

**PORTAGE PUBLIC SCHOOLS' BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL RM #1136, 8135 S. WESTNEDGE, PORTAGE, MI 49002
OCTOBER 6, 2025, 6:30 PM
AGENDA**

VISION STATEMENT

We are inspired to be an exceptional community grounded in fostering strengths, growth, and lifelong learning. Every student. Every future.

MISSION STATEMENT

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

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE	
II. REVISIONS/APPROVAL OF AGENDA	2
III. REPORTS	
1. SUPERINTENDENT'S REPORT	3
a. BOND PROJECT UPDATE - HAV STUDENT PRESENTATION	
b. NHS 2027 STUDENT TRIP TO SWITZERLAND & ITALY	
c. ELEMENTARY MUSIC PROGRAM THANK YOU	
IV. BOARD EDUCATION - None	
V. COMMENTS OR COMMUNICATIONS	4
1. BY CITIZENS	
2. BY BOARD TRUSTEES	
3. BOARD COMMITTEE REPORTS	
VI. CONSENT AGENDA	5
1. APPROVAL OF MINUTES	
a. SEPTEMBER 22, 2025 REGULAR BUSINESS MEETING	6
VII. ASSURANCE OF DISTRICT PERFORMANCE	
1. MONITORING REPORT 2.1, TREATMENT OF CONSUMERS (GP 4.4)	13
2. MONITORING REPORT 2.8, CONFLICT OF INTEREST (GP 4.4)	26
VIII. REQUIRED ACTION ITEMS - None	
IX. ACTION ITEMS - None	
X. DISCUSSION ITEMS	
1. MASB DELEGATE ASSEMBLY HANDBOOK	32
XI. ADJOURN	

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
OCTOBER 6, 2025, 6:30 P.M.**

Note Page

II. Revisions/Approval of Agenda

Recommended Motion:

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
OCTOBER 6, 2025, 6:30 P.M.**

Note Page

III. Reports

1. Superintendent's Report
 - a. Bond Project Update – HAV Student Presentation

 - b. NHS 2027 Student Trip to Switzerland & Italy

 - c. Elementary Music Program Thank You

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
OCTOBER 6, 2025, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. September 22, 2025 Regular Business Meeting

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING
SEPTEMBER 22, 2025**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, September 22, 2025, 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: Kimberly Larson, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Board Trustees Absent: Emily Crawford, Terri Novaria

REVISIONS/APPROVAL OF AGENDA

Motion offered by Dr. Stevenson, seconded by Mrs. Rohwer, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

REPORTS

Superintendent's Report

Bond Project Update

Mr. Russ Gerbers, Assistant Superintendent of Operations, showed photos of the landscaping at the new Central Elementary and Haverhill Elementary as well as construction progress photos at the Woodland Elementary site. He reported that at both Central Elementary and Haverhill Elementary punch list work continues. At the Woodland site, footings are in place, steel is going up, and masonry work is starting.

2019 Unallocated Contingency

Ms. Paula Johnson, Director of Finance, provided an update on unallocated contingency funds. Following completion of planned projects, the 2019 bond fund has an unallocated contingency balance. In June, Mr. Edwards shared a proposal for use of the funds on the purchase of musical instruments and toward demolition and abatement costs at the Central Elementary and Woodland Elementary schools. Based on guidance from our legal counsel and auditors, the remaining proceeds must be expended in a timely manner. The funds will be allocated as noted above. This ensures full use of the 2019 bond proceeds in line with legal and audit guidance.

Update on Transportation App

Mr. Russ Gerbers provided an update on the app, *My Ride K-12*. He reviewed the app's purpose, features, and its impact and responded to questions from Trustees.

Other

Per Superintendent Edwards, a press release has gone out about his upcoming engagement sessions, which everyone is welcome to attend. (Bond proposal community information sessions: September 29, 6-7:30 p.m. at the new Haverhill Elementary and October 7, 6-7:30 p.m. at the new Central Elementary. Community listen and learn session at the Zhang Senior Center on October 8 1:30-2:30 p.m. and 6-7 p.m.)

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the floor to public comments.

Kat Frink informed the Board about positive things happening around the district.

Lindsay Zerber addressed the Board regarding curriculum concerns.

Bethany Metzger addressed the Board regarding curriculum concerns.

President Van Antwerp thanked each of the public commenters and opened the floor to trustee comments.

Ms. Larson expressed positive feedback about the Portage Central Marching Band Invitational, noting that she was especially impressed by a group of Portage students who demonstrated outstanding sportsmanship by cheering for all participating bands, not just their own. She was also impressed by some Northern High students who assisted a staff member in need.

Mr. Snyder shared positive remarks regarding the Portage Central Marching Band Invitational, reminded board members Northern's invitational is coming up (October 18). Relative to the November 4, 2025 election, he thanked Superintendent Edwards for educating the public on the bond issue and reminded everyone that absentee ballots will be coming out soon.

President Van Antwerp thanked board members for attending the Haverhill Ribbon Cutting Ceremony in his absence.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: meeting minutes from the September 8, 2025 Committee of the Whole Work Session and Closed Session.

There being no objections, the motion carried unanimously.

ACTION ITEMS

Proclamations

Motion offered by Mrs. Larson, seconded by Dr. Stevenson, that the Board of Education approve, as presented, the following proclamations - National School Lunch Week

Proclamation, School Bus Safety Week Proclamation, Red Ribbon Week Proclamation, and National Principals Month Proclamation.

Each of the proclamations was read aloud.

The motion carried unanimously.

Administrator Compensation Increase

Per Mr. Brad Galin, Director of Human Resources, went over the recommendation for administrator salary increase. The four percent increase is in line with the increase recently approved for the PEA. The additional increase requested for elementary principals comes after a salary review.

Motion offered by Dr. Stevenson, seconded by Mrs. Rohwer, that the Board of Education authorize a salary increase of four percent (4%) for the administrative group, with the exception of elementary principals, who shall receive a 6.38 percent (6.38%) increase, as determined by a salary review.

The motion carried unanimously.

DISCUSSION ITEMS

Purchase of Vans

Mr. Russ Gerbers reviewed the recommendation for the purchase of three vans to replace three aging vans and responded to Trustee questions. The Board opted to move the discussion item to action.

Motion offered by Mr. Snyder, seconded by Dr. Stevenson, to move the Purchase of Vans discussion item to action.

The motion carried unanimously.

Motion offered by Ms. Larson, seconded by Mr. Snyder, that the Board of Education approve the purchase of three 10-passenger vans from Tapper Ford, LLC in Paw Paw, MI for a total of \$200,643.00, the funds for which will come from the 2024 Building Site and Sinking Fund.

The motion carried unanimously.

With no further business to come before the Board, the meeting was adjourned at 7:18 p.m.

Respectfully Submitted,

Barb Atkinson
Recording Secretary



Johnny Edwards
Superintendent
Phone: 269.323.5182
jedwards@portageps.org

**PROCLAMATION
NATIONAL SCHOOL LUNCH WEEK
October 13-17, 2025**

WHEREAS, the school nutrition program plays a vital role in supporting student health, well-being, and academic success; and

WHEREAS, each day, our food service professionals prepare and serve thousands of meals while maintaining the highest standards of nutrition, safety, and customer care; and

WHEREAS, these dedicated employees demonstrate professionalism, patience, and skill in meeting the daily needs of students and staff; and

WHEREAS, National School Lunch Week provides an opportunity to recognize the contributions of our school nutrition professionals and to raise awareness of their impact on education;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education proudly proclaims October 13–17, 2025 as **National School Lunch Week**, and commends our food service professionals whose service ensures the success of our school nutrition program.

Proclaimed this 22nd day of September, 2025
Portage Public Schools’ Board Of Education

**PROCLAMATION
SCHOOL BUS SAFETY WEEK
October 20-24, 2025**

WHEREAS, school transportation professionals—including managers, drivers, mechanics, and support staff—play a critical role in ensuring the safe travel of students each day; and

WHEREAS, transporting students across numerous routes requires skill, responsibility, patience, and unwavering dedication; and

WHEREAS, our transportation team has established a proud record of safety and excellence, consistently meeting the highest standards during state inspections; and

WHEREAS, School Bus Safety Week provides an opportunity to thank our transportation staff and to remind all motorists of the importance of obeying school bus safety laws; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education proclaims October 20–24, 2025, as School Bus Safety Week, recognizes the dedication of our transportation professionals in ensuring student safety, and calls upon all citizens to drive responsibly and support efforts that protect students traveling to and from school.

Proclaimed this 22nd day of September, 2025
Portage Public Schools' Board of Education

**PROCLAMATION
RED RIBBON WEEK
October 23-31 Annually**

WHEREAS, Red Ribbon Week is observed nationwide each year from October 23–31 to promote drug prevention and awareness; and

WHEREAS, substance abuse among youth—including tobacco, alcohol, and prescription drug misuse—remains a serious concern; and

WHEREAS, prevention education and open communication between parents and children significantly reduce the likelihood of drug use; and

WHEREAS, communities across the nation demonstrate their commitment to a healthy, drug-free lifestyle by participating in Red Ribbon Week activities; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Portage Public Schools does hereby support **RED RIBBON WEEK**, and encourages Portage citizens to participate in drug prevention education activities, showing our commitment to a drug-free community through education about the dangers of drug abuse, and by setting a good example.

Proclaimed this 22nd day of September, 2025
Portage Public Schools' Board of Education

**PROCLAMATION
PRINCIPALS MONTH
October 2025**

WHEREAS, strong and inspiring leadership is essential to the success of our schools and to preparing students for achievement during their pre-K-12 years and beyond; and

WHEREAS, principals serve as instructional leaders, visionaries, community builders, managers, and advocates for students, ensuring that schools meet the highest educational and operational standards; and

WHEREAS, principals set the academic tone for their schools and work collaboratively with teachers and parents to develop and implement a clear mission, high curriculum standards and performance goals; and

WHEREAS, principals play a vital role in the success of students by creating school environments that facilitate great teaching and learning, as well as continuous school improvement; and,

WHEREAS, the dedication of principals is reflected in the success of students, the strength of school communities, and the recognition of student achievement; and

WHEREAS, Principals Month provides an opportunity to honor the important role of school leaders and to express gratitude for their work and dedication to education;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby proclaims October 2025 as **Principals Month** in the Portage Public School District, and commends all of our principals for their service and commitment to educating our students. Every student. Every future.

Proclaimed this 22nd day of September, 2025
Portage Public Schools' Board Of Education

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
OCTOBER 6, 2025, 6:30 P.M.**

Note Page

VII Assurance of District Performance

1. Monitoring Report 2.1, Treatment of Consumers (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.1, Treatment of Consumers, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.1) Treatment of Consumers

Global Board Policy

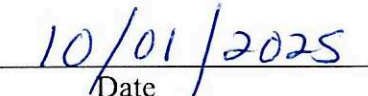
With respect to interactions with consumers (defined as students, parents and/or legal guardians) or those applying to be consumers, the Superintendent shall not cause or allow conditions, procedures, or decisions which are inequitable, unsafe, undignified or unnecessarily intrusive.

Certification

I hereby present my monitoring report on Executive Limitation, 2.1, "Treatment of Consumers" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of October 1, 2025 .



Signature



Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding eight sections. My interpretations of those sections, the report, and conclusion statements are presented below.

2.1.1 POLICY LANGUAGE

The Superintendent shall not fail to provide an environment that generates high levels of student engagement and parent satisfaction.

Interpretation

I interpret this to mean:

1. That an instrument is used to collect data about perceived student engagement and parent satisfaction levels.
2. That “high levels” to be the combined “Top 2 Boxes” (strongly agree and agree) as a single measure using the Studer Education Student Experience and Parent/Caregiver Experience Surveys. Studer characterizes Top Box (strongly agree) as extremely engaged/satisfied and the second box (agree) as highly engaged/satisfied.
3. That the following data points be used to demonstrate compliance with this policy:
 - Overall District Top 2 Boxes on the Student Experience Survey
 - Net Promoter Score on the Student Experience Survey
 - Overall District Top 2 Boxes on the Parent/Caregiver Experience Survey
 - Net Promoter Score on the Parent/Caregiver Experience Survey

Note, some items on the parent and student surveys are “net promoter items:” items that specifically assess willingness to recommend the District to others. Calling out these items helps bring meaning to the big picture.

Report

The District’s traditional Parent Satisfaction and Student Engagement Surveys were first administered during the 2017-2018 school year. During the 2020-2021 school year the district made the decision to put a hold on these two surveys because of the emerging needs of the COVID-19 pandemic. Instead, we solicited feedback from students and parents/caregivers relative to our state-required Return to Learn Plan through “Pulse Check Surveys.” We believed the feedback we received through these shorter 30 and 90-day surveys would provide us with more timely information about how we were doing in implementing our plan and meeting student and family needs. We resumed our traditional Parent Satisfaction and Student Engagement Surveys in the spring of 2022.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Both surveys provide students and parents in all schools an opportunity to share their perception of their school or school experience. Survey data are presented by school for staff use as well as aggregated at the District level for higher level use and reporting. The feedback allows building and district leaders to identify gaps in performance that should be addressed, and to recognize the good work that many teachers and staff accomplish every day.

During the 2021-2022 school year the District resumed administering the traditional Parent Satisfaction and Student Engagement Surveys. During the 2022-2023 school year, the district made some adjustments to when the survey was administered. Also, during the 2022-2023 school year, Studer Education made some changes to the surveys and renamed them Parent/Caregiver Experience Survey and Student Experience Survey. The changes made to the surveys essentially created a new baseline for the data being presented. Please keep this in mind when interpreting results. Studer Education informed us that scores nationwide were typically lower than in previous years as a result of these changes.

Survey data was shared with all building principals approximately four weeks after the close of the survey window and action plans for improvement were generated. Given the two-year departure from this survey and the changes made to the survey, we are using the Spring 2023 results to re-establish new baselines. With the completion of the Spring 2025 surveys, we now have three years of data available.

The following charts show the district data for parents and students.

How do we measure satisfaction levels of parents and engagement levels of students?

Parent Satisfaction/Experience:

- o What percentage of parents choose responses in the top two categories?
- o What percentage of parents choose top categories in “net promotor” items?

Student Engagement/Experience:

- o What percentage of students choose responses in the top two categories?
- o What percentage of students choose top categories in “net promotor” items?

Parent Survey

Parent Survey	2019-20 (N=1937)	2020-21 COVID	2021-22 (N=1401)	2022-23 (N=1149)	2023-24 (N=1124)	2024-25 (N=1124)
Overall Mean	4.06	Pulse	4.0	4.06	4.06	4.08
Top Box Percentage	39%	Check	38%	42%	41%	43%
Top 2 Percentage	78%	Surveys	75%	77%	78%	78%
Net Promoter (Org)				54.60%	54.85%	57.19%

What does Top Box mean?

“Top Box Percentage” is the percentage of parents/caregivers/students who select the “Strongly Agree” option indicating that they are *extremely satisfied/engaged*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., “Strongly Agree”) compared to those who are highly satisfied (i.e., “Agree”) when rating their experience/engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction/student engagement and loyalty.” “Top 2 Percentage” combines the two categories and indicates high levels of satisfaction/engagement.

What does Net Promoter mean?

“Net Promoter” percentage reflects the percentage of respondents who selected either a 9 or 10 (on a ten-point scale) when asked if they would recommend their school (students) or this organization (parents) as a good place to learn. Promoters are viewed as those respondents who are engaged, loyal and enthusiastic about the organization they, or their children, learn in.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Student Surveys

Student Survey	2019-20 (N=5636)	2020-21 COVID	2021-22 (N=3479)	2022-23 (N=4893)	2023-24 (N=5389)	2024-25 (N=4823)
Overall Mean	3.97	Pulse	3.68	3.77	3.85	3.89
Top Box Percentage	39%	Check	26.35%	29.17%	31.75%	33.45%
Top 2 Percentage	71%	Surveys	61.48%	64.95%	68.21%	69.34%
Net Promoter (Sch)				35.95%	39.72%	40.47%

Studer Group points out that it is important to note that the drops in overall means may largely be influenced by the differences in participation across survey administrations, especially in decreased participation in certain years by both students and parents. We believe that some of the drop in participation is due to “survey fatigue” that many people have been feeling over the past couple of years. We continue to look at ways to increase participation rates as we develop our continuous improvement plans.

Here are some bright spots:

- As measured by our parent surveys, we have remained consistent in our mean score, top box percentage, and Top 2 percentage.
- As measured by our parent surveys, we have three consecutive years of increases in our Net promoter score.
- As measured by our student surveys, we have three consecutive years of increases in our mean, top box percentage, top 2 percentage, and new promoter scores.

Conclusion Statement

The organization met expectations.

2.1.2 POLICY LANGUAGE

The Superintendent shall not use application forms that elicit information for which there is no clear necessity.

Interpretation

I interpret this to mean that application forms used by the District request only information that is required for that aspect of operations.

Monitoring Report

Page -6-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Report

The District uses a wide variety of forms that solicit information. The following are among the ones most frequently used.

- Enrollment Application
- In-District Student Transfer
- Non-Resident Student Transfer
- Schools of Choice Applications
- District Employee Student Transfer (PA227)
- Release from Portage Public Schools
- Transcript Request
- Application for Employment**
- Free/Reduced Lunch Application**
- Facility Reservations

While most of these forms are created by the District, some are provided by another unit of government**. District forms are reviewed annually to make certain they comply with this Policy and with applicable laws. Some of our forms have been modified to be more customer-friendly and most all forms are available electronically.

By law and by policy, the District is required to collect, retain, and use information about students and staff. These policies are shared with appropriate staff to make sure the appropriate information is collected and safeguarded, as required by law.

To my knowledge there have been no violations of this Policy.

Conclusion Statement

The organization met expectations.

2.1.3 POLICY LANGUAGE

The Superintendent shall not use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the material elicited.

Interpretation

I interpret this to mean that electronic and paper-based information about students and staff is not made available to anyone other than for whom the information is intended.

Report

A high percentage of information about students and staff is collected, reviewed, transmitted, and stored electronically. This information is secured in the same manner as intellectual assets as reported in the Monitoring Report for Policy 2.6.6.

Monitoring Report

Page -7-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Non-electronic information is kept within locked file cabinets in locked rooms.

School offices and service counters are designed to maximize privacy while information is collected and reviewed.

Cumulative records are hand-delivered or mailed through the U.S. Postal System.

Operational policies, including but not limited to 8305, 8310, 8315, 8320 and 8351 along with Administrative Guidelines are in place addressing confidentiality and privacy matters.

All employees (PPS and EduStaff) complete FERPA training and sign a statement that they will follow FERPA.

Conclusion Statement

The organization met expectations.

2.1.4 POLICY LANGUAGE

The Superintendent shall not provide facilities that are inaccessible to all or do not provide for appropriate privacy.

Interpretation

I interpret “facilities” to mean those buildings, athletic fields and other structures that are available for use by students, staff and the community and which fall under accessibility requirements of the Americans with Disabilities Act (ADA).

I interpret “inaccessible” to mean being non-compliant with the Americans with Disabilities Act.

I interpret “appropriate privacy” to mean that restrooms, showers and changing facilities allow users to seclude themselves when necessary and that space is available to staff to have private conversations.

Report

All District buildings meet the ADA standards that were applicable at the time the buildings were built. Renovated facilities which required ADA updates incorporated those upgrades. Any non-compliance is addressed at the time of the renovation. The District relies on the expertise of architects, construction managers, and the inspection/approval process to demonstrate compliance. The Maintenance Department maintains verification records of inspections and approvals.

Monitoring Report

Page -8-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Most District restrooms contain toilet partitions and urinal dividers to provide appropriate privacy. Most, but not all, shower areas have compartments for individual use and privacy. Additionally, the Student Code of Conduct absolutely prohibits the use of personal electronic devices in all locker rooms and restrooms.

Our facilities are evaluated at least annually for any maintenance/repair needs. Work orders are processed promptly.

Conclusion Statement

The organization met expectations.

2.1.5 POLICY LANGUAGE

The Superintendent shall not cause consumers to be confused about what may be expected of them by the organization.

Interpretation

I interpret this to mean the District is clear about what it expects from students, parents and/or legal guardians.

Report

On an annual basis, information provided in Student and Parent Handbooks is reviewed to strengthen clarity and intent based on issues that have arisen, feedback that has been received, and for alignment with District Operational Policies. We strive for uniformity in language where appropriate while allowing for flexibility with age-appropriate language.

Other District communications (District Memo, Facebook, Instagram, X - formerly known as Twitter, District website, Annual Report, LinkedIn, etc.) are reviewed on an on-going basis to ensure clarity and concise messaging. The District website recently received a complete overhaul and is routinely reviewed to be user-friendly and to contain necessary and appropriate information. Information is available to be translated into a wide variety of languages at the click of a button by end users.

Conclusion Statement

The organization met expectations.

2.1.6 POLICY LANGUAGE

The Superintendent shall not cause consumers to be confused about what may or may not be expected from any service offered by the organization.

Monitoring Report

Page -9-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Interpretation

I interpret this to mean that the District is clear about what students, parents and/or legal guardians can expect from services provided by the District; the primary services being transportation, food service, special education, curriculum/instruction, child care, and extra curricular activities.

Report

Student and Parent Handbooks are reviewed and updated annually to more accurately describe services and what parents can expect from the District.

Our District website lists key contact information for each of the Departments and services offered by the District. The purpose of each department and services offered are included on each web page and in handbooks.

Applications for the use of District facilities are clear about fees and what services are provided/included.

We continue to streamline our process for granting/denying in-district transfer requests while maintaining attendance area boundaries. Our goal is to be as objective as possible in evaluating and balancing complex parental needs with District priorities.

E-mails, text messages, apps, and push notifications are frequently used with consumers about interruptions in services such as transportation, school cancellations/delays and other service impacts. Our automated phone system complements the e-mail system and allows for customization of notices to various groups within the District.

Parent Open Houses, financial aid nights, orientations and other periodic meetings are used to both convey information and communicate information about services.

The District maintains healthy relationships with our consumers through various advisory groups.

- Curriculum Instruction Council – reviews and shares information regarding instructional materials, curriculum changes and class offerings.
- Parent-Teacher Organizations – building level groups used to support student activities and serve as sounding boards for building principals.

Additionally, the District developed and published its Standards of Service Excellence for all to see and use. These standards create the behaviors expected of all who serve their customers.

Monitoring Report

Page -10-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

PPS Standards of Service Excellence are:

- Provide service with respect.
- Own the interaction.
- Act with integrity.
- Communicate clearly.
- Be part of the team.

Conclusion Statement

The organization met expectations.

2.1.7 POLICY LANGUAGE

The Superintendent shall not allow consumers to be uninformed of their protections under this policy or discourage persons who believe they have not been accorded a reasonable interpretation of their protections under this policy from airing a complaint and being heard.

Interpretation

I interpret this to mean that District Policies and guidelines provide processes for effective handling of complaints.

Report

The District has Policies and guidelines in place that delineate processes for addressing a wide variety of concerns/complaints. These processes are communicated via Student/Parent Handbooks as well as the District's website. These include but are not limited to:

- Appeal Process (General)
- Bullying
- Discrimination (Gender, Racial, Disability, etc.)
- Harassment (Sexual, Racial, Disability, etc.)
- Public Complaints

Most concerns/complaints are addressed/rectified at the appropriate organizational level. When necessary, we have a well-structured chain of command which is used to appeal decisions. I have found that this process has served us well in addressing customer concerns.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -11-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

2.1.8 POLICY LANGUAGE

The Superintendent shall not allow or condone discrimination by the District or its staff against students or their families for voicing their opinion in a non-disruptive manner.

Interpretation

I interpret this to mean that disciplinary measures will be taken against any staff member who discriminates against any student or their family who express their opinion in a respectful, non-disruptive manner.

Report

No such disciplinary actions have been taken in the past year.

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
OCTOBER 6, 2025, 6:30 P.M.**

Note Page

VII Assurance of District Performance

2. Monitoring Report 2.8, Conflict of Interest (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.8, Conflict of Interest, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.8) Conflict of Interest

Global Board Policy

The Superintendent shall not engage in or allow any practices which result in a conflict of interest detrimental to the interests of the organization.

Certification

I hereby present my monitoring report on Executive Limitation, 2.8, "Conflict of Interest" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of October 1, 2025.



Signature



Date

Interpretation

I submit that the Boards' Policy is comprehensively interpreted in the succeeding four sections. My interpretations of those sections, the report and conclusion statements are presented below and are unchanged from the previous report.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.8) Conflict of Interest

2.8.1 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business, including hiring and employment, with any organization or individual in which she or he has a direct business, financial, familial or personal interest.

Interpretation

I interpret this to mean that I will disclose to the Board of Education, prior to approval, any employment contract or contract for services, products or materials in which I or an immediate family member stands to gain financially or personally from such contract.

Report

As reported in the Monitoring Report for Policy 2.6.5, a conscious effort is made by the Business Office staff and Executive Leadership Team to determine if a conflict of interest exists, including conflicts involving the Superintendent. All purchases are scrutinized and those above \$100,000 require Board approval.

No violations of this provision have occurred. I do not have a direct business or financial interest in any organizations or with individuals who do business with Portage Public Schools.

Conclusion Statement

The organization met expectations.

2.8.2 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business with any organization with which or individual with whom she or he has a substantial and direct affiliation, except for those affiliations which arise as a representative of Portage Public Schools.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.8) Conflict of Interest

Interpretation

I interpret this to mean that I would disclose to the Board any substantial and direct affiliations I might have with any organization or individual with whom the District conducts business or intends to conduct business. Further, I interpret substantial and direct affiliations to mean that I would be a director, trustee, officer or employee of the organization or have an unofficial role such as significant donor, volunteer, advocate or advisor.

Report

I do not have a substantial and direct affiliation with any individual or organization that does business with Portage Public Schools. I serve as a volunteer Board member for the Air Zoo Aerospace & Science Experience and the YMCA of Greater Kalamazoo. My tenure in both organizations began before I became superintendent. Both organizations have a longstanding partnership with the district and their programs benefit the students and families in our community.

Conclusion Statement

The organization met expectations.

2.8.3 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business, with or without a formal contract, in which he or she stands to receive more than a nominal direct personal benefit in the manner of a gift, promotional award, or similar offering.

Interpretation

I interpret “nominal direct personal benefit” to mean a gift, service, award or activity that deviates significantly from benefits offered and enjoyed by other Superintendents in the State of Michigan.

Report

The State of Michigan has not established limits for K-12 superintendents for what could be considered a personal benefit. Other than the occasional lunch/dinner invitation and/or attendance at an athletic/social event or function for which fees are paid, I receive no other personal benefit. This, based on observations and conversations with my peers, appears to be customary practice.

Conclusion Statement

The organization met expectations.

2.8.4 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business, with or without a formal contract, in which he or she stands to receive a personal payment of any amount.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.8) Conflict of Interest

Interpretation

I interpret “personal payment of any amount” to mean any compensation received through cash, check, stock, bonds or other vehicle that transfers funds to me.

Report

I have received no such payments.

Conclusion Statement

The organization met expectations.

Added Note

Operational Policies 1130, 3110 and 4110 address administrative, professional, and support staff conflict of interest. To my knowledge, there has been no violation of these policies.

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
OCTOBER 6, 2025, 6:30 P.M.**

Note Page

- X. Discussion Items**
 - 1. MASB Delegate Assembly Handbook

Chapter 4

Amended Resolutions

This chapter contains resolutions that the 2024-2025 Resolutions and Bylaws Committee is proposing for amendment.

Lowercase letters represent current language; capitalized words and phrases indicate proposed new language; and words with strikethroughs will be deleted.

Each amended resolution will be presented individually, as provided in Rule 2.b. of the Delegate Assembly Rules and Procedures (see page 11).

G-5.42 Assessment and Competency Testing (2018; Rev. 2021)

The Michigan Association of School Boards supports the use of valid assessments to help all students meet their educational goals, as well as to evaluate schools, programs, curricula and instruction. The use of any assessment should provide a means to improve teaching methods and curriculum and to aid in the focus of professional development activities.

All assessments or competency tests should be unbiased, statistically valid, grade-appropriate and make allowances for different learning styles. ~~They~~ ASSESSMENTS OR COMPETENCY TESTS SHOULD ALSO include reasonable testing windows that do not significantly reduce the time available for student instruction.

THE CREATION, DEVELOPMENT, AND REFINEMENT OF STATE K-12 CONTENT STANDARDS AND STATE STANDARDIZED ASSESSMENTS SHOULD BE LED BY K-12 EDUCATORS AND CHILD DEVELOPMENT EXPERTS.

THE MASB SUPPORTS THE PUBLICATION OF A COMPREHENSIVE LIST OF AUTHORS AND CONTRIBUTORS TO THE STATE K-12 CONTENT STANDARDS AND STATE STANDARDIZED ASSESSMENTS TO PROMOTE TRANSPARENCY AND THE PARTICIPATION OF K-12 EDUCATORS AND CHILD DEVELOPMENT EXPERTS IN THESE INITIATIVES.

The MASB supports consistency in assessments and competency tests required by the state. Longevity is needed to create clear benchmarks and support student learning.

All completed and scored state competency tests must be made available to those districts where the tests were administered. The state must provide timely reports on the test-takers to their districts.

The MASB opposes the use of testing as the predominant criterion for student promotion, graduation, school district accreditation, teacher and administrator evaluations, school funding or for the determination of school district success.

RATIONALE:

The Committee wanted to emphasize that the assessments should be written by those with experience and expertise in education and in making assessments grade-appropriate.

G-6.30 Family Involvement in the Schools

(2012; Rev. 2021)

The Michigan Association of School Boards believes that a strong working partnership between families and schools is essential to achieve educational excellence and develop each child's potential to the fullest.

The MASB urges its members, working together with other community agencies, to support programs that engage parents and guardians and educate them on student success and child development.

The MASB urges involvement in the schools through local parent-teacher groups, school community groups, neighborhood organizations, and participation in local school and district-wide programs. THE MASB ENCOURAGES DISTRICTS TO PROVIDE ~~and~~ activities designed to increase family-school communications and involve families in the development and implementation of educational policies, school programs and the school improvement process. THIS INVOLVEMENT WOULD ENHANCE SCHOOL OPPORTUNITIES AND FUNCTIONS TO CONTINUE TO WORK TOWARD THE BEST INTEREST OF ITS STUDENTS.

School boards should encourage family involvement by establishing friendly, courteous and clear communications, up to and including workshops, to help families understand school policies, rules, requirements and procedures.

Schools should schedule meetings, programs and events so that all families can attend and provide childcare services for those activities when needed. Collective bargaining agreements should be written so that school personnel will be available at times convenient for families/caregivers. Schools are also encouraged to conduct background checks on volunteers, whether they are family members or not, to ensure children are not put in harm's way during a school activity.

RATIONALE:

The Committee wanted to emphasize always working toward the best interests of our students.

A-5.30 Curriculum and Standards

(2022; Rev. 2023)

The Michigan Association of School Boards supports state guidelines for learning objectives and encourages school boards to establish core curricula based upon Michigan's academic standards. THE STANDARDS AND CONTENT LEVEL EXPECTATIONS SHOULD BE DEVELOPED BY EDUCATORS WITH EXPERTISE IN EDUCATION AND CHILD DEVELOPMENT.

The MASB believes flexibility must be expanded within the Michigan Merit Curriculum, addressing conflicts that students encounter when looking at alternative pathways, including career and technical education programs.

The MASB encourages local and intermediate boards of education to look beyond state and national standards in an effort to continually raise student achievement levels. The MASB also urges school boards to involve parents and others in the community in making recommendations regarding the development of curriculum and selection of curricular materials.

The MASB believes the local school board must have the final responsibility for decisions as to curriculum delivery or program. School boards should not be required by state law to provide students alternative curriculum materials or allow students to "opt out" of classes or classroom exercises in core curriculum courses.

RATIONALE:

The Committee again wanted to stress the need for educators and experts to draft standards and content level expectations, to make sure that it is done in the best way for our students.

Chapter 5

New and Substituted Resolutions

This chapter contains proposed new and/or substitute resolutions representing major revisions of prior resolutions. There are no new or substituted resolutions being offered this year.