

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002
MAY 6, 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.

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE	
II. REVISIONS/APPROVAL OF AGENDA	2
III. REPORTS	
1. SUPERINTENDENT'S REPORT	3
a. PARENT ADVISORY COMMITTEE (PAC) AWARDS	4
b. BOND PROJECT UPDATE	
IV. BOARD EDUCATION - None	
V. COMMENTS OR COMMUNICATIONS	5
1. BY CITIZENS	
2. BY BOARD TRUSTEES	
3. BOARD COMMITTEE REPORTS	
VI. CONSENT AGENDA	6
1. APPROVAL OF MINUTES	
a. APRIL 15, 2024 SPECIAL MEETING & REGULAR BUSINESS MEETING	7
2. 2025 STUDENT TRIP TO FRANCE	14
3. PURCHASE OF DECODABLE TEXTS & LITERACY LIBRARY MATERIALS	23
4. NEOLA RECOMMENDED POLICY REVISIONS	25
VII. ASSURANCE OF DISTRICT PERFORMANCE	
1. MONITORING REPORT 1.4, ENDS (GP 4.4)	38
2. MONITORING REPORT 2.9, EMERGENCY SUPERINTENDENT SUCCESSION (GP 4.4)	53
3. MONITORING REPORT 2.11, LONG-TERM ASSET PLANNING (GP 4.4)	58
VIII. REQUIRED ACTION ITEMS - None	
IX. ACTION ITEMS - None	
X. DISCUSSION ITEMS	
1. KRESA 2024-25 GENERAL FUND BUDGET (MCL 380.624)	69
2. CHARTWELL CONTRACT RENEWAL (EL 2.5)	77
3. PURCHASE OF ELA CURRICULUM RESOURCES (OP 6320)	81
XI. CLOSED SESSION	85
1. DISCUSS COLLECTIVE BARGAINING STRATEGY (OMA)	
XII. ADJOURN	

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
MAY 6, 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).

Office of Educational Supports & Intervention

KRESA Southern Service Area

8107 Mustang Dr., Portage, MI 49002

Telephone: (269) 323-501 FAX: (269) 323-5011

April 23, 2024

TO: Superintendent Mark Bielang & the PPS Board of Education

FROM: Dr. Jeanine Mattson-Gearhart, Director of Educational Supports & Intervention

RE: KRESA Parent Advisory Committee's Excellence in Special Education Awards

The *Excellence in Special Education Award* is sponsored by the Parent Advisory Committee (PAC) of Kalamazoo County to honor those persons who have gone above and beyond their role in educating and supporting students with an Individualized Education Program (IEP).

It is my pleasure to celebrate two Parent Advisory Committee Excellence in Special Education Award winners this year.

- Jennifer Rainier is a teacher at Amberly.
- Emalee Ormond is a teacher at Central High School.

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

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. April 15, 2024 Special Meeting & Regular Business Meeting

2. 2025 Student Trip to France
That the Board of Education approve the 2025 CHS student trip to France, as presented.

3. Purchase of Decodable Texts & Literacy Library Materials
That the Board of Education approve, as presented, the purchase of decodable texts, learning library texts and carts to hold the books for a total of \$326,306, the funds for which will come from ESSER III federal funds.

4. NEOLA Recommended Policy Revisions
That the Board of Education approve the NEOLA recommended policy revisions as presented for Policies 1240-Evaluation of the Superintendent, 2410-Prohibition of Referral or Assistance, 6320-Purchasing, and 6350-Prevailing Wage.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**SPECIAL MEETING & REGULAR BUSINESS MEETING
APRIL 15, 2024**

SPECIAL MEETING

The special meeting of the Board of Education of Portage Public Schools held on Monday, April 15, 2024, was called to order at 4:02 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, Kimberly Larson, Terri Novaria, Bo Snyder, Randy Van Antwerp

Board Trustees Absent: Ean Hamilton

Administration Present: Mark Bielang, Superintendent; Michael Pascoe, Assistant Superintendent of Instruction & Assessment; Kelly Jensenius, Director of Elementary Education

Others Present: Gary Goscenski of Perspectives Consulting

REVISIONS/APPROVAL OF AGENDA

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

The motion carried unanimously.

COMMENTS OR COMMUNICATIONS

There were no comments or communications.

DISCUSSION

Ends 1.1 – Academic Success

Mr. Gary Goscenski of Perspectives Consulting facilitated discussion regarding Ends 1.1 – Academic Success.

The special meeting adjourned at 6:15 p.m.

REGULAR BUSINESS MEETING

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, April 15, 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 Ms. Hamilton, seconded by Mrs. Crawford, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

REPORTS

Superintendent's Report

Staff Recognitions

Superintendent Bielang recognized two employees who passed away in recent months – Dan Vomastek, Director of Technology and Information Systems, and Al Roedel, Custodian at Angling Road Elementary. Dan and Al made a positive impact to so many and will be greatly missed. A moment of silence was observed.

Mr. Eric Alburtus, Central High Principal, recognized retired police officer and current CHS employee, John Zesiger, for his life saving actions to assist a student who collapsed while at school. Superintendent Bielang thanked Mr. Zesiger for his actions and for being part of our team.

Presentation of 2025 CHS Student Trip to France

Central High teacher, Rachel Flachs, reviewed plans for the student trip to France in 2025. Board members expressed their thanks and support of this life-changing opportunity for the students.

Bond Project Update

Introductory comments were provided. Central Elementary third grade students Gabby Walters and Logan Waligursky shared slides of the student perspective of the new Central Elementary construction project. The slides included questions CEL students have asked about the construction work and responses they received from the construction team, what they learned about the project, and about testing out new furniture for the new school building. The students were thanked and applauded for their presentation.

Johnny Edwards, Assistant Superintendent of Operations, shared photos of construction progress at the new Central Elementary and Haverhill Elementary projects.

Change Order Summary / Bond Budget Update

Ms. Anastasia Wojcik, Assistant Project Manager with Owen-Ames-Kimball, reviewed consolidated construction cost information and change orders to date on the elementary bond work and address Trustee questions.

BOARD EDUCATION

Community Survey Report

Superintendent Bielang provided introductory remarks. Mr. Gary Goscenski of Perspectives Consulting reviewed results from the 2024 Community Survey. The online survey was conducted in January 2024 and open to all residents of Portage Public Schools age 18 and over. There were 30 questions with 490 respondents. Over 80 percent of the respondents feel each of the five goals of the district are satisfactory but the district has work to do to be more effective in accomplishing the goals. The five goals relative to students are academic success, learning & leadership skills, resilience in life, post-graduation success, and responsible citizens.

Mr. Goscenski responded to questions from Trustees.

COMMENTS OR COMMUNICATIONS

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

Mr. Snyder thanked his fellow board members for today's "retreat" discussion regarding policy governance (special meeting held earlier today for that purpose).

Mrs. Novaria echoed Mr. Snyder's remarks regarding the policy governance discussion. She also informed the Board about upcoming middle school events. The production of *Beauty and the Beast* starts this weekend, and students at North Middle School will have an amazing experience this month meeting celebrity Chef Jet Tila.

Mr. Crowell concurred with Mr. Snyder and Mrs. Novaria regarding policy governance discussion.

Mrs. Larson agreed with the previous Trustee comments and added the discussion was "spirited and collaborative."

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: the March 11, 2024 regular business meeting and closed session minutes; and revisions to Policies 0144.2-Board Member Ethics, 0167.3-Public Participation at Board Meetings, 9130-Public Complaints, and 2521-Selection of Instructional Materials and Equipment, as well as document *Public Comment at Board Meetings*, as presented.

There being no objections, the motion carried unanimously.

ASSURANCE OF DISTRICT PERFORMANCE

Monitoring Report 1.3 - Ends

Superintendent Bielang reviewed highlighted from his report.

Motion offered by Mrs. Novaria, seconded by Mr. Crowell, that the Board of Education accept as presented, the Monitoring Report on 1.3, Ends, as a reasonable interpretation and evidence of compliance with policy.

The motion carried unanimously.

ACTION ITEMS

Teacher & Staff Appreciation Week Proclamation

Motion offered by Mrs. Novaria, seconded by Ms. Hamilton, that the Board of Education approve the Teacher & Staff Appreciation Week Proclamation, as presented.

Mr. Crowell read the proclamation aloud.

The motion carried unanimously

District-Wide Access Control Building Entrance Renovations

Ms. Samantha Stevens, Business Manager, went over the recommendation for renovations to the entrances at Central High, Northern High, Moorsbridge Elementary and the corridors at West Middle School to enhance security, which aligns with the recommendations from the security assessment conducted earlier this school year.

Motion offered by Mr. Snyder, seconded by Mrs. Crawford, that the Board of Education approve the contract for district-wide access control building entrance renovations to Hall Builders of Paw Paw, MI in the amount of \$703,560 that includes a ten percent contingency. These funds will come from carry over Section 97 - Safety & Security funding.

The motion carried unanimously.

DISCUSSION ITEMS

PA & Clock System Upgrades

Ms. Samantha Stevens reviewed the recommendation to upgrade the public address and clock systems at 12th Street Elementary, Lake Center Elementary, Central High School and Northern High School.

The Board opted to move this discussion item to action.

Motion offered by Mrs. Novaria, seconded by Mrs. Crawford to move the PA & Clock System Upgrades discussion item to action.

The motion carried unanimously.

Motion offered by Mr. Snyder, seconded by Mrs. Crawford, to approve the contract for upgrades to the public address (PA) and clock systems at 12th Street Elementary, Lake Center Elementary, Central High School and Northern High School to Parkway Electric of Holland, Michigan in the amount of \$328,372, which includes a ten percent contingency; the funds for which will come from 31aa-Mental Health and School Safety state categorical funding.

The motion carried unanimously.

President Van Antwerp gave a shout out to Dr. Pascoe and Mr. Edwards for helping to make these improvements happen.

CEL Construction Contracts

The recommendation to award construction contracts for asphalt paving, landscaping, and irrigation work at the new Central Elementary project was reviewed by Mr. Johnny Edwards.

HAV Construction Contracts

Mr. Johnny Edwards reviewed the recommendation to award construction contracts for asphalt paving, landscaping, irrigation, fencing resilient athletic flooring, and visual display units at the new Haverhill Elementary project.

The Board opted to move the CEL and HAV Construction Contract discussion items to action.

Motion offered by Ms. Larson, seconded by Mrs. Crawford, to move the CEL and HAV Construction Contract discussion items to action.

The motion carried unanimously.

Motion offered by Mrs. Novaria, seconded by Ms. Hamilton, to approve the CEL and HAV construction contracts as presented.

The motion carried unanimously.

Purchase of Decodable Text & Literacy Library Materials

Ms. Samantha Stevens reviewed the recommendation to purchase decodable texts, texts for learning libraries, and grade-level carts for storage of texts for all elementary buildings and addressed questions from Trustees. The funding for which will come from ESSER III federal funds.

Superintendent Bielang thanked Paula Johnson, Director of Finance, and Samantha Stevens, Business Manager, for taking advantage of the ESSER funds and taking great care in how they are spent.

NEOLA Recommended Policy Revisions

Superintendent Bielang reviewed the proposed policy revisions recommended by NEOLA and reviewed by appropriate district-level administration.

With no further business to come before the Board, the meeting was adjourned at 8:00 p.m.

Respectfully Submitted,

Barb Atkinson
Recording Secretary



TEACHER & STAFF APPRECIATION WEEK PROCLAMATION

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

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

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

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

Whereas, our educators go above and beyond for our students, making a lasting contribution to their lives.

Therefore, the Board of Education of Portage Public Schools, does hereby proclaim **May 6-10, 2024 as Teacher & Staff Appreciation Week** in the Portage Public School District, and encourages all citizens to thank educators for their daily work.

Adopted this 15th day of April 2024
Portage Public Schools' Board of Education

Enclosure VI.2.
May 6, 2024



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

TO: Rachel Flachs, Central High School

FROM: Mark T. Bielang, Superintendent


CC: Michael Pascoe
Eric Alburtus
Janet Johnstone

DATE: May 7, 2024

RE: 2025 CHS Student Trip to France

This memo confirms that at their May 6, 2024 meeting, the Board of Education approved the above noted student trip request. Thank you for providing this wonderful opportunity for our students!

Janet Johnstone
Coordinator of Instructional Services
Phone: 269.323.5140
fax: 269.323.5141
jjohnstone@portageps.org

TO: Mark Bielang
DATE: March 13, 2024
FROM: Janet Johnstone/Dr. Michael Pascoe 
SUBJECT: Central High School 2025 field trip to France

RECOMMENDATION:

I recommend the approval for Portage Central High School French students to travel to France as described in the attached material. The trip dates are set for June 16-25, 2025. **The current travel advisory is to exercise increased caution. It is recommended that attention be paid to the safety of this region prior to travel.**

BACKGROUND:

Rachel Flachs is proposing a student trip to France for June 16-25, 2025. They will spend 9 days out-of-state. The purpose is for students to practice their French language skills and experience the culture of France. The families involved will be responsible for the cost. The students will not miss any instructional time. Chaperones will be a ratio of approximately 1 adult to every 6 students (number attending: Approx. 24 Portage students, 4 adults).

I have reviewed this proposal and support it.

JJ/MP
Attachments

Portage Public School District

Advanced Activity Trips Custom Report

Trip Type Name	Trip ID	Account Name	Description	Start Date	End Date	Requested Adults	Requested Students	Purpose of Trip Event Description Educational Goals	No PPS Transportation Alternate Method	Overnight Trip must include attachments and costperson
Field Trip Only (No PPS Transportation)	AT-01197	CHS Field Trips - IF	CHS French Club - France (Summer 2025)	6/16/2025	6/25/2025	4	24	France Trip 2025 Educational goals are listed in the attached file.	Airplane	Yes

StartDate: 6/16/2025, EndDate: 6/25/2025

Documents included:

- Page 1: Cover page
- Page 2: Specific Educational Goals
- Page 3-4: Tentative Itinerary
- Pages 5-7: Why travel abroad enhances learning

Cost per student: \$5770 (entirely student/family funded, no school funding)

Specific Educational Goals of the Trip to France:

C1.1N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services

C1.2.A.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics

C4.1.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

C4.1.A.d Recognize that phonological features (such as pronunciation, intonation, and tone) reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

C4.2.A.a Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own

C5.2.A.a Seek opportunities and use the target language in real life situations within the community

Tentative itinerary:
Traveling with WorldStrides International
Discovery Programs

Day 1 : Start tour

Day 2 : Paris

Meet your tour director and check into hotel

Day 3 Bonjour Paris

Day 4 Paris landmarks

Paris guided sightseeing tour, Louvre visit

Arc de Triomphe, Champs Élysées, Eiffel Tower, Les Invalides, Notre-Dame Cathedral

Day 5 Paris

Versailles Guided Excursion

LEAP Seize the Château!

Lunch provided / Dinner on your own (opposite of normal)

Montmartre & Sacre Coeur night walking tour

Day 6 Paris--Lausanne

Travel to Geneva on the TGV (Europe's fastest train)

Geneva: Tour Director-led sightseeing tour

Travel to Lausanne

Day 7 Lausanne

Visit Montreux

Château de Chillon visit

Chocolate factory visit & Fondue dinner

Day 8 Lausanne--Nice

Travel to Nice via Chamonix

Nice Tour Director-led sightseeing tour

Day 9 Nice

St. Paul de Vence excursion

Day 10 : Return Home

Language, culture, and connections: How travel abroad enhances student learning

The Eiffel Tower, the palace of Versailles, the majesty of the Alps, sidewalk cafés, walking along the Champs-Élysées, buying a cup of Parisian coffee, enjoying a French baguette: these are all experiences that students will have if they seize the opportunity to travel to France with Portage Central High School in June 2025. While having these amazing experiences, students will also fulfill many state standards for World Languages and enrich their IB learner profile. They will be enhancing their linguistic and cultural knowledge, as well as making connections to their own culture(s).

Students will have countless opportunities to improve their French language skills in an authentic context. This trip is designed for those who have completed at least French III with a C or better. They will have the base knowledge to be able to communicate and to add to their linguistic skills. The following state of Michigan World Language standards will be met during this trip, relating to improving language skills:

- C1.1N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
- C1.2.A.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and lectures in the target language on a variety of familiar and unfamiliar topics
- C4.1.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages
- C4.1.A.d Recognize that phonological features (such as pronunciation, intonation, and tone) reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.
- C5.2.A.a Seek opportunities and use the target language in real life situations within the community

By participating in this trip, students will also be enriching their knowledge of the target culture and making connections to their own culture(s). Reading about and studying culture in textbooks is good, but experiencing it meaningfully is something completely different. The first time you taste the freshness of French bread, the first time you chit chat with a shopkeeper, the first time you stand in a medieval castle: these are experiences that will change you and will change your perspective of your own

background and culture. I never realized how short the life of our country was (a couple centuries) until I stood inside Notre Dame, marveling at the fact that it took more than five centuries to complete it in its entirety. While on this trip to France, students will be meeting the following state of Michigan World Language standards relating to culture and connections:

- C4.1.A.c Recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages
- C4.1.A.d Recognize that phonological features (such as pronunciation, intonation, and tone) reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages
- C4.2.A.a Describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one's own.

Travel abroad will not only strengthen the curriculum based on the state of Michigan's standards for World Languages, but will also enhance the learner profile based on the International Baccalaureate curriculum. Traveling to France will make IB learners:

- *Better inquirers*: Students' natural curiosity will be nurtured and encouraged while traveling abroad. Students will actively enjoy learning and will be engaged participants throughout the trip.
- *More knowledgeable*: They will gain in-depth knowledge of not only monuments and attractions, but also the history and culture that surround those monuments and attractions.
- *Better communicators*: Students will have the opportunities to practice their French and to understand the nuances of true communication, verbal and nonverbal.
- *More open-minded*: Students will see how differing values, perspectives, and traditions are expressed in another society, as well as how to better understand and appreciate their own culture(s) because of this. They will appreciate both cultural points of view.
- *More reflective*: Students will better understand their culture(s) and themselves. At the end of the trip, I ask students to do a reflection activity where they assess their own growth as a result of their new experiences abroad.

While experiencing the language and culture of France, students will engage in learning that is beyond knowledge and comprehension. They will visit a cooking school and cook a meal under the direction of professional teaching chefs. They will learn about the World War II soldiers' stories more in depth. They will apply, analyze, synthesize, and evaluate the world around them. They will consider different future paths of study,

and perhaps more globally-minded occupations. They will be more academically motivated. As a result, their classroom learning will be enhanced, and these students will be able to return and enrich the classroom experiences of their peers as well. By extending the classroom beyond the four walls, students will learn more and become better IB learners!



To: Mark Bielang, Superintendent

From: Mackenzie Sheahan, Director of Curriculum and Professional Development Y5-8th Grade

CC: Paula Johnson, Director of Finance; Michael Pascoe, Assistant Superintendent of Instruction

Date: April 10, 2024

Re: Recommendation for Elementary Decodable Texts and Learning Library Texts

RECOMMENDATION

I recommend that the Board of Education approve the purchase of decodable texts, learning library texts and carts to hold the books. These costs total \$326,306. The cost for this purchase will come from ESSER III federal funds.

Vendor	Item	Total Cost
The Reading League	Decodable Texts	\$225,780
Bookbug	Texts for Learning Library	\$78,139
Lakeshore Learning	Carts for storage of Texts	\$22,387
Total Cost		\$326,306

BACKGROUND INFORMATION

Purchasing decodable texts, texts for learning libraries, and grade-level carts for all elementary buildings is a strategic investment that is part of our Comprehensive Literacy Plan and aligns with the goals of our adopted curriculum. We will provide students with small group instruction through the proposed purchase to target learning loss, enhance literacy skills, and promote academic success. The grade-level cart's decodable texts will be used to support students in learning how to read. It will provide additional practice opportunities for students to apply their recently taught phonics skills. The grade level cart's learning library will support students in building their language and reading comprehension skills connected to the core curriculum unit. It will provide additional practice opportunities for students to connect, deepen, and extend their knowledge in the core curriculum unit.

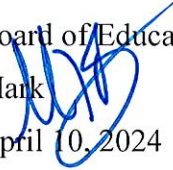
BIDDING PROCESS

These items were bid through a formal bidding process. In total, nine responses were received for the three bidding categories. For your reference, a copy of the bid tab has been included. The Reading League, Lakeshore Learning, and Bookbug were all chosen based on product and delivery availability.

I would be happy to answer any questions you may have about this recommendation.



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

To: Board of Education
From: Mark 
Date: April 10, 2024
Re: Policy Updates
COPY: Executive Team; Principals and Assistant Principals

The proposed Operational Policies included in this update have been prepared and reviewed by NEOLA's legal counsel for statutory compliance and further reviewed by appropriate district-level administration.

Policy changes from NEOLA that are brought to the Board may include proposed new, revised, and/or replacement policies. Policy changes that reflect only "technical changes" such as grammar or punctuation updates are not typically brought to the Board.

The draft policies mentioned below are enclosed.

Policy 1240 – Evaluation of the Superintendent (Revised)

Senate Bill 395 and 396 were recently signed into law by Governor Whitmer. These bills change the evaluation system effective July 1, 2024. The revised policy incorporates those changes as they apply to evaluating the superintendent.

Policy 2410 – Prohibition of Referral or Assistance (Rescinded)

The legislature repealed the portions of the school aid act that require a disciplinary policy for providing abortion assistance and that provide additional limitations on instruction in reproductive health or other sex education, M.C.L. 388.1766 and 388.1766a respectively. Based on the repeal of these sections, NEOLA is recommending the Policy 2410 be rescinded as its sole purpose was to ensure compliance with the now-repealed Section 1766.

Policy 6320 – Purchasing (Technical Correction)

A technical correction is made to include a cross reference to Policy 6350 – Prevailing Wage with the intent of encouraging districts to review all related content during implementation. There are also some miscellaneous grammar and punctuation edits.

Policy 6350 – Prevailing Wage (New)

This policy has been added because Michigan's Prevailing Wage Act has been restored and will take effect in March of 2024.

Memo to Board of Education re NEOLA Recommended Policy Revisions
April 10, 2024
Page 2

Policy 8800 – Religious / Patriotic Ceremonies and Observances (Revised)

The policy is revised to reflect the recent U.S. Supreme Court decision in *Kennedy v. Bremerton School District* in which the court clarified the equal importance of and the interaction between the Constitution’s two (2) First Amendment clauses pertaining to religious rights. The *Bremerton* decision reinforced employee rights to the free exercise of religion such that a First Amendment analysis regarding district action (i.e. discipline or censorship) must consider whether the employee is exercising the staff member’s free exercise rights. As a practical matter, the analysis remains unchanged; however, the Court clarified that the school district officials were not entitled to err on the side of avoiding a violation of the Establishment Clause. Revisions are recommended, and if they are not adopted to articulate current law, a District can be exposed to a Constitutional challenge to the policy as facially invalid. Likewise, application of the concepts does require officials to apply the law as described in the policy revisions.

Enclosures

Book	Policy Manual
Section	Vol. 38, No. 2 - February 2024
Title	draft 4.15.24 EVALUATION OF THE SUPERINTENDENT
Code	po1240
Status	
Adopted	September 14, 2015
Last Revised	August 15, 2016
Prior Revised Dates	8/15/2016

1240 - EVALUATION OF THE SUPERINTENDENT

The Board of Education believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership. To carry out this responsibility, the Board will evaluate the Superintendent utilizing a rigorous, transparent, and fair performance evaluation system that does all of the following:

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

A Superintendent rated highly effective **prior to July 1, 2024 and/or effective after July 1, 2024** on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides the Superintendent with relevant data on student growth.
- C. Evaluates the Superintendent's job performance **prior to July, 2024** as highly effective, effective, minimally effective or ineffective, **and after July 1, 2024 as effective, developing, or needing support** ~~using multiple rating categories that take into account student growth and assessment data.~~ **Before the 2024-2025 school year,** ~~For the 2015–2016, 2016–2017 and 2017–2018 school years twenty five (25) percent of the annual year-end evaluation shall be based on student growth and assessment data.~~ **Beginning with the 2018–2019 school year, forty (40) percent of the annual year-end evaluation shall be based on student growth and assessment data.** **Beginning with the 2024-2025 school year, twenty percent (20%) of the year-end evaluation shall be based on student growth or student learning objectives.**

For the Superintendent, the pertinent data is that of the entire School District.

- D. Uses the evaluations, at a minimum, to form decisions regarding all of the following:
 1. The effectiveness of the Superintendent, so that **the Superintendent** ~~he~~ is given ample opportunities for improvement.
 2. Retention and development of the Superintendent, including providing relevant coaching, instruction support, or professional development.
 3. Removing an ineffective Superintendent after **the Superintendent** ~~he~~ has 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 entire District:

1. The Superintendent's training and proficiency in conducting teacher performance evaluations if ~~the Superintendent~~ he does so or ~~the his/her~~ designee's proficiency and training if the Superintendent 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 Board.
5. **Beginning July 1, 2024, the portion of the evaluation that is not based on student growth 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, ~~by the beginning of the 2016-2017 school year,~~ 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.

G. ~~The Beginning with the 2016-2017 school year,~~ 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 Beginning with the 2016-2017 school year:~~

1. ~~The District shall~~ provide training to the Superintendent 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 by a district or ~~by a~~ consortium consisting of two (2) or more districts, the intermediate school district or a public school academy.
2. ~~The District shall~~ ensure that training is provided to all evaluators and observers. 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.

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

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

The evaluation program shall aim at the early identification of specific areas in which the Superintendent needs help so that appropriate assistance may be provided or arranged for. The Board shall not release the Superintendent from the responsibility to improve. If the Superintendent, 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.

All contracts governing the employment of the Superintendent entered into, extended, renewed, or modified on or after July 1, 2024 must include an appeal process concerning the evaluation process and rating received.

This policy shall not deprive the Superintendent of any rights provided by State law or any contractual rights consistent with State law.

© Neola ~~2016~~ **2024**

Book	Policy Manual
Section	Vol. 38, No. 2 - February 2024
Title	draft 4.15.24 Rescind PROHIBITION OF REFERRAL OR ASSISTANCE
Code	po2410
Status	
Adopted	November 27, 2017
Last Revised	November 25, 2019

Rescind Policy - Vol. 38, No. 2

~~2410 PROHIBITION OF REFERRAL OR ASSISTANCE~~

~~In accordance with Michigan statute, any school official, member of the Board of Education, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion. Any school official, member of the Board, or employee of the Board who violates this policy is subject to disciplinary action.~~

~~Any alleged violation of this policy shall be reported to the Superintendent, who shall follow the procedures set out in Policy 1439, Policy 3139, Policy 4139, or the current negotiated bargaining agreement, whichever is applicable, to investigate the allegation. If the allegation relates to a school official, member of the Board, or employee of the Board to whom Policy 1439, Policy 3139, Policy 4139, or a current negotiated bargaining agreement does not apply, the Superintendent shall conduct an investigation, as appropriate to the situation, including providing the person with reasonable notice and the opportunity to respond. All disciplinary measures available under Board Policy 1439, Policy 3139, or Policy 4139 may be utilized, as appropriate, if the Superintendent determines that a violation of this policy occurred.~~

~~© Neola 2019~~

Legal	M.C.L. 388.1766
-------	-----------------

Book	Policy Manual
Section	6000 Finances
Title	draft 4.15.24 PURCHASING
Code	po6320
Status	
Adopted	September 14, 2015
Last Revised	June 5, 2023
Prior Revised Dates	6/27/16, 1/9/17, 6/24/19

6320 - **PURCHASING**

Procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, Board policies, and administrative procedures. Standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts are established in Operational Policy 1130, Operational Policy 3110, and Operational Policy 4110 – Conflict of Interest.

All procurement transactions shall be conducted in a manner that encourages full and open competition and in accordance with good administrative practice and sound business judgment.

Each year, the State of Michigan establishes a base above which competitive bids must be obtained for the procurement of supplies, materials, and equipment.

It is the policy of the Board that the Superintendent adhere to the following:

- A. Seek informal price quotations on purchases that are under fifty percent (50%) of the amount allowed by State statute for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the School.
- B. When the purchase of single items (or purchases in a single transaction) of supplies, materials, or equipment is in excess of fifty percent (50%) but less than the amount allowed by State statute, the Superintendent shall, whenever possible, require two (2) price quotations. Two (2) price quotations will not be required if one price quotation is provided by a vendor participating through a cooperative bulk purchasing program pursuant to M.C.L. 18.1263.

Competitive Bids

Competitive bids are not required for items purchased through the cooperative bulk purchasing program operated by the Michigan Department of Management and Budget pursuant to M.C.L. 18.1263.

Bids shall be opened by the Director of Finance or designee in the presence of at least one (1) witness. All orders or contracts should be awarded to the lowest responsible bidder; however, consideration can be given to:

- A. the quality of the item(s) to be supplied;
- B. its conformity with specifications;
- C. suitability to the requirements of the school;
- D. delivery terms;
- E. past performance of vendor.

In addition to the factors above, the Board may consider and provide a preference to bidders'

- A. which use a Michigan-based business^{es} as the primary contractor
- B. which use one (1) or more Michigan-based business as subcontractors

For purposes of this preference, a Michigan-based business means a business that would qualify for a Michigan preference for procurement contracts under M.C.L. 18.1268.

This preference shall not apply to any procurement or project using Federal Funds, nor shall it be used if it would violate any Federal law or requirement.

The Board reserves the right to reject any and all bids.

Contracts may be awarded by the Director of Finance or designee without Board approval for any single item or purchases in a single transaction costing less than the State statutory limit. All other contracts require Board approval prior to purchase.

The Board shall be informed of the terms and conditions of all competitive bids and shall award contracts as a result of such bids.

Bid Protest

A bidder who wishes to file a bid protest must file such notice and follow procedures prescribed by the Request For Proposals (RFP) or the individual bid specifications package, for resolution. Bid protests must be filed in writing with the Office of the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

General Provisions

The Superintendent is authorized to purchase all items within budget allocations.

The Board should be advised, for prior approval, purchases that exceed the State threshold of equipment and materials when the purchase was not contemplated during the budgeting process.

The Superintendent is authorized to make emergency purchases, without prior approval, of those goods and/or services needed to keep the school in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.

In order to promote efficiency and economy in the operation of the school, the Board requires that the Superintendent periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Before placing a purchase order, the Superintendent shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the school. All purchase orders shall be numbered consecutively.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

- A. opportunity be provided to as many responsible suppliers as possible to do business with the school;
- B. a prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters;
- C. where the requisitioner has recommended a supplier, the Superintendent may make alternate suggestions to the requisitioner if, in the Superintendent's³² judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order;

D. upon the placement of a purchase order, the Superintendent shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

The Superintendent shall determine the amount of purchase and type of purchase which shall be allowed without a properly signed purchase order or authorization.

The Board may acquire equipment or vehicles as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase.

Procurement – Federal Grants

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (34 CFR 80.36) for the administration and management of Federal grants and ~~federally funded~~ federally-funded programs. The District shall maintain a compliance system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of this policy and administrative guidelines (AG 6320).

All purchase orders must comply with conditions of Policy 8120 - Iran Economic Sanctions Act Compliance.

All written bids require statements on familial relationships and debarred vendor status.

Cross References: po6350

© Neola ~~2024~~2015

Legal

M.C.L. 380.1267, 380.1274 et seq.

Book Policy Manual
 Section Vol. 38, No. 2 - February 2024
 Title draft 4.15.24 PREVAILING WAGE
 Code po6350 (new policy)
 Status

6350 - PREVAILING WAGE

~~[]~~The Superintendent shall designate a Prevailing Wage Coordinator for the District who shall be tasked with ensuring compliance with State and Federal regulations concerning prevailing wage rate. ~~[END OF OPTION]~~

[DRAFTING NOTE: If a District selects the above option, the District should also select "Prevailing Wage Coordinator" in the two (2) options below. If the District did not select the above option, select "Superintendent" in the two (2) options below. As a reminder, Superintendent includes the Superintendent's designee by definition. See po0100.]

The ~~() Superintendent ()~~ Prevailing Wage Coordinator ~~[END OF OPTION]~~ shall oversee the District's obligations under M.C.L. ~~480.1101~~ **408.1101**, et seq. including, but not limited to, ensuring the following:

- A. A contract for a State Project, entered into pursuant to advertisement and invitation to bid, which requires or involves the employment of Construction Mechanics shall not be approved unless the wage and fringe benefits rate in the contract are not less than the prevailing rates in the Locality in which the work is to be performed.
- B. Before advertising for bids on a State Project, the ~~() Superintendent ()~~ Prevailing Wage Coordinator ~~[END OF OPTION]~~ shall ask the Commissioner to determine the prevailing rates of wages and fringe benefits for all classes of Construction Mechanics called for in the contract.
- C. A schedule of these rates shall be made part of the specifications for the work to be performed and shall be printed on the bidding forms.
- D. If a contract is not awarded or construction is not undertaken within ninety (90) days of the date of the Commissioner's determination of prevailing rates, the Commissioner must make a redetermination before the contract is awarded.
- E. Every contractor and subcontractor must fulfill its obligations under the statute relating to prevailing wages on State Projects.
- F. Every contract for a State Project must contain the statutory language providing that Construction Mechanics are intended beneficiaries of the contractual prevailing wage, fringe benefit, and non-discrimination, non-retaliation requirements, and provide that any Construction Mechanic aggrieved by the failure of a contractor or subcontractor to pay prevailing wages or benefits as specified in the contract or retaliation associated therewith, may bring an action in a court of competent jurisdiction against the contractor or subcontractor for damages or injunctive relief along with other remedies prescribed by statute.
- G. The District shall maintain certified payroll records and other records required by law for a minimum of three (3) years.

Contracts on State Projects which contain provisions regarding payment of prevailing wages as determined by the United States Secretary of Labor or which contain minimum wage schedules which are the same as prevailing wages in the Locality as determined by collective bargaining agreements or understandings between bona fide organizations of Construction Mechanics and their employers are exempt from the above requirements.

Additionally, the above requirements do not apply to a State Project if it was paid for, in whole or in part, from revenues from a millage that was authorized under the revised school code, if the millage was authorized before February 13, 2024.

Definitions

Commissioner means the Department of Labor and Economic Opportunity.

Construction Mechanic means a skilled or unskilled mechanic, laborer, worker, helper, assistant, or apprentice working on a State Project but shall not include executive, administrative, professional, office, or custodial employees.

Locality means the county, city, village, township, or school district in which the physical work on a State Project is to be performed.

State Project means new construction, alteration, repair, installation, painting, decorating, completion, demolition, conditioning, reconditioning, or improvement of public buildings, schools, works, bridges, highways, or roads authorized by a contracting agent.

M.C.L. ~~408.1101~~480.1101, et seq.

© Neola 2024

Legal M.C.L. 480.1101, et seq.

Book	Policy Manual
Section	8000 Operations
Title	draft 4.15.24 RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES
Code	po8800
Status	
Adopted	September 14, 2015

8800 - RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES

RELIGIOUS CEREMONIES AND OBSERVANCES

The Board of Education acknowledges that the U.S. Constitution prohibits it from adopting any policy or rule promoting or establishing a religion or any policy that unlawfully restricts any person's free exercise of the individual right to free exercise of religion enjoyed by all persons. Within the confines of this legal framework, the Board adopts the following policy to address the scope of these rights and the District's authority within its own facilities or during events. Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations, or the family.

As public employees, while on duty and acting within the scope of employment or pursuant to official duties, District staff members shall not use prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration. Staff are expected to avoid circumstances where the staff member's expression of religious views could be reasonably construed as an endorsement or approval of the message by the school or District. Nothing in this policy or its application shall serve to prohibit or interfere with any staff member's free exercise of their religious views in circumstances not covered by this policy. The District shall not function as a disseminating agent for any person or outside agency for any religious or anti-religious document, book, or article. Distribution of such materials on District property by any party shall be in accordance with Operational Policy 7510—Use of School Facilities and AG 7510A—Use of District Facilities and Operational Policy 9700—Relations with Special Interest Groups.

Nothing in this policy prohibits teaching about various religions and religious practices in a manner consistent with any adopted District course curriculum. This instruction may include discussion of religious holidays and customs in a manner related to the curriculum that does not give the appearance of an endorsement of one religion over other religions or favoring either a system or religious beliefs or of other beliefs, such as atheism or agnosticism. Observance of religious holidays through devotional exercises or acts of worship is also prohibited.

Distribution of any outside organization's materials, including a request by any person wishing to facilitate dissemination of materials on District property, may make a request in accordance with Policy 7510.

Students are not prohibited by this ~~The Board acknowledges that it is prohibited from adopting any policy or any guideline promulgated pursuant to this policy, from engaging in rule respecting or promoting an establishment of religion or prohibiting any person from~~ the free, individual, and voluntary exercise or expression of the individual's/person's religious beliefs. However, such exercise or expression may be limited to lunch periods or other non-instructional time periods when individuals are free to associate, or on an individual basis in a manner that does not disrupt the educational process.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgement of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

The Board shall not conduct or sanction a baccalaureate service ³⁶ in conjunction with graduation ceremonies.

The Board shall not include religious invocations, benedictions, or formal prayer at any school-sponsored event.

PATRIOTIC ACTIVITIES AND OBSERVANCES ~~The United States Flag and Pledge of Allegiance~~

The flag of the United States shall be raised above each public school building operated by the District at all times during school hours, weather permitting. This flag shall measure at least ~~four (4)~~ feet ~~two (2)~~ inches by ~~eight (8)~~ feet. A United States flag shall also be displayed in every classroom or other instructional site in which students recite the Pledge of Allegiance.

All students in attendance at school will be provided an opportunity to recite the Pledge each day that school is in session. However, no student shall be compelled to recite the Pledge of Allegiance. No student shall be penalized for failure to participate in the Pledge and the professional staff shall protect any such students from bullying as a result of their not participating in the Pledge.

The building principal or administrator shall be responsible for determining the appropriate time and manner for reciting the Pledge, with due regard to the need to protect the rights and the privacy of a nonparticipating student.

© Neola ~~2013~~ **2024**

Legal	M.C.L. 2.91, 380.1347, 380.1347a, 380.1565 20 U.S.C. 4071 et seq. Gregoire vs. Centennial School District 907 F2d 1366, (3rd Circuit, 1990) Lee vs. Weisman, 112 S. Ct 2649, 120 L. Ed. 2d 467 (1992)
Cross References	29 C.F.R. 1910.1030

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

Note Page

VII Assurance of District Performance

1. Monitoring Report 1.4, Ends (GP 4.4)

Recommended Motion:

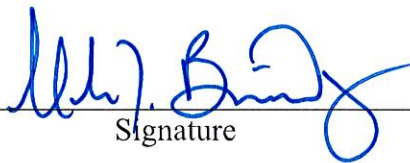
Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 1.4 - Ends, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: Ends Policy 1.4

Certification

I hereby present my monitoring report on Ends Policy 1.4 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of May 1, 2024.



Signature

5.1.24

Date

1.4 POLICY LANGUAGE

Students have knowledge and skills necessary to succeed at post-secondary institutions without remediation and have the employability skills necessary to obtain meaningful employment.

Interpretation

I interpret "knowledge and skills" to be the information gained through the core curriculum as defined in Ends Policy 1.1 and the foundational abilities (critical thinking, creativity, communication and collaboration) identified in Ends Policy 1.2.

I interpret "to succeed at post-secondary institutions without remediation" to mean that the percentage of Portage Public Schools graduates who enroll in institutions of higher education that require remedial classes is less than the state average. Furthermore, Portage Public Schools graduates will earn 24 hours of college credit at rates higher than the state average.

I interpret "have the employability skills necessary to obtain meaningful employment" to mean that the four and five-year cohort graduation rates are at least 95%; that students have access to Career and Technical Education classes and that at least 90% of students earn a certificate through the WorkKeys Assessment. Data will be based on students graduating from Central and Northern High Schools.

Report

According to the Partnership for 21st Century Learning¹, it is essential for schools to not only ensure students have a grasp of reading, writing and arithmetic; they "must promote an understanding of academic content at a much higher level by weaving 21st Century themes into core subjects and ensure that learning and innovation skills are a daily part of learning." Through ENDS policies, we have defined 21st Century skills to include communication, critical thinking, collaboration and creativity. These are woven into our courses and we continue to refine our use of Science, Technology, Engineering, and Mathematics (STEM) lessons at the elementary, middle and high school levels.

This report focuses on success at the post-secondary level and readiness for post-secondary education and employment.

Portage Public Schools graduates attend college at rates significantly higher than state averages. The latest three-year average (classes graduating in 2021, 2022, and 2023) indicates a college enrollment rate within six months of graduation of 74%. This compares to the state average over the same time period of approximately 55%. This percentage includes our students attending Community Colleges and 4-year institutions.

We know that some students who are planning on attending a college do not matriculate to college immediately after high school graduation. If we look at enrollment in college within a 24 month timeframe, the rate increases. For example, the class of 2021 had an enrollment rate of 77% during the first six months after graduation. That rate rose to 83% after 24 months.

We also know that some Portage graduates don't attend a college and move directly to a trade or directly to employment. The opportunities for students to receive post-secondary education outside of the 2- and 4-year institutions is increasing in our region. The data set we receive to produce this chart may not account for all of the post-secondary learning opportunities.

The charts and graphs on attached Data Sheet 1.4.1 (data source for all data sheets is MI-School Data) show this information. Additional disaggregated data is provided to school improvement teams to use in the development of their school improvement plans.

Colleges report - and the state provides - data on the number of students earning at least 24 college credits, which is equivalent to completing the first year of college. Again, Portage graduates fared well in this area. The class of 2021 - 2022 data (Data Sheet 1.4.2) indicates Portage students earning 24 credits at a rate of 13% greater than state average. This data is slightly higher than last year, as we were 10% greater than state average for the class of 2021.

Another measure of college success - and student preparedness - is the number of students requiring enrollment in a college remedial class. The information on Data Sheet 1.4.3 shows the number of students taking a college remedial class over the last three years. The percentages shown are the number of students enrolled in any remedial course as a percentage of students enrolled in college. The state continues to categorize certain classes at community colleges as remedial (including the TRS-104 First Year Experience course). Thus our percentage continues to be at or above the state level. An encouraging piece of data are the percentages of remedial classes for the subgroups, which dropped from last year for all but one subgroup. The percentage of students with disabilities taking remedial courses in their post-secondary learning is significantly lower than last year. Keep in mind that the sample size is small, but is an indication of preparation for post-secondary coursework.

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

The latest five-year graduation rate for Portage students is 97.23%. PPS remains above the state average and is consistent with last year. Our current trend is generally flat. Data Sheet 1.4.4a shows the information for the last five graduating classes. The five year Cohort dropout rate increased last year to 2.25%, but still remains well below the state average of 11.23%.

The vast majority of Portage students graduate in four years - 96.49% in 2022-23. Data sheet 1.4.4b shows the information for the last five graduating classes.

Data sheet 1.4.4c shows the relative four-year graduation rates of high schools within our comparable communities. The chart lists all of the high schools individually and does not include any alternative high school programs.

Career and Technical Education (CTE, which is replacing the term/structure of Education for Employment) classes help prepare students for future success in the world of work. Several CTE classes allow students to earn licenses or certificates and/or provide for workplace experiences. All CTE programs incorporate employability and workplace skills training. Employability skills include topics such as resume writing, interviewing tips, completing a job application and much more. Workplace skills include soft skills and interpersonal interactions.

Students have access to a wide variety of Career and Technical Education (CTE) programs through cooperation with Kalamazoo County High Schools, Kalamazoo Valley Community College, and businesses and industry. CTE programs train for business and industry certification and offer college credit.

In 2025, the new CTE center will open and we expect to see increases in enrollment in these areas relative to those educational opportunities.

The Kalamazoo Regional Educational Service Agency (KRESA) data provided on Data Sheet 1.4.5 shows the number of CTE classes offered along with the number of Portage students participating. 37.8% of Portage 11th and 12th grade students participate in at least one CTE class. 4.4% are enrolled in one of the 14 programs which lead to licensure or certification. And 8.2% of enrolled 11th and 12th grade students perform work in an industry setting. KRESA continues to develop their CTE programming and is in the final year of construction of the new CTE Center.

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

The class of 2023-24 has 94% of students receiving a Career Readiness Certificate, which is the same as the previous class. The chart on Data Sheet 1.4.6 indicates this along with presenting two previous years of historical data.

Conclusion Statement

Of the five measures listed in the interpretation, four of the five were met. The one not met was the percentage of PPS graduates requiring remediation, which in 2021-22, equaled the state average.

Attachments

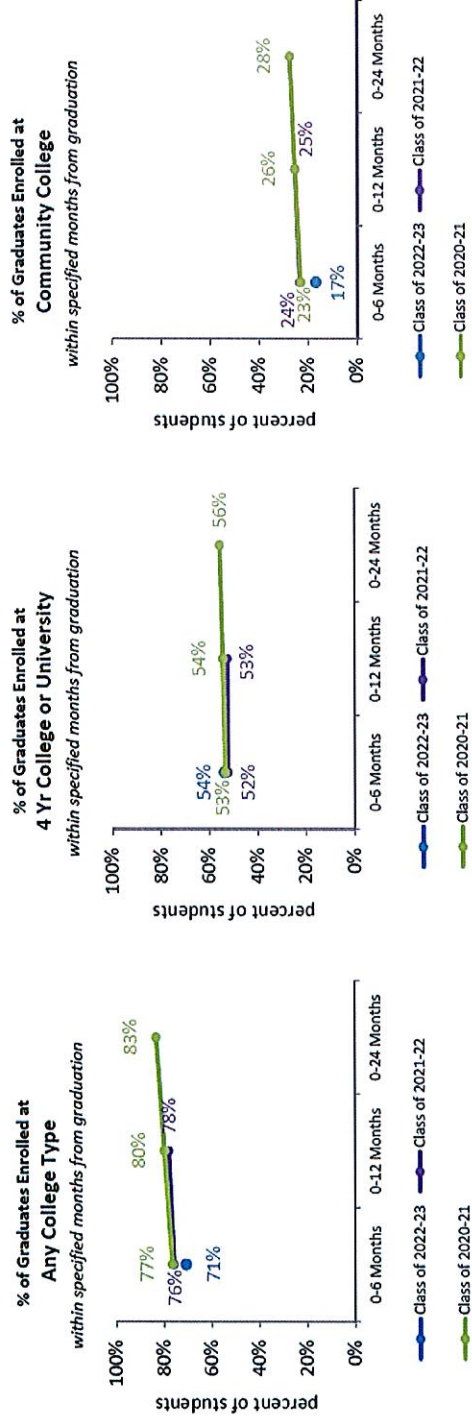
- Data Sheet 1.4.1 : College Enrollment
- Data Sheet 1.4.2 : Time to Complete 24 Credits
- Data Sheet 1.4.3 : Students Taking College Remedial Classes
- Data Sheet 1.4.4a : 5 Year Cohort Graduation/Dropout Rate
- Data Sheet 1.4.4b : 4 Year Cohort Graduation/Dropout Rate
- Data Sheet 1.4.4c : Comparator Schools 4 Year Cohort Graduation Rate
- Data Sheet 1.4.5 : Career and Technical Education (CTE)
- Data Sheet 1.4.6 : ACT WorkKeys National Career Readiness Certificates

College Enrollment

	0-6 Months				0-12 Months				0-24 Months								
	# Graduates enrolled at any IHE from graduation until present	4 Yr Coll. or Univ.	Comm Coll.	Any Coll. Type	Tot. Grads	% Any Coll. Type	4 Yr Coll. or Univ.	Comm Coll.	Any Coll. Type	Tot. Grads	% Any Coll. Type	4 Yr Coll. or Univ.	Comm Coll.	Any Coll. Type	Tot. Grads	% Any Coll. Type	
Class of 2022-23	PPS	325	103	428	604	71%											
	State					53%											
Class of 2021-22	PPS	296	133	429	565	76%	297	144	441	565	78%						
	State					55%					58%						
Class of 2020-21	PPS	293	127	420	548	77%	298	140	438	548	80%	305	151	456	548	83%	
	State					57%					60%						64%

3 year avg of students enrolled (any college type) within 6 months:	PPS	74%
	State	55%

Note: 3 year average uses number of graduates for each year, which varies. Therefore it is not a straight average of the numbers in the table above.

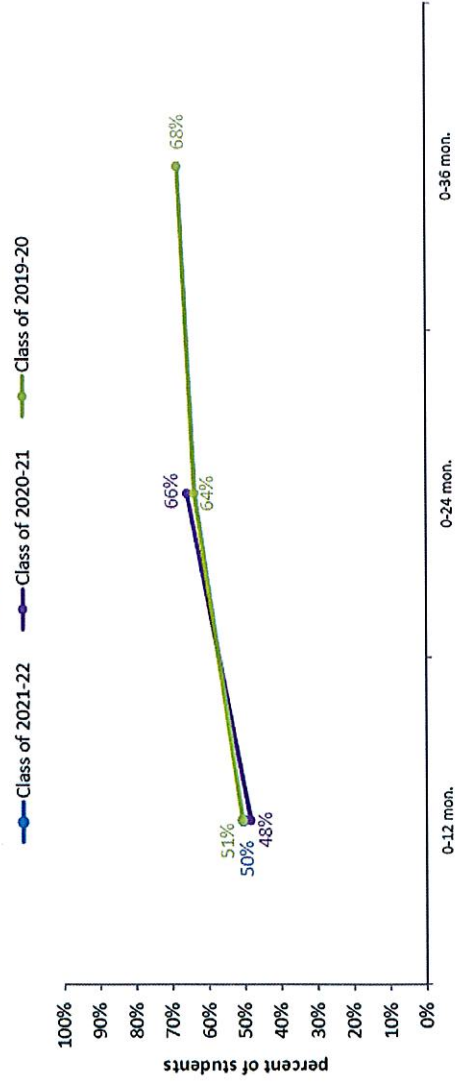


Source: MischoData, which uses CEPI and National Student Clearinghouse to track both in-state and out-of-state college enrollees; does not include COHS

Time to Complete 24 Credits

	Graduates with 24 credits		Tot. % w/ 24 cred.		Tot. % w/ 24 cred.	
	0-12 mon.	0-24 mon.	0-12 mon.	0-24 mon.	0-36 mon.	Tot. % w/ 24 cred.
Class of 2021-22	PPS	285	50%			
	State		37%			
Class of 2020-21	PPS	265	48%	361	66%	
	State		38%		48%	
Class of 2019-20	PPS	314	51%	396	64%	425
	State		37%		47%	50%

% of Graduates with 24 Credits within specified months from graduation



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

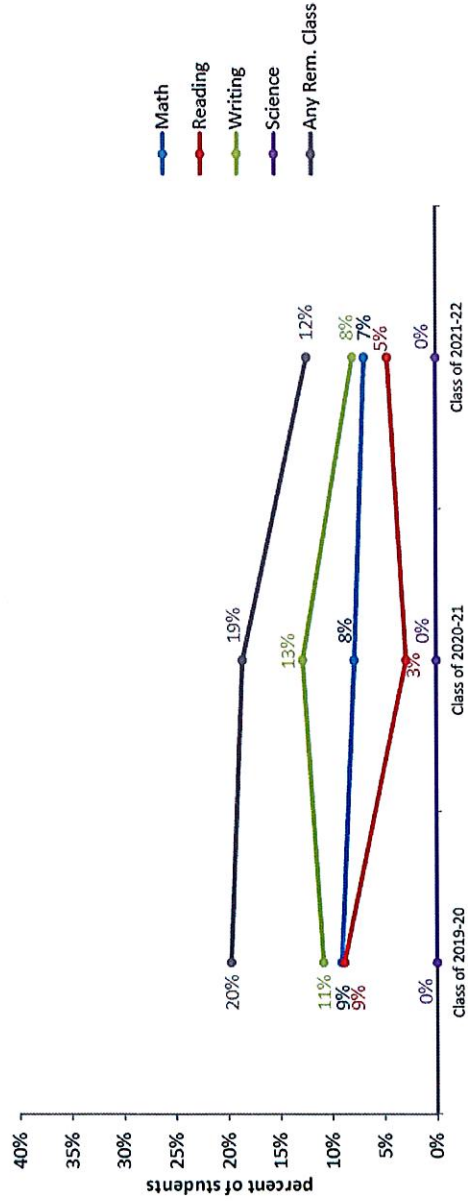
Students Taking College Remedial Classes

	Class of 2019-20			
	PPS		State	
	# Any Rem. Class	# Grads in any Coll Class	% Any Rem. Class	% Any Rem. Class
# College Enrolled Grads Taking a College Remedial Class	78	395	20%	19%
All Students	4	11	36%	36%
Black	2	37	5%	10%
Asian	9	27	33%	26%
Hispanic	4	17	24%	18%
2/More	59	302	20%	16%
White	29	67	43%	28%
F/R Lunch	9	12	75%	45%
Disabilities	37	194	19%	20%
Female	32	201	16%	17%
Male				

	Class of 2020-21			
	PPS		State	
	# Any Rem. Class	# Grads in any Coll Class	% Any Rem. Class	% Any Rem. Class
# College Enrolled Grads Taking a College Remedial Class	64	344	19%	16%
All Students	10	20	50%	29%
Black	4	34	12%	9%
Asian	3	13	23%	23%
Hispanic	3	16	19%	18%
2/More	44	260	17%	14%
White	13	40	33%	24%
F/R Lunch	9	15	60%	36%
Disabilities	33	172	19%	17%
Female	31	172	18%	15%
Male				

	Class of 2021-22			
	PPS		State	
	# Any Rem. Class	# Grads in any Coll Class	% Any Rem. Class	% Any Rem. Class
# College Enrolled Grads Taking a College Remedial Class	56	452	12%	12%
All Students	5	13	38%	24%
Black	1	36	3%	6%
Asian	3	20	15%	17%
Hispanic	6	30	20%	14%
2/More	41	256	16%	10%
White	9	50	18%	19%
F/R Lunch	5	20	25%	29%
Disabilities	28	180	16%	13%
Female	28	175	16%	11%
Male				

% of College Enrolled Graduates Taking a Remedial Class

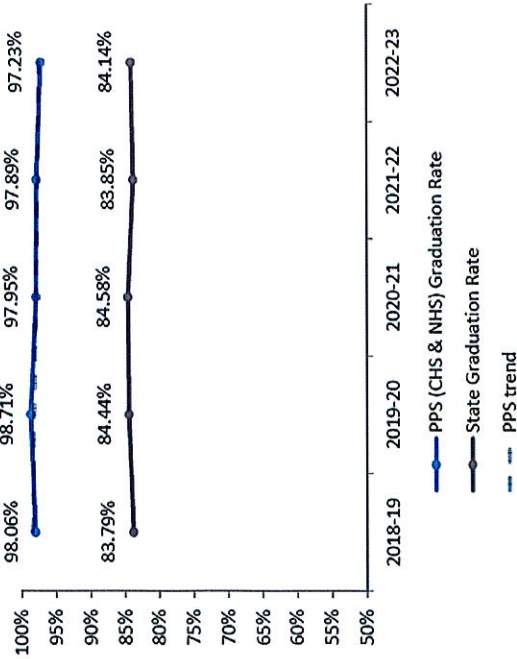


Source: MISchoolData; does not include CoHS

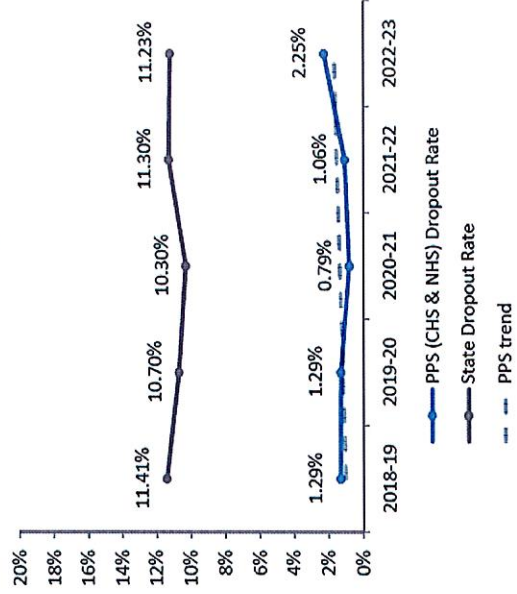
5 Year Cohort Graduation/Drop Out Rate

# Students	School Year:				
	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort	618	622	633	568	578
Graduated	606	614	620	556	562
Dropouts (Reported & MIER)	8	8	5	6	13
Off-Track Continuing	0	0	0	1	1
Other Completer (GED, etc.)	4	0	8	5	2
Graduation Rate	98.06%	98.71%	97.95%	97.89%	97.23%
Dropout Rate	1.29%	1.29%	0.79%	1.06%	2.25%

5 Year Cohort Graduation Rate



5 Year Cohort Dropout Rate

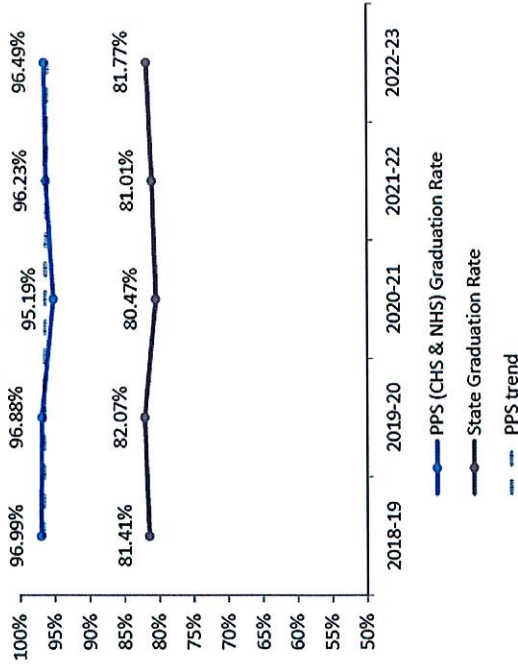


Source: MISchoolData; does not include CHS

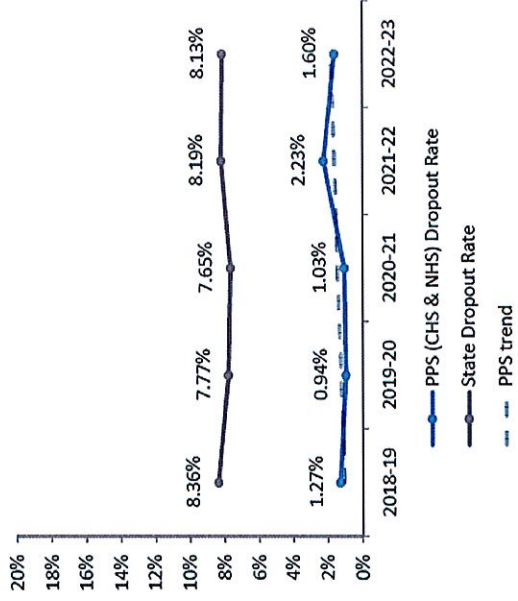
4 Year Cohort Graduation/Drop Out Rate

# Students	School Year:				
	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort	632	640	582	583	626
Graduated	613	620	554	561	604
Dropouts (Reported & MER)	8	6	6	13	10
Off-Track Continuing	4	4	17	7	10
Other Completer (GED, etc.)	7	11	5	2	2
Graduation Rate	96.99%	96.88%	95.19%	96.23%	96.49%
Dropout Rate	1.27%	0.94%	1.03%	2.23%	1.60%

4 Year Cohort Graduation Rate

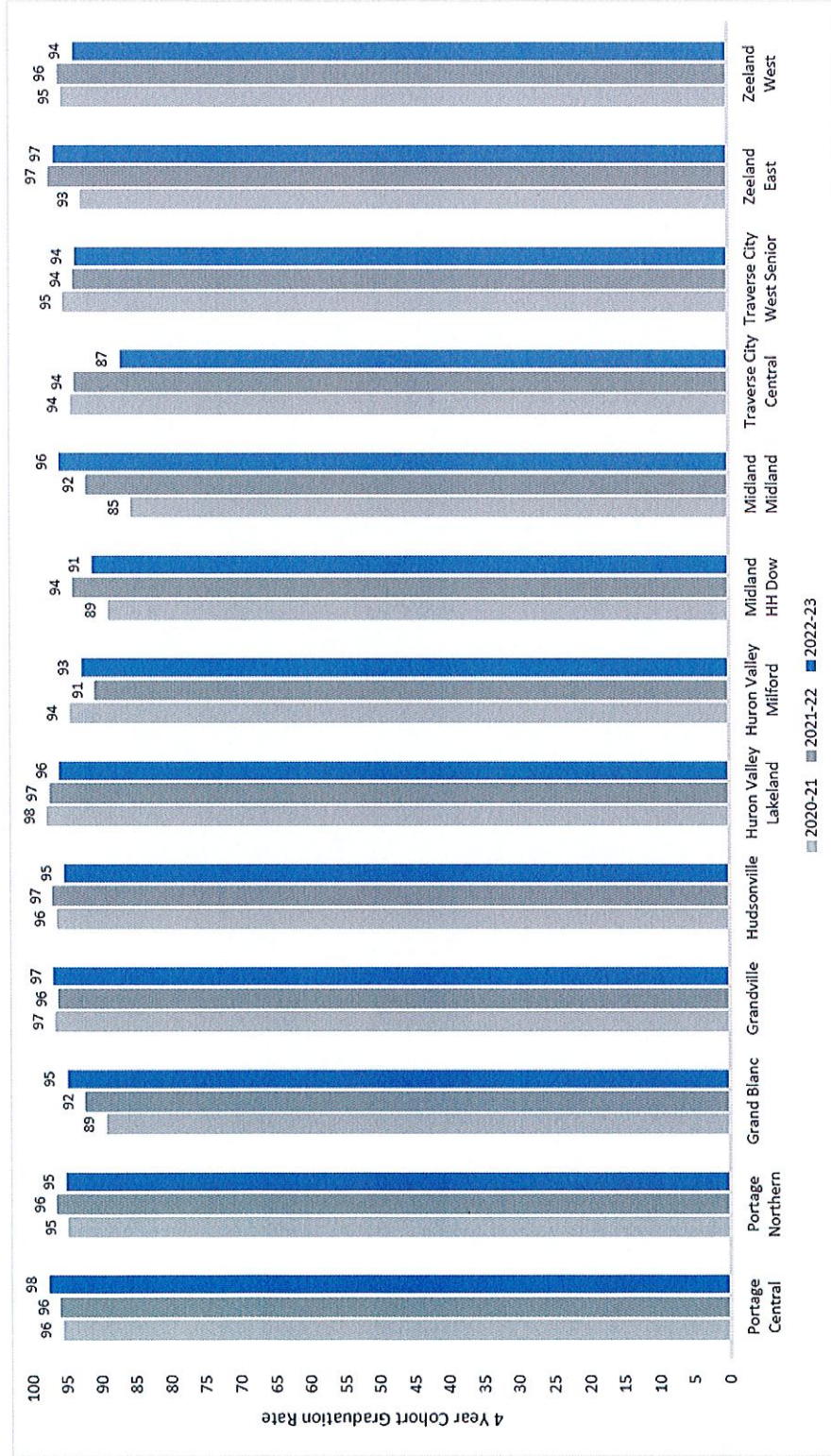


4 Year Cohort Dropout Rate



Source: MSchoolData; does not include CHS

Comparator Schools 4 Year Cohort Graduation Rate

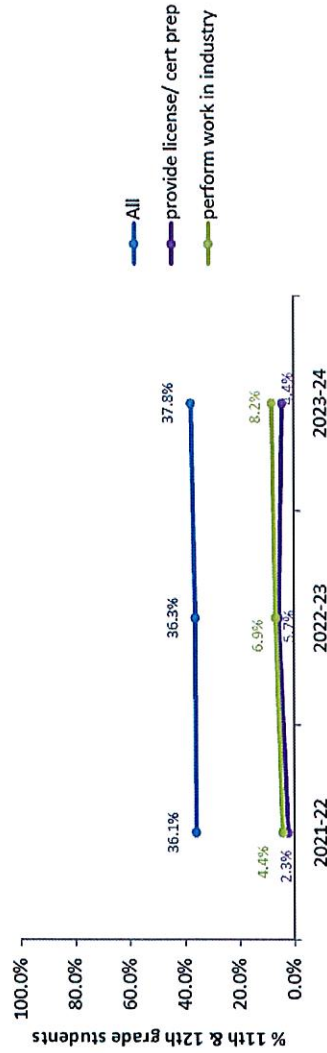


Source: MISchoolData
 No Alternative Schools are included for all districts.

Career and Technical Education (CTE)

2021-22	CTE Classes:			2022-23	CTE Classes:			2023-24	CTE Classes:								
	All	provide license/ cert prep	perform work in industry		All	provide license/ cert prep	perform work in industry		All	provide license/ cert prep	perform work in industry						
# classes offered:			57	8	16	# classes offered:			58	12	18	# classes offered:			64	14	21
# students enrolled:			198	19	19	# students enrolled:			224	46	33	# students enrolled:			201	29	24
			254	10	36				259	30	59				292	28	83
total			452	29	55	total			483	76	92	total			493	57	107
% of 11th & 12th graders:			36.1%	2.3%	4.4%	% of 11th & 12th graders:			36.3%	5.7%	6.9%	% of 11th & 12th graders:			37.8%	4.4%	8.2%

11th & 12th Grade Students Participating in CTE Classes



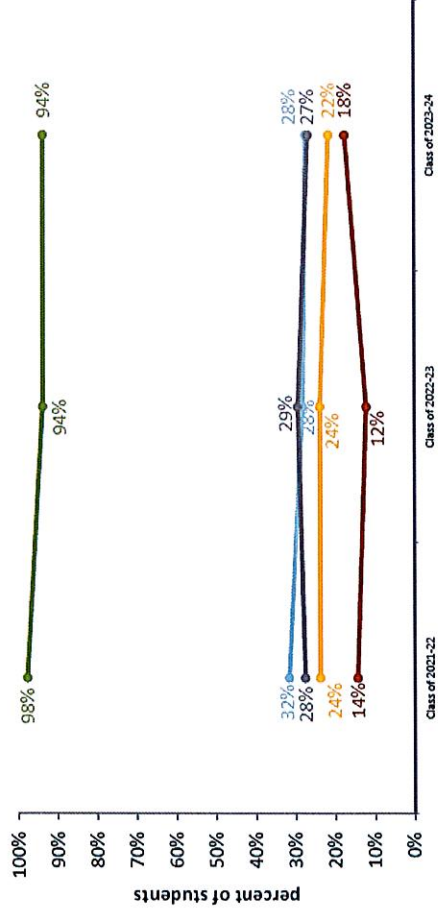
Source: Skyward, does not include CoHS

ACT WorkKeys National Career Readiness Certificates

ACT WorkKeys assessments were developed to address the need for standardized measures of work readiness; and are research-based assessments that measure workplace skills. Certificates reflect Bronze, Silver, Gold, or Platinum level of work readiness.

	Class of 2021-22					Class of 2022-23					Class of 2023-24								
	# Students	Bronze	Silver	Gold	Platinum	Total Students	% Any Work Readiness	Bronze	Silver	Gold	Platinum	Total Students	% Any Work Readiness	Bronze	Silver	Gold	Platinum	Total Students	% Any Work Readiness
All Students	57	125	94	109	394	394	98%	75	174	147	181	615	94%	115	180	142	176	654	94%
Black	4	5	2	0	13	13	85%	8	9	2	1	24	83%	12	9	4	3	34	82%
Asian	4	3	7	11	27	27	93%	2	12	11	17	43	98%	6	10	7	19	44	95%
Hispanic	7	5	2	2	17	17	94%	3	14	8	7	36	89%	9	19	4	7	44	89%
2/More	6	9	10	4	29	29	100%	7	14	6	12	45	87%	14	17	13	18	65	95%
White	36	103	73	92	308	308	99%	55	125	120	144	466	95%	74	125	114	129	467	95%
F/R Lunch	13	17	7	5	46	46	91%	23	41	30	23	133	88%	38	36	28	22	143	87%
Disabilities	8	4	0	1	14	14	93%	12	6	0	0	35	51%	9	8	2	2	40	53%
Female	28	55	39	54	178	178	99%	40	86	85	98	328	94%	50	89	76	96	326	95%
Male	29	70	55	55	216	216	97%	35	88	62	84	287	94%	65	91	66	80	328	92%

% of Students with ACT WorkKeys Certificate



Source: BAA WorkKeys datafile; does not include CoHS

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

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
MAY 6, 2024, 6:30 P.M.**

Note Page

VII Assurance of District Performance

2. Monitoring Report 2.9, Emergency Superintendent Succession (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.9 – Emergency Superintendent Succession, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.9) Emergency Superintendent Succession

Global Board Policy

In order to protect the board from sudden loss of Superintendent services, the Superintendent may have no fewer than two other executives familiar with Board and Superintendent issues and processes.

Certification

I hereby present my monitoring report on Executive Limitation, 2.9, "Emergency Superintendent Succession" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of May 1, 2024.



Signature

5.1.24

Date

Interpretation

I interpret this Policy to mean that the Board expects me to have at least two central office level administrators prepared and knowledgeable about organizational procedures and District-related issues in the event I am unable to provide District leadership services. This interpretation remains unchanged since last monitored.

Report

There are two individuals who have sufficient knowledge of operations and District issues who could serve the Board in my absence: Michael Pascoe, Assistant Superintendent of Instruction and Assessment, and Johnny Edwards, Assistant Superintendent of Operations. Both Michael and Johnny attend Board of Education meetings on a regular basis and are integral members of the District's Executive Leadership Team. Additionally, Kelly Jensenius, Director of Elementary Education, works closely with me in preparing some of the Ends monitoring reports and is very understanding of the Board's Governance model.

Our Executive Leadership Team meets weekly to discuss operational and instructional issues as well as to review Board agendas. This team operates with a great deal of transparency and trust. Other than sensitive or confidential information, every member of the team is very knowledgeable of District issues.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.9) Emergency Superintendent Succession

In addition to these weekly meetings, Johnny, Michael and I meet on a regular basis to discuss direction, operations and other issues that are important to the District. Furthermore, Administrative Assistant, Barb Atkinson, is knowledgeable of Board Policies and operational issues and stands ready to assist either Johnny or Michael should the need arise.

Both Johnny and Michael are familiar with the District's Policy Governance Model and are involved in assisting me with Policy interpretation and in providing monitoring information. While Mr. Edwards has not yet been through any formal training on the PG Model, they both have been in attendance during Policy Governance Work Sessions and other presentations.

The District also has in place Administrative Guideline 1100, which addresses decision-making whenever the Superintendent is away from the District and unavailable to make a decision. In these cases, the two aforementioned Assistant Superintendents are responsible for acting jointly on any such decisions.

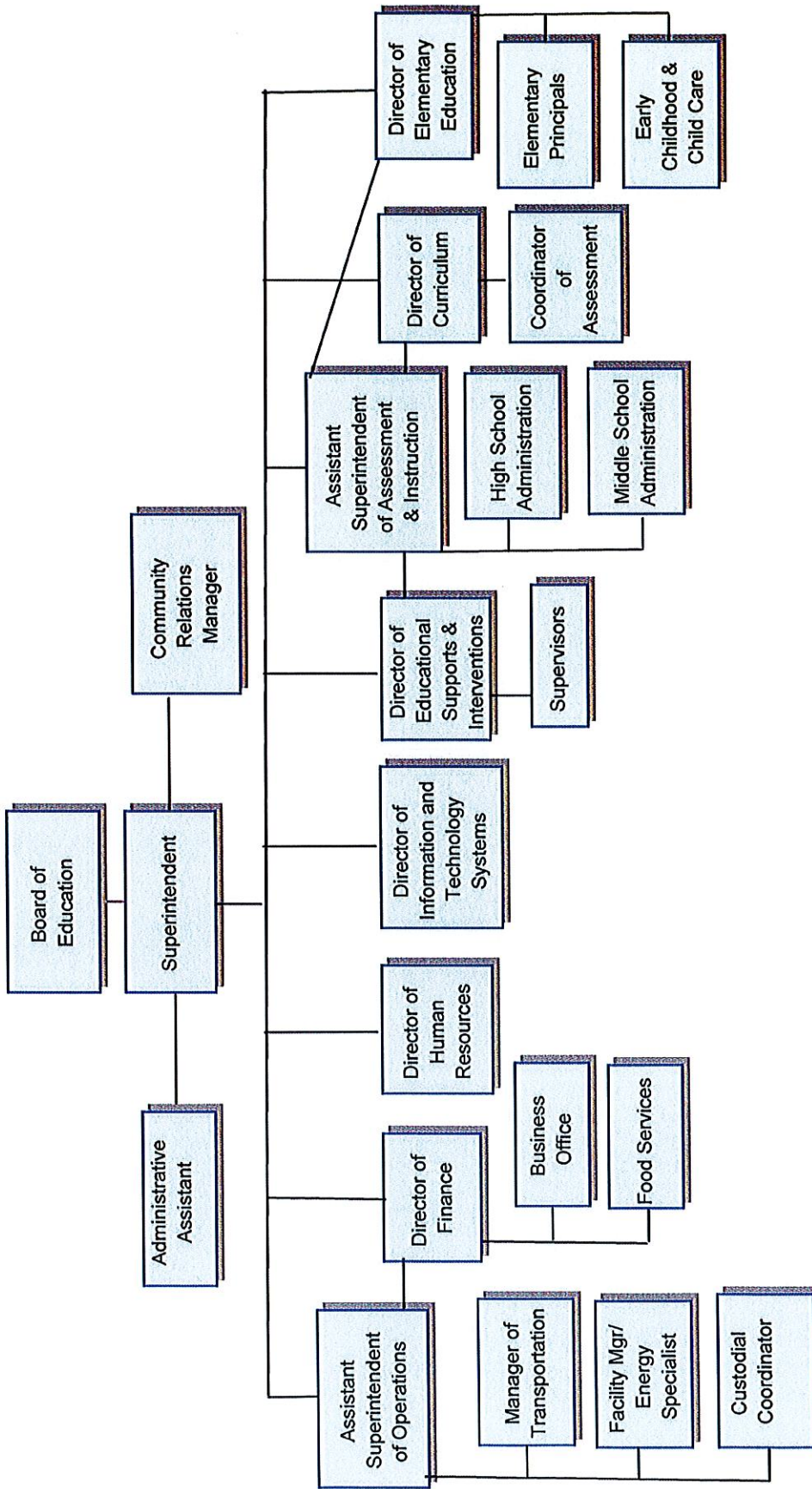
Enclosed is the current organizational structure of the District. In this organization, nine administrators report to me. Four of them also report to one of the Assistant Superintendents as their job functions are closely related. These nine administrators and I comprise the Executive Leadership Team.

Conclusion Statement

The organization met expectations.

Enclosure

PORTAGE PUBLIC SCHOOLS ADMINISTRATIVE STRUCTURE



Updated: 4/19/23

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
MAY 6, 2024, 6:30 P.M.**

Note Page

VII Assurance of District Performance

3. Monitoring Report 2.11, Long-Term Asset Planning (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.11 – Long-Term Asset Planning, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.11) Long-term Asset Planning

Global Board Policy

Long-term asset decisions in terms of grounds, facilities, and infrastructure shall not deviate materially from the Board's Ends priorities or the long-term wishes and needs of the community, risk long-term fiscal jeopardy, unduly limit the flexibility of future decisions, be made independent of other long-term asset decisions, or be made without appropriate levels of planning.

Certification

I hereby present my monitoring report on Executive Limitation, 2.11, Long-term Asset Planning in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of May 1, 2024.



Signature

5.1.24

Date

Interpretation

I submit that the Board's Global Policy is comprehensively interpreted in the succeeding seven sections. My interpretations of those sections, the report, and conclusion statements are presented below. The reports have been updated to reflect activity since the last report.

2.11.1 POLICY LANGUAGE

The Superintendent shall not make such decisions without ensuring that the key stakeholders' long-term wishes and needs are known.

Interpretation

I interpret this to mean that the District establishes a process whereby key District stakeholders are provided an opportunity, when appropriate, to provide input for consideration relative to major facility improvements across the District.

I further interpret key stakeholders as being a subset of the following: District residents, employees of the District, and other individuals who can affect or be affected by Portage Public Schools.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

Report

The Designing for the Future process and the involvement of key stakeholders established the foundation for moving forward in implementing the facility improvement plan.

This past year, the Core Team continued to meet on an as-needed basis to determine projects that could be funded by the 2015/2019 bonds, primarily the enhancements identified for consideration using unallocated bond funds. The Core Team is composed of several district-level administrators (Superintendent, Assistant Superintendent of Operations, Assistant Superintendent of Curriculum and Instruction, Technology Director, Finance Director) and, at times, other district administrators. The Core Team now carries the primary function of providing direction and overseeing any remaining projects funded by unallocated 2015/2019 bond funds.

During the 2020-21 school year, the Board developed a revised plan to address elementary facility needs and contracted with Perspectives, Inc. to conduct a survey to solicit community feedback. That survey was presented to the Board on May 3, 2021 and helped inform next steps toward addressing elementary facilities. Based on survey results, the Board decided to place a \$175 million question on an August 2021 ballot. Voters approved the replacement of five elementary school buildings (AMB, ANG, CEL, HAV, and WOD), renovation of MBE, finding facility solutions for CK and CoHS, purchasing buses, and acquiring/updating district technology.

Shortly after the passage of the bond, both a core team and steering committee were formed to serve as the primary decision-making bodies for the identified projects. Over the next several months these two groups accomplished the following: created guiding principles to provide direction for decision-making; sold the first series of bonds using Stifel as the District's underwriter; solicited for architectural, construction management, and owner's representative services; engaged staff, students and parents in the conceptual design process; conducted visits to elementary schools in Utah; and engaged with staff in the schematic design process.

Since the May 2023 Monitoring Report, considerable progress has been made. Construction is well underway on CEL and HAV and we are entering the Design Development phase of WOD where staff members have been providing input at various times during document development. Bi-weekly meetings have been held with our design team which includes our architects, construction manager, owner's representative, and various district staff. Several of the meetings this year included teachers from Woodland Elementary to provide input into the design of interior space, wall and floor coverings, furniture, and many other aspects of facility design. We are currently in the final stages of this work prior to finalizing and issuing bid documents.

Additionally, the Board's Facilities Committee works with administration to identify projects to be funded through the District's Building and Site Sinking Fund. Projects recently completed or starting or anticipated to start in summer of 2024 funded through BSSF are listed below.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

BSSF Projects Completed:

- Weight Room flooring at both high schools
- Weight Room flooring at WMS
- Floor at Stable entrance
- Gym floor resanding at Igloo and TWL
- Curtain wall at NHS
- N-AEF parking lot
- Flooring in CEL and HAV pilot classrooms
- Handicap accessibility push button at CHS

BSSF Summer 2024 Projects:

- Flooring at Doghouse entrance
- Gym floor resanding at Doghouse and LCE
- Roof replacement at TWL
- Kitchen & serverly flooring at NMS
- Exterior marquee at TWL
- Exterior marquee at LCE
- Boiler replacement at PCEC

Conclusion Statement

The organization met expectations.

2.11.2 POLICY LANGUAGE

The Superintendent shall not make such decisions without assessing how they fit within a larger plan for all long-term asset decisions.

Interpretation

This limitation does not require further interpretation except that I interpret all to mean those grounds, facilities and infrastructure currently existing or projected to exist as a result of the passing of the 2021 Bond.

Report

The Designing for the Future process, informed in part by the District facility assessment, conducted by Tower Pinkster in 2013, identified the condition of existing facilities and formulated recommendations for building improvements and replacements. The assessment indicated that in 2007 (often referred to as Phase I) plans were put in place to address facility needs at Central High and Northern High School, to construct two new elementary schools (12th Street and Lake Center), a new transportation/maintenance facility and relocate the central office.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

It was recognized that phased renovation and construction would be necessary to address the remaining facility needs of the District. The assessment identified that there were major needs especially to the older elementary and middle schools as well as the District swimming pools and stadium.

We now have completed Phase II which includes the building of two new middle schools (North and Central); renovating West Middle School; replacing the pools at West, North and Central Middle Schools with two new pools located at Central and Northern High Schools; replacing McCamley Field (now McCamley-Knight Field) and building a new stadium at Northern High School (Huskie Stadium); providing an additional turf field at each high school; making improvements at Portage Community Education Center (PCEC); providing additional technology across the District, and relacing many district school buses.

Phase II projects commenced in 2016 are complete with the exception of those projects that were added as a result of cost savings and interest earnings. Several of those projects have been completed or will be completed over the course of the next few years.

Phase III addresses the needs at six of the district's eight elementary schools. This includes the replacement of five schools: AMB, ANG, CEL, HAV, and WOD, renovating MBE, and finding new homes for students who attend programs housed at the Community Education Center, namely, Curious Kids and Community High School. The two not being addressed at this time are LCE and TWL as they were part of Phase I projects.

Based on estimates formulated in 2019, it was determined that addressing Phase III facility needs along with budgeting for technology and bus replacement would require approximately \$175 million. In August 2021 the District obtained voter approval to do so without having to raise the debt millage rate. It is noted that due to unexpected inflationary issues, worker shortages, increased labor and material costs, and other related factors, the cost to complete Phase III projects will exceed initial budget projections. District administrators are developing a plan that will allow us to proceed with addressing Phase III facility needs without increasing the current 6.85 debt millage rate. This will require that District voters approve the sale of additional bonds to complete all identified projects.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

2.11.3 POLICY LANGUAGE

The Superintendent shall not make such decisions without assessing their long-term impact on academics and curriculum.

Interpretation

No further interpretation is made.

Report

The three interconnected activities (community dialogues, educational specifications development, and advisory group meetings), and the resultant documents, remain as the basis for assessing long-term impact on academics and curriculum.

The Core Team and Steering Committee members include administrators who have major academic and curricular responsibilities in the district. All members provide input and make decisions consistent with the established Guiding Principles and Facilities Master Plan.

During the 2023-24 school year, elementary teachers and administrators have continued to participate in professional development around using collaborative teaching and learning practices to prepare them to fully utilize our new elementary schools. The District also has re-equipped several classrooms with floor coverings and furniture being proposed for CEL and HAV. Staff and student feedback is being gathered to help inform decision makers.

Conclusion Statement

The organization met expectations.

2.11.4 POLICY LANGUAGE

The Superintendent shall not make such decisions without considering the impact of future demographic trends in the District and how they will impact future needs.

Interpretation

No further interpretation is made.

Monitoring Report

Page -6-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

Report

The Designing for the Future process was very much data-based including a close look at District demographics. The data reviewed included:

- Historical and projected enrollment by grade levels
- Building capacity/enrollment
- Building size (student capacity)
- Schools of Choice enrollment/trends
- Housing and population shifts
- Birth rates
- Populations trends
- Mapping of student enrollment
- Spatial analysis of student population
- Overlay of multiple data to determine trends and relationships
- Attendance zone analysis

This data and much more were shared with the Designing for the Future Steering Committee and others as the need arises.

Data is available on the District's website and is being used to help guide the decision-making process.

As the City of Portage continues to grow and change, we continue to look at demographic trends to make informed decisions about Phase III needs and attendance zone configuration. An example of an action we're taking is increasing the size of the new Central Elementary School to 600 students (from its current capacity of 450) to help accommodate growth in the southern portion of the District as well as to alleviate some overcrowding at Moorsbridge and Amberly.

Conclusion Statement

The organization met expectations.

2.11.5 POLICY LANGUAGE

The Superintendent shall not allow or cause material deviations from the original plan as portrayed to the community.

Monitoring Report

Page -7-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

Interpretation

I interpret “material deviation” to mean any changes to Board approved plans or budgets which diminish the overall real or perceived value of Portage Public Schools, or those which undermine the integrity of the District’s educational programming and services provided to its students.

Report

The original plan was identified by the Board through the language placed on the 2021 ballot proposal. All of our decisions have been in line with that voter-approved plan. Voters approved:

- Replacing AMB, ANG, CEL, HAV and WOD Elementary Schools with new buildings.
- Remodeling Moorsbridge Elementary School and other District buildings
- Improving and developing sites
- Addressing District Technology needs
- Purchasing buses

The Board approved the placement of the five new elementary facilities on their current elementary campuses and will be deciding what other decisions, if any, will require board approval.

As our design and construction work continues there have been no material deviations from what was approved by voters or the Board or presented to the board and community.

In regards to the 2015/2019 bonds, availability of additional funds (referred to as unallocated contingency) has allowed the district to make improvements in several areas. These improvements have all come to the Board as either action or informational items and are allowable expenditures as defined by the voter-approved bond. .

Conclusion Statement

The organization met expectations.

2.11.6 POLICY LANGUAGE

The Superintendent shall not authorize schedules and change orders that significantly change costs, reduce quality, or result in significant shifts in scope or focus.

Monitoring Report

Page -8-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

Interpretation

I make the following interpretations relative to this sub-policy:

1. "Significantly change costs" means any changes to individual contracts that exceed \$100,000. Change orders exceeding \$100,000 will require Board approval. (This is consistent with the Boards Governance Policies, specifically Executive Limitations 2.5.7.)
2. "Reduce quality" means the desired level of quality will be conveyed through our requests for bids and the specifications within those documents. Any changes, substitutions or modifications will be vetted by District staff, Owne'rs Representative and Construction Manager. Approvals will only be granted when there is no evident reduction in quality.
3. "Shifts in scope or focus" is interpreted to mean the scope and focus of what has been defined by the language contained in the ballot question and any subsequent Board approvals. Legally we are not allowed to deviate from the language that was approved by voters. Any material deviation from approvals previously made by the Board relative to scope or focus will require Board approval.

Report

1. All change orders over \$100,000 have come before the Board for approval. A summary of all other change orders less than \$100,000 is presented to the Board on a monthly basis. At this point in the project no change orders have come to the Board.
2. None of the change orders processed to date resulted in a reduction of quality.
3. The Board has been informed of and involved in discussions about the use of any unallocated 2015/19 bond funds. Regarding the Phase III projects, the Board is being informed on a regular basis of all change orders. This occurs during bond budget reports at board meetings.

Conclusion Statement

The organization met expectations.

2.11.7 Policy Language

The Superintendent shall not make such decisions that fail to provide for equitable educational opportunities.

Interpretation

In this context, I interpret "equitable educational opportunities" to mean that as we build new facilities and/or renovate our older facilities and consider our educational programming, we will provide students with as many equitable opportunities as possible across the District.

Monitoring Report

Page -9-

Policy Type: Executive Limitation

Policy Title: (2.11) Long-term Asset Planning

Report

When we built our two new middle schools (North and Central) and renovated West MS, we incorporated certain elements of our new schools into the West MS renovation, namely, extended learning spaces adjacent to classrooms. There will always be some measure of difference between buildings at similar grade levels due to the fact that not all buildings will be targeted for renovation nor are all buildings designed to accommodate all types of educational programming. Unless all school facilities are built or renovated within a relatively short period of time, the buildings will never be the same. For example, 12th Street and Lake Center elementary schools were built over a decade ago and were not included in this phase of elementary school construction or renovation. The layout of these two buildings is very different from that of the new schools being constructed in Phase III. The same holds true for Moorsbridge Elementary School (MBE). MBE will be renovated, however, not all of the elements being incorporated into the new elementary schools will be able to be incorporated into MBE.

Therefore, we rely on equitable educational programming to be available to all students in the district no matter which building they are in. The resources, interventions, and other support that students have access to will be equitable... outstanding educators, effective leaders, para-educators, and support staff. We do not create situations where select services are only provided at select schools. Nor do we create situations where students who require special services are sent to select schools, for example, students with disabilities, English Language Learners, etc. Students who need such services will receive support in their respective buildings.

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
MAY 6, 2024, 6:30 P.M.**

Note Page

X. Discussion Items

1. KRESA 2024-25 General Fund Budget (MCL 380.624)



Enclosure X.1.
May 6, 2024

Paula Johnson
Director of Finance
(269)323-5178 Voice
(269)323-5189 Fax
pjohnson@portageps.org

To : Mark Bielang, Superintendent
From : Paula Johnson, Director of Finance
Date : May 1, 2024
Subject: Kalamazoo Regional Educational Service Agency (KRESA) General Education Fund Budget Resolution

RECOMMENDATION

That the Board of Education adopt the attached resolution indicating support of the KRESA General Education Fund budget for the 2024/25 school year.

BACKGROUND INFORMATION

Twenty years ago, the legislature adopted a package of bills related to controls over Intermediate School Districts. One bill requires that local Boards of Education adopt a resolution related to their ISD general education fund budget. It is not a requirement that local Boards take action on the ISD special education fund budget. This package of bills was connected with oversight concerns that surfaced at Oakland ISD.

On April 26th, KRESA distributed a copy of their 2024/25 General Education Fund budget to the County business managers. We had the opportunity to ask questions on the information that was provided. In previous years, it was determined that this level of review was considered adequate for the required Board resolution. Included is a memo from KRESA of the budget assumptions used as well as major fluctuations in both the revenue and expenditure categories.

As has been the case for the past decade, the resolution provided by KRESA has been modified by including the following language to the “Therefore, Be It Resolved That” portion:

“Based upon the information received from Kalamazoo Regional Educational Service Agency and recognizing that a limited review of a budget document provides limited oversight of the financial affairs of an organization,”

The intent of this additional language is not to raise concerns but rather to acknowledge that a limited review of a budget document doesn't address internal controls or other important financial controls.

I would be happy to answer any questions that you or Board members may have on this recommendation.

To: Local District Boards of Education

From: Scott Thomas, Assistant Superintendent for Business Services 

Date: April 26, 2024

Subject: Kalamazoo RESA 2024-2025 Original General Education Fund Budget Narrative and Resolution

Kalamazoo RESA (KRESA) is an intermediate school district dedicated to providing comprehensive educational services to students, schools and families in southwest Michigan. The agency focuses on five Centers of Excellence: Special Education, Early Childhood, Career Connect, Educator Supports and Operational Supports. Through these Centers of Excellence, KRESA is committed to empowering students and educators, fostering a robust and thriving educational environment in the Kalamazoo County region.

KRESA's 2024-2025 Original General Fund budget shows an overall decrease in revenues of approximately 3.4% and an overall decrease in expenditures of approximately 3.3% compared to the 2023-2024 revised budget. These decreases are primarily due to the reduction of grant revenues and their related expenditures, as well as other changes in the various General Fund departments discussed in more detail below. The budget anticipates an overall deficit of \$215,999. This will leave the General Fund with an estimated unassigned fund balance on June 30, 2025 of \$10,243,652 or 15.7% of annual expenditures.

KRESA's sources of General Fund revenues include an operating tax levy of 0.1428 mills on all property in the KRESA area. We are anticipating that property taxable values will increase by 6.0% and that property tax revenue will increase by \$81,684. State aid is received through Section 81 of the State Aid Act and this budget assumes Section 81 State Aid will remain flat. Grants make up a large portion of the revenue received by KRESA, as well as departments that provide services on a fee for service basis or shared service agreements.

KRESA's expenditures include the following assumptions: 3.0% increase in health insurance costs, retirement costs based on ORS published rates effective 10-1-2024, and a compensation adjustment for staff that includes a 5% increase on pay schedules and step advancements.

KRESA's General Fund revenues and expenditures are categorized in the following departments, which are supported by the attached proposed budget resolution:

General Administration and Operations: These expenses include the General Fund portion of the Board of Education, Superintendent's Office, Communications, Human Resources, Business Office, and Maintenance and Operations departments. These departments are primarily funded through a portion of property tax revenue and Section 81 State Aid revenue.

Southwest MiTech Technology Services: The Southwest MiTech Technology Services department supports the technology needs of KRESA programs, state reporting compliance, on-site technology support staff to schools, the Michigan Data Hub, internet bandwidth and phone service to local schools, network engineering and customer service support personnel. Many of the services provided are on a fee for service model and direct support is charged back to the various KRESA departments. The Michigan Data Hub is funded by a state grant. KRESA's General Fund budget is projected to contribute an additional \$448,534 to support this department.

Great Start Collaborative (GSC) and Great Start Readiness Program (GSRP): This budget includes early childhood services and programming county-wide. Funding includes state and local grants, and \$21,145 in direct support from KRESA's General Fund budget. The budget assumes funding for 1,984 GSRP preschool slots with 1,530 of these slots being provided to local districts and private providers.

Print Center: The Print Center is funded with fee for service in the areas of our full print shop, graphic arts services, county-wide delivery services and shredding services. Schools who participate in the program pay a fee for the services they purchase. The Print Center is showing a small surplus of \$3,289 that is used to offset future equipment replacement purchases.

Instructional Services and Community Supports: The Instructional Services department is funded with state and federal grants along with local district professional development consortium contributions, fee for service coaching and consulting billings, and a direct contribution from the KRESA General Fund budget of \$461,830. The expenditures include the following grants: Title I Regional Assistance, Sec 35a Early Literacy, MiSTEM Math Action Area, Sec 31n Mental Health and a few other various grants. Instructional Services leads workshops through the professional development consortium, and provides instructional coaching and consulting services to local school districts.

Career Connect Education for the Arts (EFA) and Career & Technical Education (CTE) Consortiums: These programs provide arts education, and career and technical education opportunities to all students within the Kalamazoo RESA area. They are funded with a combination of state, federal and local grants, and local district and KRESA funding. EFA and CTE have advisory boards that include local district superintendents that complete annual reviews of the programs including program budgets. Local school districts contribute to the high school programs for both EFA and CTE, as well as support for administrative costs for EFA. The KRESA General Fund budget directly contributes \$100,000 to the administration of the EFA program. The CTE millage was passed in 2019 and some of the costs that were previously paid for by local district contributions and KRESA's General Fund are being paid from the Career Connect Special Revenue Fund. CTE redesign efforts are still ongoing, with the Career Connect Campus building scheduled to open to students in Fall of 2025.

Career Connect YOU: YOU operates programs that provide career learning, job training and education assistance to youth in Kalamazoo, Calhoun, St. Joseph and Branch counties. Programs include MyCity, CareerNow, Bridging Opportunities, WIOA Youth Services, Jobs for Michigan's Graduates, and on-site education programming, such as, Education Reconnection. YOU is funded with a combination of federal, state and local grants, and this budget includes \$4,489,838 in revenues and expenses to operate these programs.

Regional Transportation Safety Institute (RTSI): RTSI provides training of transportation staff for a nine-county consortium. This includes required training for beginning school bus drivers, continuing education for all bus drivers and training for transportation supervisor staff. RTSI is a provider for CDL/GDL and motorcycle testing for the State of Michigan, handles the mandatory drug testing program and runs the Eaton Proving Grounds program to teach defensive driving classes to school bus drivers. This program is funded through a fee for service model and Section 74 State Aid funding.

Head Start Grant: The budget includes \$7,012,838 in grant revenues and expenses to operate KRESA's Head Start program, which serves 596 three and four year olds within Kalamazoo County with preschool, family and health support services.

Enhancement Millage: This budget includes \$15,957,930 in revenue for the enhancement millage that was approved by voters in May of 2023. Enhancement millage revenue is distributed back to the local districts and public school academies to support their operations, which equates to approximately \$465 per student.

Attached to this budget narrative please find the Resolution for Local District Vote on ISD General Fund Budget and KRESA's proposed 2024-2025 General Fund Budget Resolution. Local district Boards of Education are required to adopt a resolution expressing its support or disapproval of KRESA's General Fund proposed budget during its May meeting, and submit to KRESA's Board of Education any specific objections and/or proposed changes prior to June 1, 2024.

More information on KRESA's Centers of Excellence, and additional details on KRESA's programs and services can be found in our annual report. KRESA's most recent annual report can be found on our website here: <https://www.kresa.org/site/Default.aspx?PageID=1882>

Please contact me at 269.250.9363 or scott.thomas@kresa.org for any questions related to KRESA's 2024-2025 Original General Fund budget. Thank you.

**RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION OF
KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY
2024-2025 ORIGINAL GENERAL EDUCATION FUND BUDGET**

RESOLVED, that this resolution shall be the appropriations of Kalamazoo Regional Educational Service Agency for the 2024-2025 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenues received by Kalamazoo Regional Educational Service Agency.

BE IT FURTHER RESOLVED, that the total revenues and unappropriated fund balance estimated to be available for appropriation in the GENERAL EDUCATION FUND of the Kalamazoo Regional Educational Service Agency for fiscal year 2024-2025 is as follows:

	ACTUAL 2022-23	ORIGINAL 2023-24	REVISED 2023-24	ORIGINAL 2024-25
REVENUES:				
Local	21,226,193	21,235,947	21,742,866	22,114,679
State	17,931,463	20,128,028	24,387,581	23,930,246
Federal	11,168,960	11,834,339	13,301,152	11,188,446
Other Sources	7,735,753	8,559,582	8,069,288	8,000,183
Total Revenue	<u>58,062,369</u>	<u>61,757,896</u>	<u>67,500,887</u>	<u>65,233,554</u>

BE IT FURTHER RESOLVED, that \$65,449,553 of the total available to appropriate in the GENERAL EDUCATION FUND is hereby appropriated in the amounts and for the purpose set forth below:

Instruction:				
Basic Programs	4,744,673	6,007,555	5,947,302	5,659,665
Added Needs	801,288	1,068,800	1,185,724	1,242,297
Support Services:				
Pupil	2,803,041	3,307,551	3,377,207	2,042,973
Instructional staff	5,213,970	5,827,392	6,272,643	6,174,200
General Administration	493,782	609,031	857,547	908,240
School Administration	499,625	548,212	605,303	554,254
Business	1,287,509	1,470,539	1,488,806	1,485,094
Operations and Maintenance	1,024,550	1,296,174	1,398,525	1,342,102
Transportation	795,349	938,758	989,743	922,917
Central	9,805,643	10,853,819	11,691,246	11,881,426
Other Support Services	384,402	-	7,500	23,500
Community Services	5,973,220	5,125,460	6,107,130	5,598,336
Other Financing Uses	22,708,957	24,969,407	27,721,596	27,614,549
Total Expenditures	<u>56,536,009</u>	<u>62,022,698</u>	<u>67,650,272</u>	<u>65,449,553</u>
Revenues over Expenses	1,526,360	(264,802)	(149,385)	(215,999)
FUND BALANCE - July 1	<u>9,082,676</u>	<u>8,930,643</u>	<u>10,609,036</u>	<u>10,459,651</u>
FUND BALANCE - JUNE 30	<u>10,609,036</u>	<u>8,665,841</u>	<u>10,459,651</u>	<u>10,243,652</u>

FURTHER RESOLVED, that no board of education member or employee of the school district shall expend any funds or obligate the expenditure of any funds, except pursuant to appropriations made by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. Changes in the amount appropriated by the board shall require approval by the board.

BE IT FURTHER RESOLVED, that the Superintendent is hereby charged with general supervision on the execution of the budgets adopted by the board and shall hold the department heads responsible for performance of their responsibilities within the amounts appropriated by the board of education and in keeping with the budgetary policy statement hitherto adopted by the board. (Resolution effective 6/18/2024)

Note: The General Education tax levy for 2024 is proposed to be 0.1428 mills and the Regional Enhancement tax levy for 2024 is proposed to be 1.5000 mills. These millages will be levied on all properties to be used for operating purposes as described above.

RESOLUTION FOR LOCAL DISTRICT VOTE ON ISD GENERAL FUND BUDGET

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

A regular meeting of the Board of Education of the Portage Public School District was held at Portage Central High School, 8135 S. Westnedge Avenue, Portage, MI, on May 20, 2024, at 6:30 o’clock in the evening.

Members present were: _____

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

WHEREAS:

This Board received the Kalamazoo Regional Educational Service Agency General Education Fund Budget on or before May 1, 2024; and

WHEREAS:

In accordance with Section 380.624 of the Revised School Code, this Board must now adopt a resolution expressing its support or disapproval of the proposed ISD budget, and must submit to the ISD Board any specific objections and/or proposed changes the Board may have to the budget prior to June 1, 2024.

THEREFORE, BE IT RESOLVED THAT:

Based upon the information received from Kalamazoo Regional Educational Service Agency and recognizing that a limited review of a budget document provides limited oversight of the financial affairs of an organization, the ISD General Education Fund Budget for the 2024-2025 school year be (“supported” or “disapproved for the reasons attached hereto”), and that the Secretary of the Board is hereby directed to submit a copy of this Resolution to the Secretary of the ISD Board of Education, along with any specific objections or proposed changes to the budget.

Ayes: Members _____

Nays: Members _____

Motion declared _____.

**Resolution for Local District Vote on ISD General Fund Budget
Page 2**

The undersigned duly qualified and acting Secretary of the Board of Education of Portage Public Schools, Portage, Michigan hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a regular meeting held on May 20, 2024, the original of which resolution is a part of the Board's minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Signed:

Secretary, Board of Education

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

Note Page

X. Discussion Items

2. Chartwell Contract Renewal (EL 2.5)

May 6, 2024

8107 MUSTANG DRIVE
PORTAGE, MICHIGAN 49002
269.323.5000 | portageps.org

TO : Mark Bielang, Superintendent
Board of Education

FROM : Paula Johnson, Director of Finance

DATE : May 1, 2024

SUBJ : Renewal of the Chartwells Food Service Management Contract for the 2024/25 Year

RECOMMENDATION

That the Board of Education approve the renewal of Chartwells Food Service Management contract for the 2024/25 school year and authorize the Director of Finance to execute the contract renewal agreement.

BACKGROUND INFORMATION

In June 2020, in a formal RFP process, the District selected Chartwells to continue to be its food service management company. The contract length is one year with four optional one-year renewals. This is the fourth contract renewal, running from July 1, 2024 through June 30, 2025. The district will need to go out for bids next spring. The Michigan Department of Education has approved the renewal and requires that the Board of Education approve the renewal of the contract.

Our contract calls for an increase in the management fee and the administration fee by the consumer price index (4.2% verified by the Michigan Department of Education) or 2%, whichever is less. The details of the renewal include the following. Here are the details of the contract for approval:

- An increase in the management fee of 2.00% from .0498 cents per meal to .0507 cents per meal, or an estimated \$1,060 for the year.
- An increase in the annual administration fee of 2.00% from \$107,044 to \$109,185, or \$2,141 for the year.
- The meal equivalent factor will be reduced from 4.71 to 4.63 per USDA/Michigan Department of Education guidelines. This factor is used for calculation of the management fee on ala carte sales, and therefore; serves to limit the fee paid to Chartwells.

The District has been very pleased with Chartwells this year. New USDA and MDE regulations continue in a variety of areas, and Chartwells has been a leader in understanding and implementing those requirements.

Other highlights include the following:

- Partnered with Prime Time to provide SFSP meals to the summer childcare program at MBE and their other Kalamazoo Public School sites.
- Created a plan to renovate West Middle School serverly over the 2024 summer for an anticipated fall opening.
- Provided free meals through the free Michigan School Meals Program to all students at PPS this school year.
- Doubled breakfast participation this past year with the implementation of the free Michigan Meals Program.
- Increased lunch participation 43% over last year also due to the implementation of the Michigan Meals Program.
- Paid lunches increased by 30% over last year.
- Hosted a WMU dietetic intern this past fall for her school meals rotation.
- Upgraded equipment in the program in an effort to spend down Excess Fund Balance.
- Replaced elementary smallware for use in the food bars.
- Hosted Food Network Celebrity Chef Jet Tila at North Middle School on April 18, 2024 for a food demonstration event.

I would be happy to answer any questions that you or Board members may have on this recommendation.



Paula Johnson <pjohnson@portageps.org>

Food Service Contract Renewal Approval

1 message

MDE-GEMS@michigan.gov <MDE-GEMS@michigan.gov>

Wed, Apr 17, 2024 at 1:22 PM

To: mbielang@portageps.org

Cc: pjohnson@portageps.org, pfjohnson@portageps.org, jgaffke@wmisd.org, sault1@michigan.gov, williamsS116@michigan.gov, zavalalar1@michigan.gov

04/17/2024

SUPERINTENDENT MARK BIELANG
PORTAGE PUBLIC SCHOOLS (AGREEMENT #39140)
[8107 MUSTANG DR](#)
[PORTAGE MI 49002](#)

Dear Mr. Bielang:

The Michigan Department of Education (MDE) has received your request to renew the food service management company contract with Chartwells for the 2024-2025 school year. The Equivalent Meal Factor has changed from \$4.7100 to \$4.6250 per USDA/MDE guidelines, and the current CPI-U for December 2023 is 4.2%.

MDE has approved the following:

1. The current management fee of \$0.0498 per meal will increase by 2% to the new management fee of \$0.0507.
2. The current administrative fee of \$10,704.43 per month will increase by 2% to the new administrative fee of \$10,918.51 per month for 10 months.
3. The advance payment will be \$150,000.
4. There are no guarantees for the 2024-2025 school year.
5. No client investment is planned for the 2024-2025 school year.

MDE agrees with the recommendation that the contract be renewed with Chartwells for the 2024-2025 school year. It is ready for approval by the school district's Board of Education. After approval, signed copies of the [Cost Reimbursable Rate Agreement Form](#) and the [Signature Page](#) must be uploaded to MDE in GEMS/MARS. If the school board makes any changes to the contract, these changes must be sent to MDE for approval before the contract renewal can be signed by the school district.

This renewed contract is in effect from July 1, 2024, to June 30, 2025.

If you have any questions, need more information, or have contract changes, please email zavalalar1@michigan.gov with "Contract Renewal" in the subject line.

Sincerely,

Emily Ross, RDN
Manager, Food Distribution Unit
Office of Nutrition Services
RossE@michigan.gov

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

Note Page

X. Discussion Items

3. Purchase of ELA Curriculum Resources (OP 6320)

To: Mark Bielang, Superintendent
 From: Dr. Mackenzie Sheahan, Director of Curriculum and Professional Development Y5-8
 CC: Paula Johnson, Director of Finance
 Date: May 1, 2024
 Re: Recommendation for ELA Curriculum Resource Texts

RECOMMENDATION

It is recommended that the Board of Education approve the purchase of ELA Curriculum Resources for kindergarten through eighth grade from Bound to Stay Bound in the amount of \$473,757. The funding sources for this purchase are Section 35j and 2024-25 general fund budget.

BACKGROUND INFORMATION

In June of 2023, the Board of Education approved the purchase of the newly adopted ELA Curriculum K-8. With this approval, the first phase of the purchasing process (found in the table below) was executed in July 2023. The first phase purchased (37) ELA Elementary Early Adopters and all Middle School ELA Teacher and Classroom text sets. The second phase of purchasing was brought to the Board and approved in December 2023. The second phase provided the remaining (131) elementary teachers with a copy of each text in their adopted units to use during professional development and future instruction. The third phase, recommended today, will purchase the remaining (82) second through fifth-grade ELA Classroom text sets for students to begin using in the 2024-25 school year.

Based on the experiences of the Elementary Early Adopters and Middle School ELA Teachers we have determined purchasing a more durable bound book for student use is a fiscally responsible long-term solution. Therefore, this recommended purchase includes student replacement text sets for second through fifth Elementary Early Adopter Classrooms and all Middle School ELA (based on projected student enrollment).

Phase 1	Phase 2	Phase 3
July 2023	December 2023	June/July 2024
Purchase (37) K-5 Early Adopters & (All) Middle School Teacher Copies and Class Texts \$48,721	Purchase (131) K-5 Teacher Copies <i>(one copy of each adopted core text per teacher)</i> \$55,000	*Purchase (82) 2-5 Classroom Texts <i>(one copy per student of each class set adopted core text)</i> Purchase of 6-8 replacement texts based on the projected enrollment

**The previous table in December 2023 included K-1 classrooms in the purchase total of 131.*

Portage Public School District was awarded the Section 35j Professional Development, Curriculum, and Supports grant which supports student access to high-quality instructional literacy materials. Section 35j will fund \$260,264 of the purchase of K-5 Core Literacy Materials with the remaining \$213,493 to be budgeted for in the 2024-25 general fund budget. Across all phases, the ELA Curriculum adoption has cost a total of \$577,478.


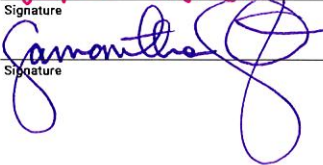


BIDDING PROCESS

These texts were bid through a formal bidding process. In total, eleven responses were received for the bidding category. For your reference a copy of the bid tab has been included. The vendor, Bound to Stay Bound was chosen based on product availability, durability, and quality.

I would be happy to answer any questions you may have about this recommendation.

Vendor Name	Bookbug	Superior Texts	Textbook Warehouse	The Reading Warehouse	Mackin Educational Resources	PermaBound	Perfection Learning	Bound to Stay Bound	Scholastic Inc.	Amazon	Follett
Location	Kalamazoo, MI	Ypsilanti, MI	Alpharetta, GA	North Charleston, SC	Burnsville, MN	Jacksonville, IL	Logan, IA	Jacksonville, FL		Seattle, WA	McHenry, IL
Other Information	269-385-2847	866-482-8762	800-796-9152	866-391-7323	800-245-9540	517-927-1579	214-543-4210	800-637-6586 ext 3116	203-797-3846	414-350-5445	616-558-1817
Contact Name	Juliette Munda	Diane Goldsmith	James Adams	Jessica Maggay	Mesa Heise	Ken Cook	Jennifer Pustejovsky	Sarah Schmidt	Lori Brown	Sarah Ghareeb	Sara Taylor
Contact E Mail	juliette@bookbugkalamazoo.com	sales@superiortext.com	bids@textbookwarehouse.com	bids@trwemail.com	bids@mackin.com	kencook@perma-bound.com	jpustejovskya@perfectionlearning.com	sschmidt@btsb.com	rfp-scholastic@scholastic.com	ghareeb@amazon.com	sataylor@follettlearning.com
Legal Forms											
Familial	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iran Econ Act	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Legal Status Form	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Totals									Edited		
Paperback	\$232,101.66	\$170,202.40	\$164,195.12	\$215,232.46	\$222,687.83	\$239,109.91	\$181,220.87	\$204,285.43	\$55,185.09	\$244,019.38	\$207,685.67
Durable Binding	\$250,543.59	\$390,178.90	\$297,331.42	-	\$430,122.28	\$434,538.12	\$434,416.22	\$473,756.83	\$6,545.70	-	\$359,117.45
Barcoding		0.10 each	\$2,908.60	-	Free	Free Barcoding	\$6,390.20	Free	1.00 per bok	-	Free
Alternatives		District to provide barcodes					.20 per book				
Other											
Est. Delivery Date	July 8-11	4 weeks w/barcoding or 3wks w/o PB 7 weeks w/ bc (6w/o) DB	August 13-16	PO's Must be recieved by 5/1 to ensure delivery dates	August 13-16	August 13-16	At or Before 8/13-16	August 13-16	July or August 2024	4-6 weeks	\$0.00
Processing											
Shipping/Handling	free	free	free	free	free	\$0.00	4% per building	\$0.00	included	-	free


 Signature _____ Date 4/22/24

 Signature _____ Date 4/22/24

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

Note Page

XI. Closed Session

1. Discuss Collective Bargaining Strategy (OMA)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education move into closed session to discuss collective bargaining strategy, as allowed under the Open Meetings Act 15.268, Section 8(c).

ROLL CALL VOTE.