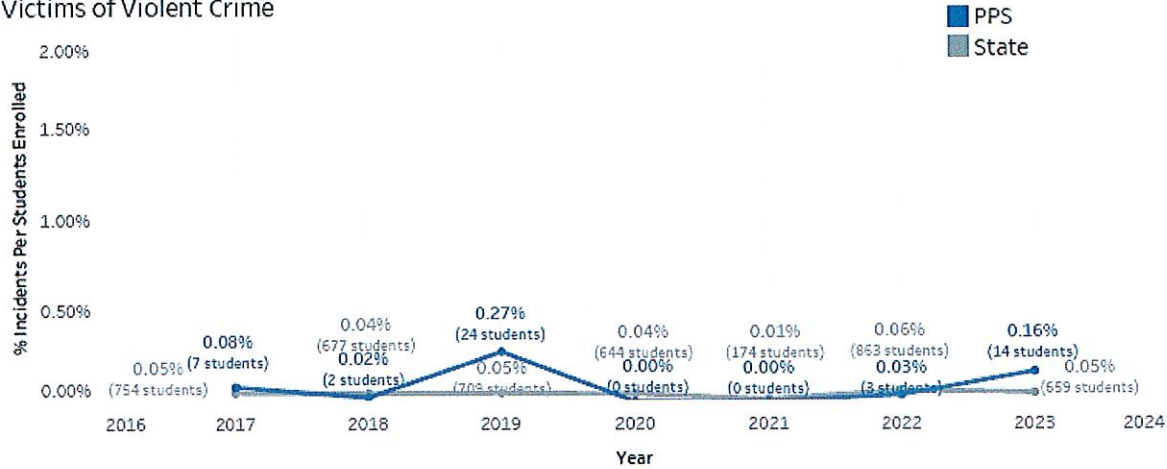
Chronically Absent



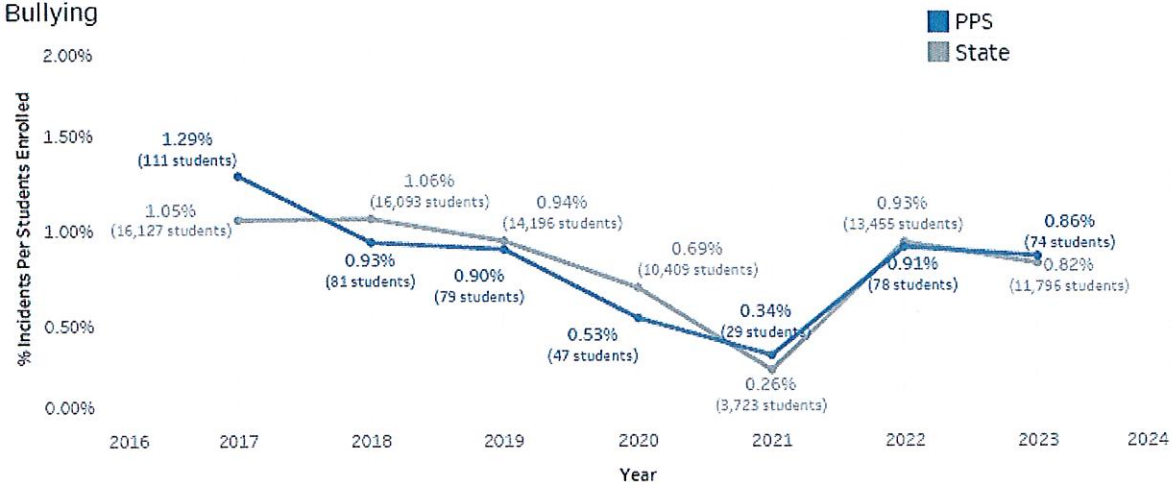
Attendance



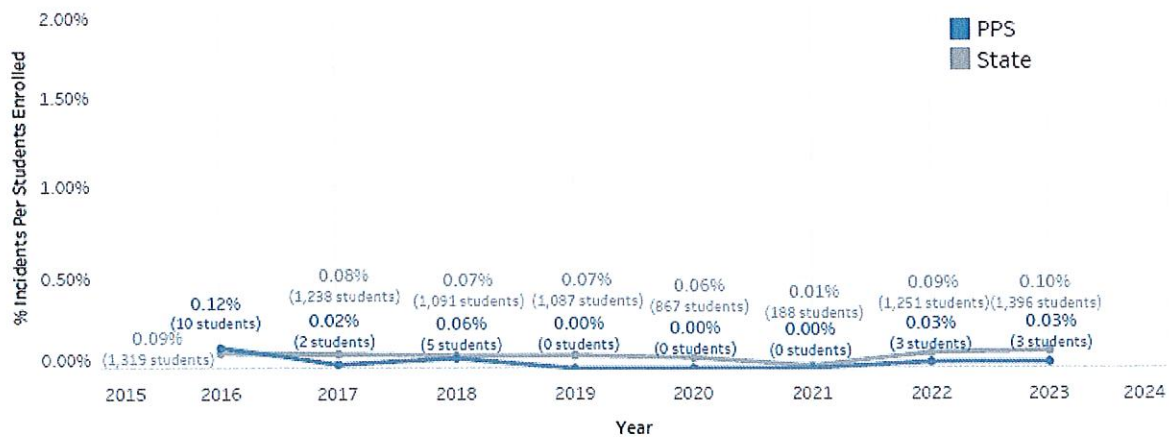
Victims of Violent Crime



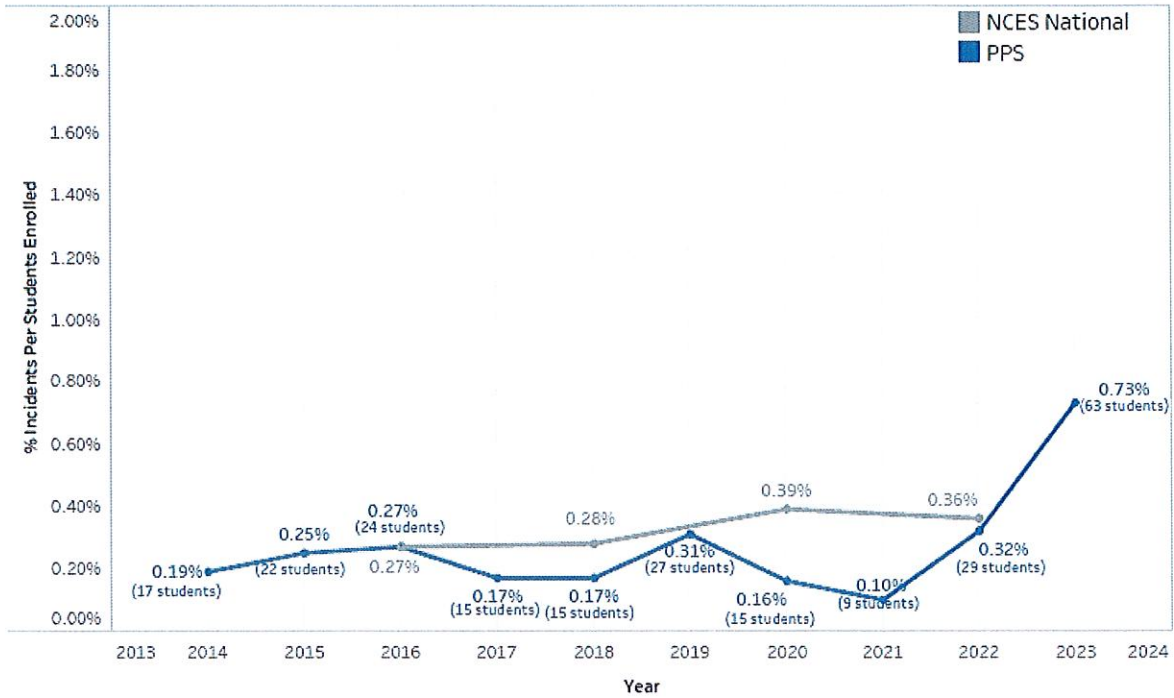
Bullying



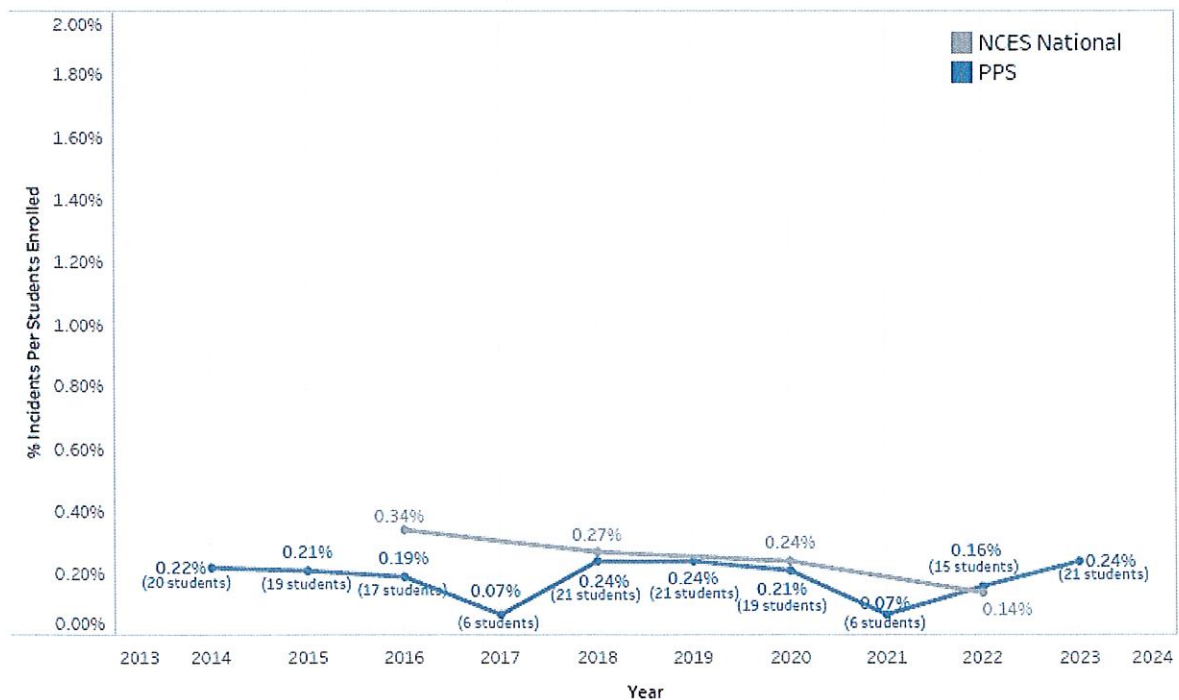
Expulsions - Total



Illegal Possession



Theft



Monitoring Report

Page -9-

Policy Type: Ends

Policy Title: Ends Policy 1.5

### **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. Additionally, the new English Language Arts curriculum being implemented in the district contains instructional materials that support this goal.

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
- 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.

Monitoring Report

Page -10-

Policy Type: Ends

Policy Title: Ends Policy 1.5

- 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.
- CommuniTEEN provides an excellent vehicle to explore a variety of topics that relate to cultural and individual 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 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. and 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;

## Monitoring Report

Page -11-

Policy Type: Ends

Policy Title: Ends Policy 1.5

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. Two different individuals have held this position, which is currently vacant. We anticipate filling this vacancy before the end of this school year. The focus of this position is not only on the cultural aspects of differences but also on individual differences.

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.**

### Conclusion Statement

The organization met expectations.

Also included in this report, as information only, is a graphic representation of diversity in our schools and workforce (Pages 12-13). As a District, we continue to look more closely at this information and how it impacts teaching and learning. To advance this goal we have created and filled the position of Recruitment and Retention Specialist in our Human Resources Department.

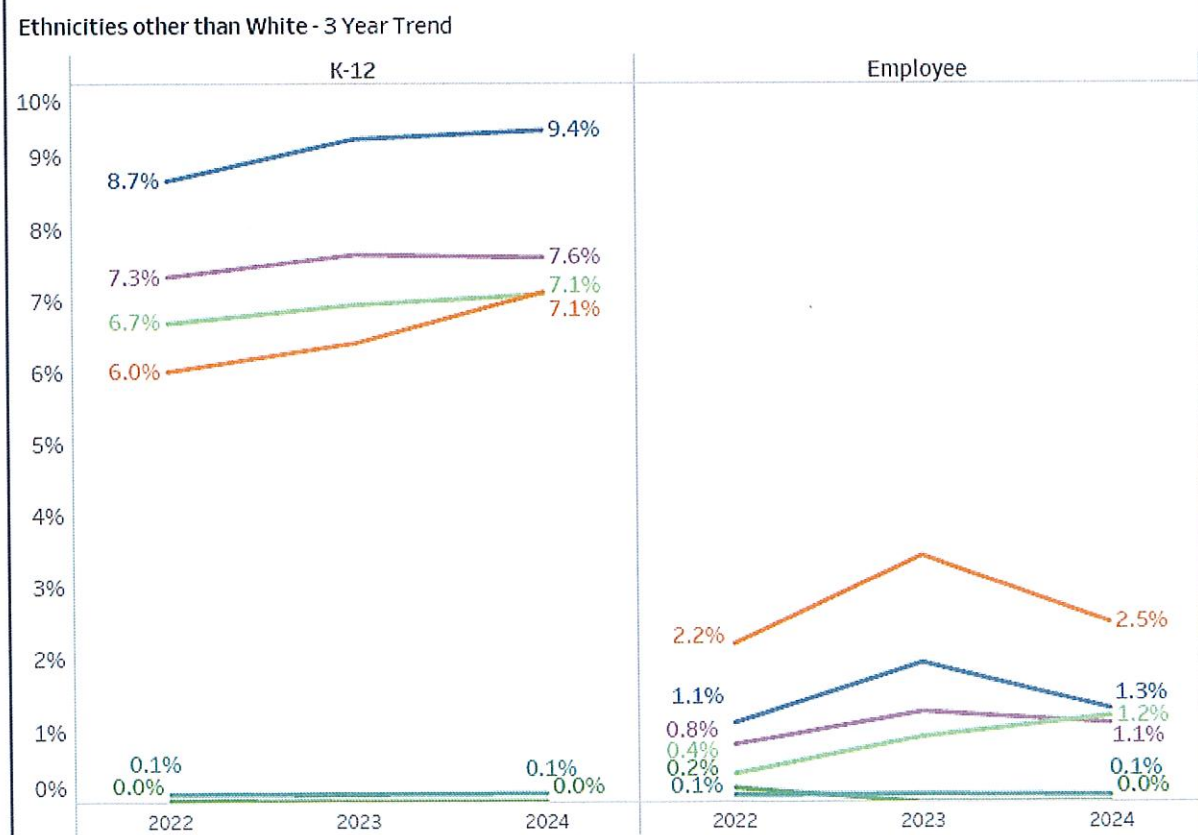
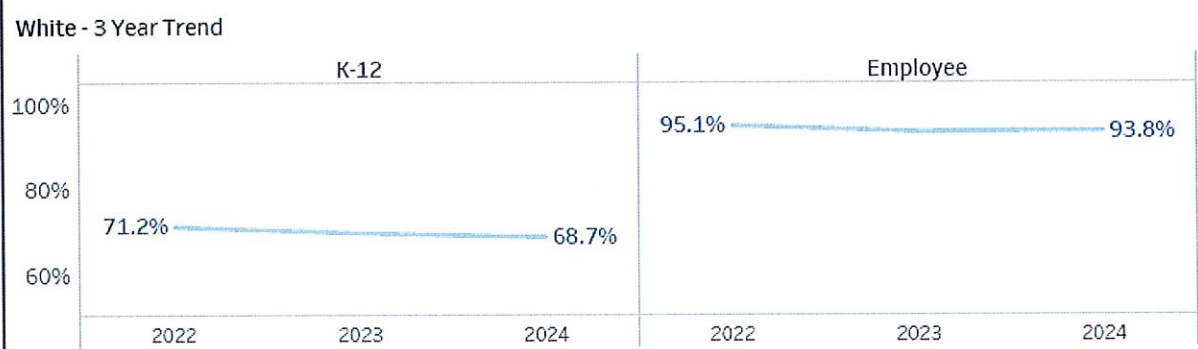
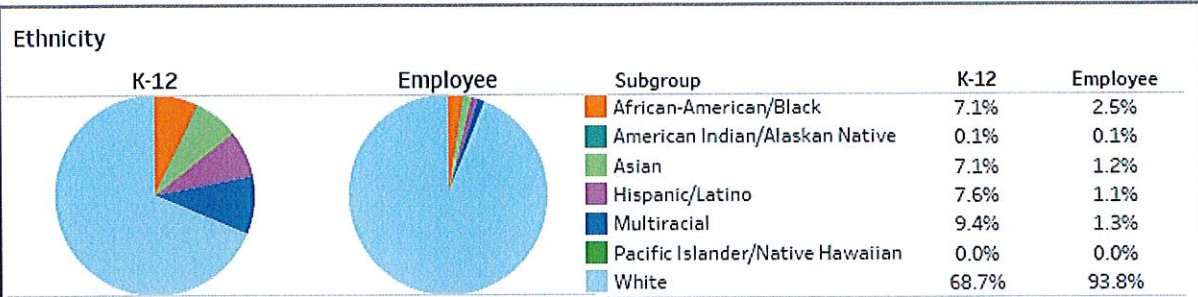
Monitoring Report

Page -12-

Policy Type: Ends

Policy Title: Ends Policy 1.5

Diversity in our Schools and Workforce



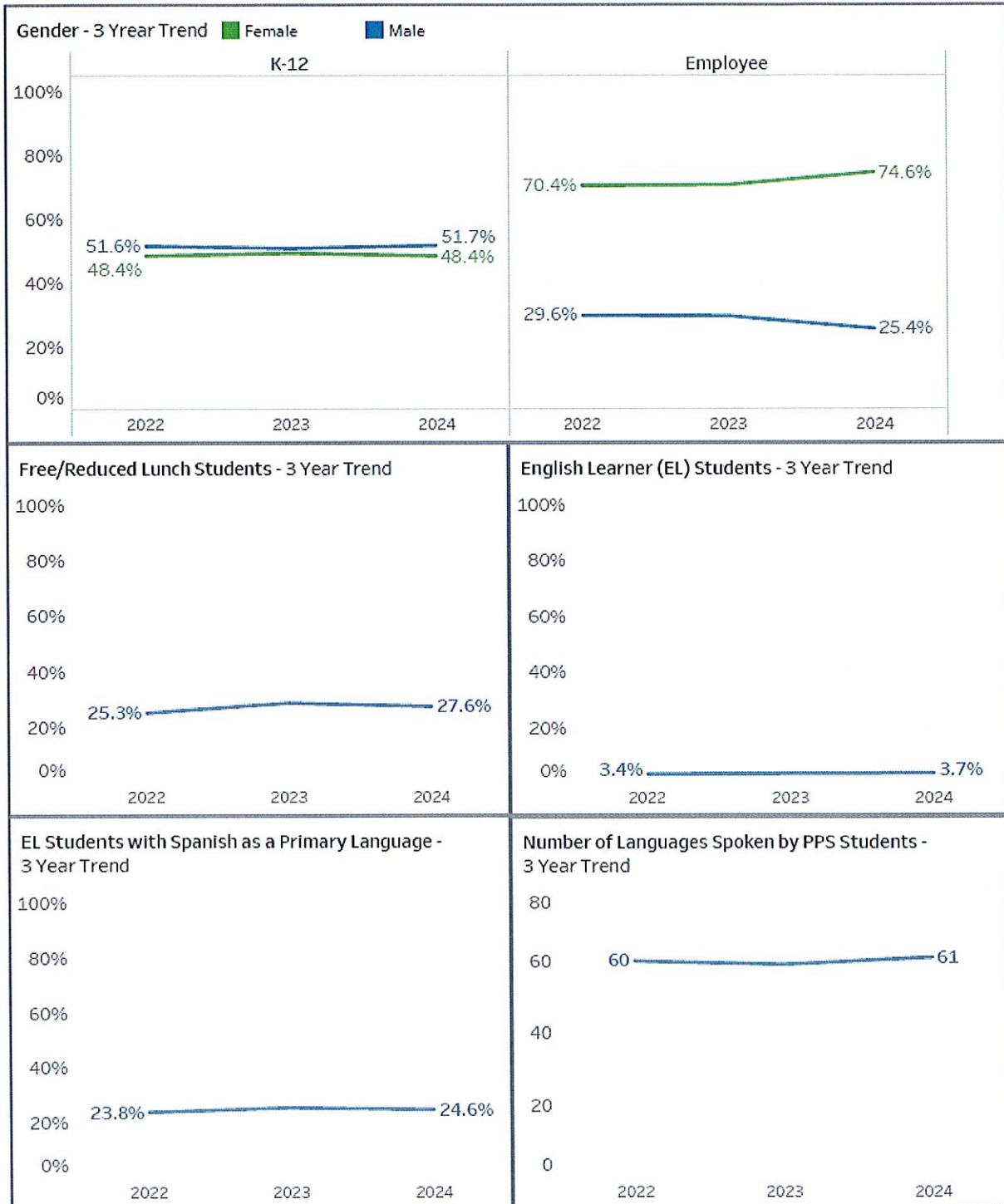
Monitoring Report

Page -13-

Policy Type: Ends

Policy Title: Ends Policy 1.5

Diversity in our Schools and Workforce



## Monitoring Report Evaluation Form

Policy: \_\_\_\_\_

Is the Superintendent's interpretation reasonable? Yes  No

Comments:

Is evidence of compliance reasonable? Yes  No

Comments:

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For Ends Policies: Comments about long-term achievement of Ends Policy

---

### 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, 11/20/23

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 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, 2024.

  
Signature

February 7, 2024  
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 2023/24 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, 2023). 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 November 2023.

#### **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 2022/23 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 2022-23 budget ended with an unassigned fund balance of 14.6%. The 2023-24 budget approved by the Board in June 2023 anticipated an end-of-year unassigned fund balance of 10.77%.

### **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 2023. 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 as allowed by law. 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
- MASB CBA Classes
- Participation in KCSOA Events
- Legal Costs
- Facilitation of Review of and Revisions to the Board's Governance Policies and By-Laws
- Development and Administration of a Community Survey

**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:

---

For Ends Policies: Comments about long-term achievement of Ends Policy

---

### 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, 11/20/23

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 6:30 P.M.**

**Note Page**

**VIII. Required Action**

1. Building Site & Sinking Fund (MCL 211.24f)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve the Resolution Certifying Proposal to Renew Building and Site Sinking Fund, as presented.**

**TO** : Mark Bielang, Superintendent  
**FROM** : Paula Johnson, Director of Finance  
**DATE** : February 7, 2024  
**SUBJ** : Building Site Sinking Fund Renewal Resolution

**RECOMMENDATION**

I recommend that the Board of Education adopt a resolution and ballot language requesting voter consideration at the August 6, 2024 Election of renewing a .4988 millage rate for our Building and Site Sinking Fund (BSSF) that would levy for five years beginning in the 2024/2025 school year and continue through the 2028/2029 school year. If the millage rate happens to roll back further on July 1, 2024, then the resolution being adopted will reflect the change in the rate.

**BACKGROUND INFORMATION**

Portage Public Schools has been very fortunate to have received community support in passing a Building Site and Sinking Fund since 1966. Our current Building Site and Sinking Fund has been subject to a Headlee Rollback for the last two years causing the millage rate to drop below .5000 and we are currently levying .4988 mills.

The requested change in the planned election date from May 2024 to August of 2024 was in determination that the Building Site and Sinking Fund election would be the only item on the ballot for May 7, 2024. It is estimated that the election costs could exceed \$100,000 and the District would have to cover the entire cost of the election. Modifying the date allows the District to participate in the August Michigan Primary Election resulting in minimal to no cost for the Building Site and Sinking Fund election.

The Building Site and Sinking fund is used district-wide to assist with repairs of roofs, mechanical systems, flooring, and parking lots. The scope of this Building Site and Sinking Fund millage request is expanding to allow for not only repairs to our buildings, but also for the purchase of technology, security improvements, and transportation vehicles. Receipts from this levy will go into a separate fund with a restrictive use for making necessary repairs and improvements to the district's 14 school buildings, along with other structures such as stadiums, playgrounds, expansion of technology, security improvements, and transportation vehicle options.

Please let us know if you have any questions on this recommendation or the supporting documentation. Passage of the resolution at the February 12, 2024 Board meeting will allow the administration to certify the ballot with the County by the City Clerk's deadline of May 14, 2024.

**PORTAGE PUBLIC SCHOOLS  
COUNTY OF KALAMAZOO  
STATE OF MICHIGAN**

**RESOLUTION CERTIFYING PROPOSAL TO RENEW  
BUILDING AND SITE SINKING FUND**

---

Minutes of a regular meeting of the Board of Education (the “Board”) of the Portage Public Schools, County of Kalamazoo, State of Michigan (the “School District”), held in the School District, on February 12, 2024, at 6:30 p.m., prevailing Eastern time.

PRESENT: Members \_\_\_\_\_  
\_\_\_\_\_

ABSENT: Members \_\_\_\_\_

The following preamble and resolution were offered by Member \_\_\_\_\_ and supported by Member \_\_\_\_\_:

WHEREAS, the electors previously approved a sinking fund tax levy in the amount of 0.500 mills which has been permanently rolled back to 0.4988 mills and which expires with the 2024 levy; and

WHEREAS, the School District has determined that in order to continue to improve and repair its facilities, it is necessary to ask the electors to approve a renewal of the sinking fund millage as described in the Proposal to Renew Building and Site Sinking Fund attached hereto as Exhibit A (the “Sinking Fund Proposal”); and

WHEREAS, it is necessary and desirable to submit the Sinking Fund Proposal to the School District’s electors at an election to be held on August 6, 2024 (the “August Election Date”); and

WHEREAS, in order for the Sinking Fund Proposal to be submitted to the School District’s electors on the August Election Date, it is necessary for the Board to certify the Sinking Fund Proposal to the Kalamazoo County Clerk (the “School District Election Coordinator”), as required by Michigan election law, not later than 4:00 p.m. on May 14, 2024; and

WHEREAS, the School District desires to approve and certify the Sinking Fund Proposal and to authorize the Superintendent or his designee to submit the ballot language for the Sinking Fund Proposal to the School District Election Coordinator for the August Election Date.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The Sinking Fund Proposal attached hereto as Exhibit A is hereby certified to the School District Election Coordinator for submission to the School District’s electors on the August Election Date. The Secretary of the Board is hereby authorized and directed to file this Resolution and/or complete any such forms, certificates or documents as may be required by the School District Election Coordinator to evidence the foregoing certification and/or submission by no later than 4:00 p.m. on May 14, 2024.

2. The Secretary of the Board or the Superintendent are further authorized prior to the submission of the Sinking Fund Proposal to the School District Election Coordinator to update the Sinking Fund Proposal to reflect any Headlee rollbacks applicable to the current operating millage for the 2024 year.

3. The School District Election Coordinator is hereby authorized and directed to: (a) post and publish notice of last day of registration and notice of election for the August Election Date; and (b) have prepared and printed ballots for submitting the Sinking Fund Proposal at the August Election Date, which ballots shall be in the form appearing in Exhibit A, or the Sinking Fund Proposal shall be stated as a proposal on the voting machines, which ballots may include other matters presented to the electorate on the same date.

4. All resolutions and parts of resolutions insofar as they conflict with the provisions of this Resolution be and the same hereby are rescinded.

AYES: Members \_\_\_\_\_  
\_\_\_\_\_

NAYS: Members \_\_\_\_\_  
\_\_\_\_\_

**RESOLUTION DECLARED \_\_\_\_\_.**

---

Terri Novaria  
Secretary, Board of Education

I hereby certify that the foregoing is a true and complete copy of a resolution adopted by the Board of Education of the Portage Public Schools, County of Kalamazoo, State of Michigan a regular meeting held on February 12, 2024, and that said meeting was conducted and public notice of said meeting was given pursuant to and in full compliance with the Open Meetings Act, being Act 267, Public Acts of Michigan, 1976, and that the minutes of said meeting were kept and will be or have been made available as required by said Act.

---

Terri Novaria  
Secretary, Board of Education

41367264

**EXHIBIT A**

**OFFICIAL BALLOT**

**PORTAGE PUBLIC SCHOOLS  
COUNTY OF KALAMAZOO, MICHIGAN**

**PROPOSAL TO RENEW BUILDING AND SITE SINKING FUND**

*This proposal will renew the authority last approved by the electors in 2019 and which expires with the 2024 levy for the School District to levy a building and site sinking fund millage, the proceeds of which will be used to make improvements and repairs to the School District's facilities. Pursuant to State law, the expenditure of the building and site sinking fund millage proceeds must be audited, and the proceeds cannot be used for teacher, administrator or employee salaries, maintenance or other operating expenses.*

Shall the Portage Public Schools, County of Kalamazoo, Michigan, be authorized to continue to levy 0.4988 mills (\$0.4988 per \$1,000 of taxable valuation) for a period of five (5) years, being the years 2025 to 2029, inclusive, to maintain a sinking fund to be used for the construction or repair of school buildings, school security improvements, the acquisition or upgrading of technology, the acquisition of student transportation vehicles, trucks and vans and parts, supplies and equipment used for the maintenance of these vehicles and for any other purposes permitted by law? This millage if approved and levied would provide estimated revenues to the School District of approximately \$1,596,118 in the first year that it is levied.

YES

NO

41367264.2/071466.00001

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

1. WMS Server Equipment Purchase (OP 6320)

To: Mark Bielang, Superintendent

From: Sammi Stevens, Business Manager

CC: Paula Johnson, Director of Finance; Johnny Edwards, Superintendent of Operations

Date: February 6, 2024

Re: West Middle School Servery Equipment Purchase

**RECOMMENDATION**

I recommend that the Board of Education approve the purchase of food service equipment from Stafford-Smith, Inc. in the amount of \$158,612. These funds will come from the Lunch Fund Excess Fund Balance Spend Down Plan.

| <b>Vendor</b>  | <b>Item</b>               | <b>Count</b> | <b>Total Cost</b> |
|----------------|---------------------------|--------------|-------------------|
| True Mfg       | Refrigerator              | 1            | \$3,988           |
| Lakeside       | Utility Cart              | 1            | \$982             |
| Eagle          | Shelving Unit             | 7            | \$3,114           |
| Eagle          | Shelving Unit A           | 1            | \$420             |
| Custom - Titan | Work Table                | 2            | \$5,206           |
| Crecor         | Hot Food Cabinet          | 2            | \$13,235          |
| BSI            | Sneeze Guard              | 1            | \$4,547           |
| T & S Brass    | Water Hose                | 1            | \$110             |
| Randell        | Hot Food Table            | 1            | \$10,250          |
| Randell        | Fill Faucet - incl        | 1            | Included          |
| Randell        | Utility Counter A         | 1            | \$7,072           |
| Randell        | Utility Counter B         | 1            | \$10,197          |
| Randell        | Utility Counter C         | 1            | \$10,672          |
| Randell        | Utility Counter D         | 1            | \$7,672           |
| BSI            | Sneeze Guard              | 1            | \$6,182           |
| Randell        | Cold Food Table           | 1            | \$11,695          |
| BSI            | Sneeze Guard A            | 1            | \$3,287           |
| Duke           | Drop In Hot/Cold Well     | 1            | \$8,362           |
| Randell        | Cashier Counter           | 1            | \$4,724           |
| Randell        | Cashier Counter A         | 1            | \$5,381           |
| BSI            | Sneeze Guard A            | 1            | \$1,836           |
| Continental    | Sandwich Top Refrigerator | 1            | \$8,887           |

| <b>Vendor</b>     | <b>Item</b>                   | <b>Count</b>         | <b>Total Cost</b> |
|-------------------|-------------------------------|----------------------|-------------------|
| Hatco             | Heated Sandwich Slide         | 1                    | \$6,698           |
| Hatco             | Decorative Heat Lamp Assembly | 1                    | \$2,351           |
| RPI               | Air Curtain Refrigerator      | 1                    | \$11,708          |
| Custom - Titan    | Hand Sink                     | 2                    | \$523             |
| Titan             | Faucet Assembly - incl        | 2                    | Included          |
|                   |                               | Freight & Trucking   | \$2,626           |
|                   |                               | Installation By Subs | \$4,080           |
|                   |                               | CAD                  | \$400             |
|                   |                               | Performance Bond     | \$946             |
| <b>Total Cost</b> |                               |                      | <b>\$158,612</b>  |

**BACKGROUND INFORMATION**

This purchase will replace all equipment at West Middle School and assist in creating a new servery area. All equipment being purchased is listed on the pre-approved food service equipment list provided by the MDE. A future recommendation will come for the renovation of the West Middle School Servery project.

**BIDDING PROCESS**

These items were competitively bid through the formal bidding process. In total, three responses were received. For your reference a copy of the bid tab has been included. Stafford-Smith, LLC was the lowest bidder.

I would be happy to answer any questions that the Board may have on this purchase.

|                                |                                     |                                     |                                     |
|--------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| PORTAGE PUBLIC SCHOOLS         |                                     |                                     |                                     |
| BID TAB #23186 SERVERY REMODEL |                                     |                                     |                                     |
| 1/23/2024 @ 10:00 AM           |                                     |                                     |                                     |
|                                |                                     |                                     |                                     |
| <b>Vendor Name</b>             | Kamran Culinex                      | Stafford Smith, Inc                 | Great Lake West, LLC                |
| <b>Location</b>                | North Dakota                        | Kalamazoo, MI                       | Mattawan, MI                        |
| <b>Other Information</b>       |                                     |                                     |                                     |
| <b>Contact Name</b>            | Mark Howes                          | Rich Harrison & Judy Wilder         | Jennifer Geier                      |
| <b>Contact Email</b>           |                                     | jwilder@staffordsmith.com           | j.geier@greatlakeswest.com          |
| <b>Legal Status Form</b>       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Bid Bond</b>                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Bid Certification</b>       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Non-Collusion</b>           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Familial</b>                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Iran Econ Act</b>           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Pre-Bid Attendance</b>      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Bid Totals</b>              |                                     |                                     |                                     |
| <b>1.2 Offer</b>               | \$ 186,017.00                       | \$ 155,376.00                       | \$ 164,038.00                       |
| <b>Timeline</b>                |                                     | Aug 16, 2024 Completion             | Aug 16, 2024 Completion             |
| <b>Substitution</b>            |                                     | N/A                                 | N/A                                 |
|                                | INELIGIBLE                          |                                     |                                     |
|                                |                                     |                                     |                                     |



**RECOMMENDED MOTION**

I move that Portage Public Schools be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by TowerPinkster of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

| <b>BC #</b> | <b>Bid Category</b>    | <b>Contractor</b> | <b>Award Amount</b> |
|-------------|------------------------|-------------------|---------------------|
| 27          | Food Service Equipment | Stafford-Smith    | \$158,612           |

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 6:30 P.M.**


**Note Page**

**X. Discussion Items**

2. MASB Board of Directors Election (MASB)



Mark T. Bielang  
*Superintendent*  
Phone: 269.323.5147  
Fax: 269.323.5149  
[mbielang@portageps.org](mailto:mbielang@portageps.org)

To: Board of Education  
From: Mark Bielang   
Date: February 7, 2024  
Re: 2024 MASB Board of Directors Election

**RECOMMENDED MOTION:**

That the Board of Education cast its vote for candidate *(state candidate name)* to represent MASB Region 6.

**BACKGROUND INFORMATION:**

Active members of the Michigan Association of School Boards (MASB) are divided into regions designated according to their ISD (RESA) boundaries and then into groups based on pupil membership. Portage Public Schools is in MASB Region 6 and Group V. More detailed information is enclosed.

This year for Region 6, four candidates are running for one seat for a three-year term:

- Pamela Dickinson, Comstock Public Schools (*Incumbent*)
- Robert Becker, Barry ISD
- Elizabeth O'Dell St. Joseph ISD
- Andrew Robinson, Berrien RESA

Candidate bios are enclosed to help you make an informed decision.

Once the Board has determined which candidate it wishes to vote for, Barb Atkinson will cast the vote for that selected candidate on behalf of the Board. Ballots are submitted online and due by 1 p.m. on Wednesday, March 6, 2024.

Enclosures

## MASB Bylaws – Article IV – Membership

**Section 2.** Active Members. The board of education of any public school district in Michigan may become an active member of the Association. Active members of the Association shall be divided into eight regions. The regions shall be designated according to intermediate school district boundaries. The regions shall be as follows:

**Region 1.** Copper Country ISD, Delta-Schoolcraft ISD, Dickinson-Iron ISD, Eastern Upper Peninsula ISD, Gogebic-Ontonagon ISD, Marquette-Alger RESA and Menominee County ISD.

**Region 2.** Alpena-Montmorency-Alcona ESD, Charlevoix- Emmet ISD, Cheboygan-Otsego-Presque Isle ESD, COOR ISD, Iosco RESA, Manistee ISD, Northwest Education Services and Wexford-Missaukee ISD.

**Region 3.** Ionia County ISD, Kent ISD, Mecosta-Osceola ISD, Montcalm Area ISD, Muskegon Area ISD, Newaygo County RESA, Ottawa Area ISD and West Shore ESD.

**Region 4.** Bay-Arenac ISD, Clare-Gladwin RESD, Clinton County RESA, Gratiot-Isabella RESD, Midland County ESA, Saginaw ISD and Shiawassee RESD.

**Region 5.** Genesee ISD, Huron ISD, Lapeer County ISD, Sanilac ISD, St. Clair County RESA and Tuscola ISD.

**Region 6.** Allegan Area ESA, Barry ISD, Berrien RESA, Branch ISD, Calhoun ISD, Heritage Southwest ISD, Kalamazoo RESA, St. Joseph County ISD and Van Buren ISD.

**Region 7.** Eaton RESA, Hillsdale County ISD, Ingham ISD, Jackson County ISD, Lenawee ISD, Livingston ESA, Monroe County ISD and Washtenaw ISD.

**Region 8.** Macomb ISD, Oakland Schools and Wayne RESA.

**Active members shall also be divided into the following seven groups based on pupil membership.**

**Group I** All intermediate districts;

**Group II** School districts with a pupil membership of 0 - 1,400;

**Group III** School districts with a pupil membership of 1,401 - 2,500;

**Group IV** School districts with a pupil membership of 2,501 - 5,000;

**Group V** School districts with a pupil membership of 5,001 - 11,000;

**Group VI** School districts with a pupil membership of 11,001 - 40,000; and

**Group VII** School districts with a pupil membership more than 40,000.

# Board of Directors' Elections—Candidate Information and Email Voting Procedures

This year, nine seats on the MASB Board of Directors are up for election.

The MASB Board of Directors is comprised of 24 members, including three at-large directors. Sixteen directors shall be elected from the eight regions, with two elected from each region; and one director per group shall be elected from Groups V, VI and VII. Directors are elected by active member school boards and, each year, several seats are up for election. The MASB President will nominate a member to serve as an at-large director, subject to Board approval.

## Board Limitations:

Article VIII, Section 6 of the MASB Bylaws permits only one director to be elected or appointed from any one local or intermediate school district board.

According to MASB Bylaws Article VIII, Section 8, if any nomination for the Board of Directors is unopposed, the Board of Directors shall declare the unopposed candidate elected without conducting an election for the uncontested group or region.

**This year, the following seats on the MASB Board are up for election (one seat each, three-year terms unless otherwise noted): Regions 1 (open seat), 2, 3 (one-year term), 4 (one-year term), 5, 6 (open seat), 7, 8 and Group V (one-year term). If you're unsure of your district's region or group, please see the list on page 2.**

- **Region 1 has a vacant seat as no nominations were received**
- **Region 2 will continue to be represented by Dawn Kaiser, Iosco RESA, (unopposed, no ballots will be sent)**
- **Region 3 will continue to be represented by Rick Dernberger, Zeeland Public Schools and Ottawa Area Intermediate School District, (unopposed, no ballots will be sent)**
- **Region 4 will continue to be represented by John Tramontana, DeWitt Public Schools, (unopposed, no ballots will be sent)**
- **Group V will continue to be represented by Stephen Hyer, Clarkston Community Schools, (unopposed, no ballots will be sent)**

**Voting in Regions 5, 6, 7 and 8** will take place via an online ballot. No local district/ISD funds can be used to campaign for anyone running for a seat. To help your board make an informed decision, the following pages contain background information and statements from each of the candidates.

Each district received ONE ballot, which was emailed to the superintendent secretary on record with MASB on Jan. 26, 2024. These ballots **CANNOT** be forwarded to anyone else. Once your board makes a decision on which candidate it wishes to vote for, please convey this information to your superintendent secretary.

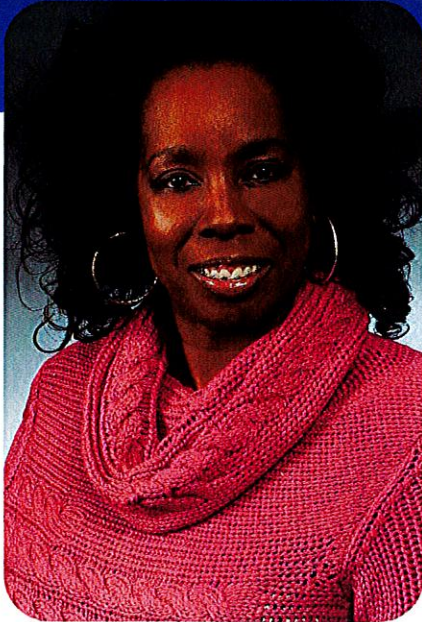
Completed ballots must be cast and confirmed by the superintendent secretary by **1 p.m. on Wednesday, March 6, 2024.**

Unofficial election results will be available on the voicemail recording at 517.327.5915 as soon as possible, but generally after 2 p.m. on the deadline date. They will also be sent out via email that afternoon. Official results will be approved at the March 22, 2024 Board of Directors' meeting, which newly elected directors should plan to attend.

To summarize:

- Ballot deadline is **1 p.m. on Wednesday, March 6, 2024.**
- MASB would like to remind all candidates for the MASB Board of Directors that no school district funds can be used for campaigning during the election. This rule prohibits a candidate from using their school district email account to send messages to other school board members. Therefore, a personal email account must be used for campaigning purposes when running for the MASB Board of Directors. If you have any questions about what may or may not constitute an expenditure of school district funds, please contact MASB's Legal Counsel Brad Banasik, J.D. at [bbanasik@masb.org](mailto:bbanasik@masb.org) or **517.327.5929.**
- An electronic file containing the physical addresses and email addresses for the voting group or region shall be made available to each candidate running for election to the board of directors. The revokable license to use the addresses shall be limited to contacting school board members to share information about the MASB Board of Directors' election.
- Have questions? Contact Cheryl Huffman at **517.327.5915** or [chuffman@masb.org](mailto:chuffman@masb.org).

## Region 6 (Three-Year Term)



**Pamela Dickinson** INCUMBENT

**Comstock Public Schools, Kalamazoo County**

**Time served  
on this board:**

**10** years

**Offices held:**

President, Vice  
President, and  
Treasurer

**MASB Certification:**

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember Award

Master Diamond Award

Advocacy Specialty

Data Specialty

### **Election Statement:**

Greetings, my name is Pamela Dickinson. I am a member of the Comstock Public Schools Board of Education where I have served as President for the last five years and a board member for nine years.

My professional and personal experiences as a parent, community leader and advocate for public education have prepared me well for the role to represent Region 6.

I would like to continue to serve on the MASB Board of Directors as the Region 6 representative. I currently serve as a Member At-Large on the MASB Board of Directors. I am acutely aware of the many challenges facing our districts as well as the many issues school boards share. I understand the expectation and demands put upon us as servant leaders by our respective communities. I believe that I can make a difference as an advocate at the state level.

As a school board member, I am committed to building equity and creating excellent education opportunities for all students in our state. I bring my passion, experience and commitment to the MASB Board of Directors. I thank you for considering me as a candidate, and I look forward to earning your vote.

Respectfully Submitted,

Pamela Dickinson

Region 6 Representative Candidate

# Region 6 (Three-Year Term)



## Robert Becker

**Barry Intermediate School District, Barry County**

**Time served  
on this board:**

**6** years

**Offices held:**

President and  
Vice President

**MASB Certification:**

Certified Boardmember Award  
Award of Merit

### Election Statement:

Michigan must provide a safe learning environment where every student receives a stimulating curriculum of opportunities including academics, arts, sciences, trades and extracurricular offerings guided by highly skilled instructors. We must provide each student with a foundation in reading, writing and mathematics to build upon and unleash their creativity to work in positions not yet created, solving problems that do not yet exist.

My experiences as a classroom teacher, central office administrator for operations and as a school superintendent provide me a multifaceted base of understanding to advocate for student needs and innovative solutions to the myriad of challenges faced in education today.

I am concerned about the fracturing relationship between schools and parents; we need to strengthen this partnership and focus on what is best for students. Schools need to be listening to and involving parents, sharing research and jointly developing strong curriculum. Parents are our strongest ally.

I want to serve on the MASB Board of Directors to make a difference for the students of Michigan. I currently serve our community youth by volunteering on the boards of Court Appointed Special Advocates, Barry County Community Mental Health Authority, Barry Intermediate School District and the Family Support Center of Barry County. I also have served on the MASB Government Relations Committee advocating for positive change for Michigan students. Serving on the MASB Board of

Directors would allow me the opportunity to partner with other strong advocates for Michigan education to make a difference for Michigan children.

# Region 6 (Three-Year Term)



## Elizabeth O'Dell

St. Joseph County ISD, St. Joseph County

**Time served  
on this board:**

**26** years

**Offices held:**

President, Vice  
President, and  
Treasurer

**MASB Certification:**

Certified Boardmember Award  
Award of Merit  
Award of Distinction  
Master Boardmember Award  
Master Diamond Award

### Election Statement:

I believe the MASB is our collective voice on education at the state level and it provides board members with the opportunity to be informed on educational issues.

I believe it is the Director for the Region's role to ensure that your voice is heard as MASB discusses issues and concerns.

I want to represent you as the Director for Region 6. I have served as an active member of the St. Joseph County ISD for 26 years. I have taken advantage of the opportunities to learn about best practices in how to serve and support the education process in our communities. I have obtained the level 5, Master Diamond award. In my 26 years on the board, I have served in a variety of positions from member of the board to President of the board. My interest and advocacy began when my children entered kindergarten and continues to this day.

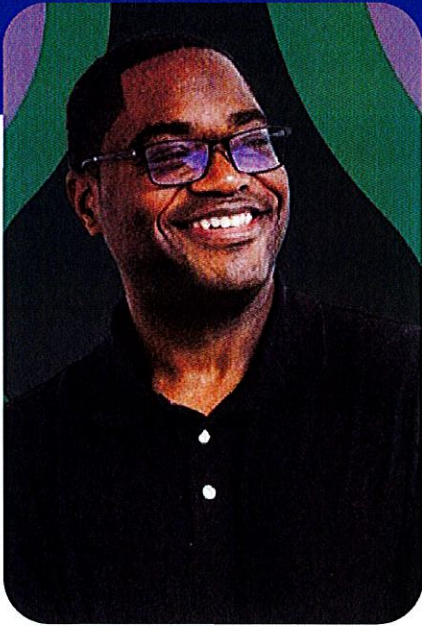
I have worked with the parent teacher association, band and athletic booster clubs. I have served on the special education advisory committee. I am an advocate and ally in local, regional and state education. In my county, I have had the pleasure to serve as a delegate to the board membership for MASB membership meetings. I have learned through this process what various boards are concerned about as they present resolutions and amendments to the Board of Directors, which has deepened my understanding of how our collective needs are connected.

I have and will continue to advocate for a strong public education. I along with my children are products of public education. I obtained my bachelor's degree from Ball State University and my graduate degree from Western Michigan University.

Service, advocacy, listening and striving to assist others to make positive change is not new to me. I am a retired CEO of St. Joseph County Community Mental Health and currently use my time as a volunteer for Red Cross Disaster Relief, local substitute teaching and a variety of social action service through my sorority, Delta Sigma Theta Sorority, Incorporated.

I am seeking this position to voice the needs of our small and large communities. I am a champion for public education and with your vote, I can take my commitment to this service to the next level.

## Region 6 (Three-Year Term)



### Andrew Robinson

Berrien RESA, Berrien County

**Time served  
on this board:**

**3** years

**Offices held:**

Treasurer

### Election Statement:

I believe education is crucial to strengthening and revitalizing communities, especially communities of color. The rise of technology has amplified the need for education in providing all youth with the skills, knowledge and competency to solve complex human problems. This type of education can propel them to become entrepreneurs; illustrious employees of corporations, healthcare systems, or financial institutions; or leaders of industry who can radically move our nation forward in developing cutting-edge and innovative solutions. Additionally, this level of education can aid our youth in becoming teachers or service leaders who can encourage future youth to braze new frontiers.

MASB plays a significant role in driving this type of education through the expansion of educational programming and services to equip and empower our kids to dream and achieve big. MASB bridges learning gaps by advocating for resources to aid school leaders and districts in creating educational environments that foster growth. This is the reason I would be honored to join the MASB Board of Directors.

Both my education and current work have prepared me to do so. I am on the verge of receiving my Doctor of Education in Organizational Leadership and Development. This milestone has prepared me to assist agencies and institutions in shaping their vision and developing best practices to generate organizational sustainability and drive maximum results, outcomes and metrics. This is evident in my work with Mosaic CCDA and Emerge Innovation Hub. Both nonprofit organizations are devoted to training and providing individuals with the resources to achieve their dreams and think big. Mosaic, a workforce and community development agency in Benton Harbor, and Emerge, an entrepreneurial support organization in Southwest Michigan, create environments of hope, learning and growth for hundreds of future employees and entrepreneurs each year and empower them to become successful contributors to society.

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
FEBRUARY 12, 2024, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

3. 2023-24 Budget Amendments (OP 6231)

To : Mark Bielang, Superintendent  
From : Paula Johnson, Director of Finance  
Date : February 8, 2024  
Subj : General Fund Budget Amendment #1 Resolution for 2023/24

**Recommendation**

That the Board of Education approve the attached budget amendment resolution to the General Appropriations Act (General Fund) for the 2023/24 year at the February 26, 2024 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 2022/23 final budget amendment were updated due to information available from our 2022/23 audit. The projected addition of \$2,897,675 to fund balance at the second amendment for 2022/23 included committing 11T funds in the amount of \$3,586,115. Once removing the committed funds it was projected to have expenses over revenues in the amount of \$688,440. Final audited expenditures reflected an increase of unassigned fund balance of \$2,445,183 . Expenses from the 2022/23 year came in lower than expected due to additional one time federal funding, some special projects not completed by June 30<sup>th</sup>, and lower than expected expenditures.
2. Other revisions come from a detailed account analysis of the budget to actual during the last school year along with individual meetings with department heads.
3. Changes in budgets necessitated by actual enrollments, actual staffing, and program adjustments. The preliminary budget was built on a blended enrollment of 8,592 students. After the October count, the District’s blended enrollment is 8,599. Enrollment is still down since COVID-19.
4. Information received after the budget was adopted in June, 2023 are reflected in this amendment.

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 26th 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 13.45% down from 14.63% at 6/30/2023. 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%.

| <b>Revisions</b>   | <b>Amount</b>      |
|--|--------------------|
| <b>Revenues:</b>   | <b>(rounded)</b>   |
| <b>Local:</b>  | <b>\$1,959,272</b> |
| Change in property tax collections based on an increase in taxable value. K/RESA Special Education payment increased. The K/RESA Enhancement millage decreased slightly. Investment interest has increased.  |                    |
| <b>State:</b>  | <b>\$3,206,040</b> |
| Adjustments for the change in enrollment. Special Education Categorical 51A increased due to change in the funding formula. New state categoricals for transportation and declining enrollment were added. At-Risk program funding increased. UAAL revenue was also adjusted to reflect the yearly increase.   |                    |
| <b>Federal:</b>  | <b>\$368,383</b>   |
| All federal grants were adjusted to the awarded amount. The majority of this increase represents the current approved amount for ESSER III funding, which is one time funding. This also includes one-time funding for 98c that ended September 30, 2023.  |                    |
| <b>Revenue Subtotal -</b>  | <b>\$5,533,695</b> |
| <b>Expenditures:</b>   |                    |
| Salaries for all groups have been adjusted since the preliminary adoption to reflect any changes in staffing and settled contracts.  | <b>\$1,406,364</b> |
| 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 due to salary changes. The largest part of this increase is due to the UAAL percentage increase since the preliminary budget and an increase in the UAAL state aid payment. | <b>\$2,306,703</b> |
| An increase in services funded by 31n6 for mental health and support. Dual enrollment and KAMSE costs are up. Childcare staffing costs also contribute to this increase.   | <b>\$422,080</b>   |
| Supply costs were revised. Changes are reflective of the buildings using carry-over funds from last year and adjustments based on Fall enrollment. CIA Committed expenses have been added in this category. Section 97 safety and security items have also been added along with one time 98c expenses. GASB96 software subscription expenses are also categorized here.                               | <b>\$1,804,088</b> |
| <b>Expense Subtotal -</b>  | <b>\$5,939,435</b> |
| <b>Total revisions accounted for in these items</b>  | <b>\$(405,740)</b> |

After all of the proposed changes are considered, the revised budget reflects excess expenditures over revenues of \$(2,068,397) for the year, as compared to \$(1,662,657) which was adopted in June and reflects a negative difference of \$(405,740). Included in the total expenditures of this amendment are CIA 11t committed funding expenses of \$445,785 and costs to complete the weight room projects at both high schools in the amount of \$385,299. Both of these items were unknown at the time the preliminary budget was adopted.

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 7<sup>th</sup>, 2024 for the State's 2024/25 fiscal year. Her recommendation is a 2.5% 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 2024/25 school year budget.

**PORTAGE PUBLIC SCHOOLS  
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION  
2023/24 AMENDED BUDGET #1**

Be it resolved that this resolution shall be the General Fund appropriations of Portage Public Schools for the fiscal year 2023/24. 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 2023/24 is as follows:

|   | <u>Actual<br/>2022/23</u> | <u>Adopted<br/>Budget<br/>2023/24</u> | <u>Amended<br/>Budget #1<br/>2023/24</u> |
|---|---------------------------|---------------------------------------|--|
| Total Fund Balance, Beginning of Year, July 1 | 15,747,640                | 18,645,315                            | 22,303,113                               |
| <b>REVENUES:</b>                              |                           |                                       |  |
| Local Sources                                 | 28,425,371                | 27,619,209                            | 29,578,481                               |
| State Sources                                 | 88,022,691                | 85,082,448                            | 88,288,488                               |
| Federal Sources                               | 7,806,468                 | 1,968,618                             | 2,337,001                                |
| Incoming Transfers and Other Transactions     | <u>136,246</u>            | <u>140,000</u>                        | <u>140,000</u>                           |
| Total Revenues and Other Transactions         | <u>124,390,776</u>        | <u>114,810,275</u>                    | <u>120,343,970</u>                       |
| Total Available to Appropriate                | <u>140,138,416</u>        | <u>133,455,590</u>                    | <u>142,647,083</u>                       |

Be it further resolved that \$122,412,367 of the total available to appropriate is hereby appropriated in the amounts and for the purposes set forth as follows:

|  |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
| <b>EXPENDITURES:</b>   |                      |                      |                      |
| <b>Instruction:</b>  |                      |                      |                      |
| Basic Programs   | 61,276,760           | 60,546,441           | 62,429,614           |
| Added Needs  | <u>9,725,713</u>     | <u>9,982,319</u>     | <u>11,111,961</u>    |
| Total Instruction  | <u>71,002,473</u>    | <u>70,528,760</u>    | <u>73,541,575</u>    |
| <b>Supporting Services:</b>  |                      |                      |                      |
| Pupil  | 9,615,748            | 10,124,479           | 10,753,005           |
| Instructional Staff  | 7,235,321            | 7,148,027            | 7,649,329            |
| General Administration   | 918,717              | 826,428              | 890,918              |
| School Administration  | 6,478,467            | 6,086,008            | 6,367,839            |
| Business Services  | 1,144,520            | 1,254,079            | 1,227,337            |
| Operations and Maintenance   | 9,938,134            | 10,609,425           | 10,647,544           |
| Transportation   | 3,865,896            | 3,964,937            | 4,251,287            |
| Central Services   | 3,641,424            | 3,071,595            | 3,403,368            |
| Athletics  | <u>2,068,571</u>     | <u>1,871,843</u>     | <u>2,322,866</u>     |
| Total Supporting Services  | <u>44,906,798</u>    | <u>44,956,821</u>    | <u>47,513,493</u>    |
| Community Services   | <u>1,724,665</u>     | <u>987,351</u>       | <u>1,276,519</u>     |
| Other Financing Use - Debt Service   | <u>201,367</u>       | <u>0</u>             | <u>80,780</u>        |
| Total Expenditure Appropriation  | <u>117,835,303</u>   | <u>116,472,932</u>   | <u>122,412,367</u>   |
| Excess (Deficit) of Revenues over Expenditures                                   | <u>6,555,473</u>     | <u>(1,662,657)</u>   | <u>(2,068,397)</u>   |
| Total Fund Balance (Assigned and Unassigned),<br>End of Year, June 30 (Estimate) | <u>\$ 22,303,113</u> | <u>\$ 16,982,658</u> | <u>\$ 20,234,716</u> |

**PORTAGE PUBLIC SCHOOLS  
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION  
2023/24 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**  
**2023/24 AMENDED GENERAL FUND BUDGET**  
**COMPARISON BY MAJOR CATEGORIES AND FUND BALANCE INFORMATION**

|  | <u>Actual<br/>2022/23</u> | <u>Adopted<br/>Budget<br/>2023/24</u> | <u>Amended<br/>Budget #1<br/>2023/24</u> | <u>Increase<br/>(Decrease)</u> |
|--|---------------------------|---------------------------------------|--|--------------------------------|
| <b>Revenues</b>                                |                           |                                       |  |                                |
| Not Program Related                            | 100,703,305               | 97,798,509                            | 99,583,543                               | 1,785,034                      |
| Program Related                                | 23,687,471                | 17,011,766                            | 20,760,427                               | 3,748,661                      |
| Total Revenues                                 | <u>124,390,776</u>        | <u>114,810,275</u>                    | <u>120,343,970</u>                       | <u>5,533,695</u>               |
| <b>Expenditures</b>                            |                           |                                       |  |                                |
| Salaries                                       | 53,070,829                | 54,522,515                            | 55,928,879                               | 1,406,364                      |
| Fringe Benefits:                               |                           |                                       |  |                                |
| FICA **  | 3,798,644                 | 4,210,815                             | 4,285,969                                | 75,154                         |
| Retirement **                                  | 29,616,680                | 26,085,633                            | 28,442,414                               | 2,356,781                      |
| Health Insurance                               | 8,985,791                 | 9,842,467                             | 9,724,760                                | (117,707)                      |
| Dental Insurance                               | 691,004                   | 712,361                               | 706,202                                  | (6,159)                        |
| Vision Insurance                               | 139,491                   | 140,440                               | 138,082                                  | (2,358)                        |
| Long-Term Disability                           | 168,617                   | 179,166                               | 187,094                                  | 7,928                          |
| Life Insurance                                 | 43,864                    | 46,814                                | 47,784                                   | 970                            |
| Other Fringe Benefits                          | <u>689,360</u>            | <u>644,529</u>                        | <u>636,623</u>                           | <u>(7,906)</u>                 |
| Total Fringe Benefits                          | <u>44,133,451</u>         | <u>41,862,225</u>                     | <u>44,168,928</u>                        | <u>2,306,703</u>               |
| (Note: ** Mandated fringe benefit)             |                           |                                       |  |                                |
| Purchased Services                             | 13,491,545                | 13,186,876                            | 13,609,156                               | 422,280                        |
| Supplies, Materials, Other                     | 6,396,038                 | 6,492,145                             | 7,514,234                                | 1,022,089                      |
| Capital Outlay                                 | 541,610                   | 409,171                               | 1,107,390                                | 698,219                        |
| Debt Service                                   | <u>201,830</u>            | <u>-</u>                              | <u>83,780</u>                            | <u>83,780</u>                  |
| Total Expenditures                             | <u>117,835,303</u>        | <u>116,472,932</u>                    | <u>122,412,367</u>                       | <u>5,939,435</u>               |
| Excess (Deficit) of Revenues over Expenditures | <u>\$ 6,555,473</u>       | <u>\$ (1,662,657)</u>                 | <u>\$ (2,068,397)</u>                    | <u>\$ (405,740)</u>            |
| <b>Total Fund Balance Information</b>          |                           |                                       |  |                                |
| Fund Balance Beginning                         | 15,747,640                | 18,645,315                            | 22,303,113                               |                                |
| Income (Deficit) - Allocated to Unreserved     | 6,555,473                 | (1,662,657)                           | (2,068,397)                              |                                |
| Estimated Ending Fund Balance                  | 22,303,113                | 16,982,658                            | 20,234,716                               |                                |
| Estimated Non-Spendable and Assigned           |                           |                                       |  |                                |
| Fund Balance Restrictions                      | 1,482,542                 | 850,000                               | 625,000                                  |                                |
| Section 11T Committed Funds                    | 3,586,115                 | 3,586,115                             | 3,140,330                                |                                |
| Estimated Ending Unassigned Fund Balance       | <u>\$ 17,234,456</u>      | <u>\$ 12,546,543</u>                  | <u>\$ 16,469,386</u>                     |                                |
| As a Percentage of Expenditures                | 14.63%                    | 10.77%                                | 13.45%                                   |                                |

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

|   | <u>Adopted<br/>Budget<br/>2023/24</u> | <u>Amendments/<br/>Transfers</u> | <u>Amended<br/>Budget #1<br/>2023/24</u> |
|---|---------------------------------------|----------------------------------|--|
| <b>REVENUES:</b>  |                                       |                                  |  |
| From Local Sources:   |                                       |                                  |  |
| Property Tax Levy (17.5695 mills)                               | 15,813,635                            | 1,274,626                        | 17,088,261                               |
| Regional Enhancement Millage (1.5 mills)                        | 3,750,000                             | (58,000)                         | 3,692,000                                |
| Earnings from Investments and Deposits                          | 21,900                                | 27,100                           | 49,000                                   |
| Interest on Delinquent Taxes                                    | 12,000                                | 0                                | 12,000                                   |
| Reimbursements from Other Funds:                                |                                       |                                  |  |
| Accounting Services and Indirect Costs                          | 130,000                               | 0                                | 130,000                                  |
| Other Local Sources   | 172,749                               | 7,081                            | 179,830                                  |
| From State Sources:   |                                       |                                  |  |
| Foundation Grant Allowance                                      | 65,842,448                            | (748,612)                        | 65,093,836                               |
| Other State Categoricals/Foundation Adjustments                 | 12,200,897                            | 1,525,137                        | 13,726,034                               |
| From Federal Sources:   |                                       |                                  |  |
| Medicaid Administrative Outreach Program                        | 30,000                                | 12,000                           | 42,000                                   |
| Program Related Revenues:                                       |                                       |                                  |  |
| 31N6 Funding - Mental Health Support Svcs                       | 382,531                               | 70,426                           | 452,957                                  |
| American Rescue Plan Act Funds (ESSER III)                      | 775,286                               | 108,570                          | 883,856                                  |
| ARP - ESSER III Equalization Funds (11T)                        | 180,996                               | 23,442                           | 204,438                                  |
| At Risk Grant   | 2,032,550                             | 676,480                          | 2,709,030                                |
| Athletic Gate Receipts and Contributions                        | 149,600                               | 256,229                          | 405,829                                  |
| Childcare and Preschool Fees                                    | 1,025,348                             | 205,465                          | 1,230,813                                |
| Childcare Stabilization Grant                                   | 0                                     | 1,516                            | 1,516                                    |
| Contributions for Instructional Programs                        | 0                                     | 345                              | 345                                      |
| County Special Education and State Categoricals                 | 9,977,072                             | 1,281,077                        | 11,258,149                               |
| Elementary & Secondary School Emergency Relief Funds (ESSER II) | 27,891                                | 23,918                           | 51,809                                   |
| Enrichment Class and Advertising Fees                           | 7,000                                 | (1,000)                          | 6,000                                    |
| Maintenance and Operations Facility Rental Fees                 | 50,000                                | 10,000                           | 60,000                                   |
| Online Class and IB/AP Test Fees                                | 94,312                                | 16,688                           | 111,000                                  |
| Other Grants  | 136,953                               | 118,245                          | 255,198                                  |
| Section 31AA Funding - Mental Health Svcs & Prgms               | 504,662                               | 132,151                          | 636,813                                  |
| Section 97 Funding - Safety & Security                          | 233,000                               | 372,219                          | 605,219                                  |
| Section 98C Funding - Addressing Learning Loss                  | 79,809                                | 149,508                          | 229,317                                  |
| Technology Services   | 294,106                               | 16,334                           | 310,440                                  |
| Title 1 Grant   | 594,312                               | 0                                | 594,312                                  |
| Title 2 Grant   | 140,683                               | 13,027                           | 153,710                                  |
| Title 3 Grant (English Learner & Immigrant Students)            | 39,589                                | 1,772                            | 41,361                                   |
| Title 4   | 45,946                                | 0                                | 45,946                                   |
| Transportation Special Education Categoricals and Billings      | 65,000                                | 17,951                           | 82,951                                   |
| <b>TOTAL REVENUES</b>   | <u>\$ 114,810,275</u>                 | <u>\$ 5,533,695</u>              | <u>\$ 120,343,970</u>                    |

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

| <b>EXPENDITURES:</b>  | <b>Adopted<br/>Budget<br/>2023/24</b> | <b>Amendments/<br/>Transfers</b> | <b>Amended<br/>Budget #1<br/>2023/24</b> |
|---|---------------------------------------|----------------------------------|--|
| <b>Instructional Services</b>                                   |                                       |                                  |  |
| Amberly Elementary  | 4,363,544                             | 95,226                           | 4,458,770                                |
| Angling Road Elementary   | 3,595,214                             | (70,529)                         | 3,524,685                                |
| Central Elementary  | 3,923,659                             | 16,289                           | 3,939,948                                |
| Haverhill Elementary  | 3,938,162                             | 66,892                           | 4,005,054                                |
| Lake Center Elementary  | 4,763,179                             | 147,735                          | 4,910,914                                |
| Moorsbridge Elementary  | 4,551,553                             | 108,046                          | 4,659,599                                |
| 12th Street Elementary  | 4,453,522                             | 199,386                          | 4,652,908                                |
| Woodland Elementary   | 3,824,214                             | 189,914                          | 4,014,128                                |
| Central Middle  | 5,964,869                             | 110,004                          | 6,074,873                                |
| North Middle  | 5,216,137                             | 358,808                          | 5,574,945                                |
| West Middle   | 5,899,005                             | 10,534                           | 5,909,539                                |
| Central High  | 11,529,301                            | 258,788                          | 11,788,089                               |
| Northern High   | 10,164,958                            | 403,916                          | 10,568,874                               |
| American Rescue Plan Act (ESSER III)                            | 775,286                               | 108,570                          | 883,856                                  |
| ARP - ESSER III Equalization Funds (11T)                        | 180,996                               | 23,442                           | 204,438                                  |
| Auditorium Management   | 206,989                               | 2,625                            | 209,614                                  |
| Childcare and Preschool Program                                 | 1,018,286                             | 214,067                          | 1,232,353                                |
| Childcare Stabilization Grant                                   | 0                                     | 1,516                            | 1,516                                    |
| Community High School Program                                   | 2,043,111                             | 87,796                           | 2,130,907                                |
| Career Tech Education   | 1,197,593                             | (137,138)                        | 1,060,455                                |
| Education for the Arts  | 108,516                               | (51,016)                         | 57,500                                   |
| Elementary & Secondary School Emergency Relief Funds (ESSER II) | 27,891                                | 23,918                           | 51,809                                   |
| High School Athletics   | 1,664,589                             | 378,191                          | 2,042,780                                |
| Homebound Services  | 14,034                                | 2,656                            | 16,690                                   |
| Instructional Services Administration                           | 1,228,591                             | 167,805                          | 1,396,396                                |
| Middle School Athletics   | 300,654                               | 81,339                           | 381,993                                  |
| Non-Public Schools- Shared Time Program                         | 807,254                               | (5,379)                          | 801,875                                  |
| Section 98C Funding - Addressing Learning Loss                  | 79,809                                | 149,508                          | 229,317                                  |
| <b>Technology and Student Information Systems</b>               |                                       |                                  |  |
| Media Services  | 271,413                               | 4,521                            | 275,934                                  |
| Technology Services   | 3,212,165                             | (23,513)                         | 3,188,652                                |
| <b>Educational Supports &amp; Intervention</b>                  |                                       |                                  |  |
| Special Education Program                                       | 12,206,040                            | 861,585                          | 13,067,625                               |
| At Risk Grant   | 2,032,550                             | 676,480                          | 2,709,030                                |
| Title 1 Grant   | 594,312                               | 0                                | 594,312                                  |
| Section 31n6 - Mental Health & Support Services                 | 382,531                               | 70,426                           | 452,957                                  |
| Section 31AA Funding - Mental Health Svcs & Prgms               | 504,662                               | 132,151                          | 636,813                                  |
| <b>Curriculum and Professional Development</b>                  |                                       |                                  |  |
| Curriculum Development  | 1,381,677                             | 6,871                            | 1,388,548                                |
| Section 11T Committed Funding                                   | 0                                     | 445,785                          | 445,785                                  |
| Professional Development  | 241,383                               | (30,696)                         | 210,687                                  |
| Title 2 Grant   | 140,683                               | 13,027                           | 153,710                                  |
| Title 3 Grant (English Learner & Immigrant Students)            | 39,589                                | 1,772                            | 41,361                                   |
| Title 4 Grant   | 45,946                                | 0                                | 45,946                                   |
| Other Grants  | 331,531                               | 142,835                          | 474,366                                  |
| <b>Operations</b>   |                                       |                                  |  |
| Budget and Finance  | 1,551,899                             | 33,712                           | 1,585,611                                |
| Central Services  | 131,700                               | (5,968)                          | 125,732                                  |
| Maintenance and Operations                                      | 5,505,976                             | (69,273)                         | 5,436,703                                |
| Transportation  | 3,750,910                             | 289,311                          | 4,040,221                                |
| Section 97 Funding - Safety & Security                          | 233,000                               | 372,219                          | 605,219                                  |
| <b>Community Relations</b>                                      |                                       |                                  |  |
| Communications  | 365,177                               | (6,158)                          | 359,019                                  |
| Community Enrichment Program                                    | 136,612                               | (1,434)                          | 135,178                                  |
| <b>Human Resources</b>  |                                       |                                  |  |
| Administration  | 780,832                               | 21,383                           | 802,215                                  |
| Administration  | 791,428                               | 61,490                           | 852,918                                  |
| <b>TOTAL EXPENDITURES</b>                                       | <b>\$ 116,472,932</b>                 | <b>\$ 5,939,435</b>              | <b>\$ 122,412,367</b>                    |