

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
ORGANIZATIONAL MEETING / COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE PUBLIC SCHOOLS' ADMINISTRATION BUILDING, CONF. RM. #1, 8701 MUSTANG DRIVE,
PORTAGE, MI 49002
JANUARY 13, 2020, 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.

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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

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III. Organizational Items

1. Election of Officers

The Board’s Past President will officiate during the election of the President. Following the President being elected, that person will conduct the election of the Vice President and Secretary.

The person conducting the election of each position will ask three times for nominations for each position. The nominations will then be closed. A paper ballot will be provided to each Board member. The person conducting the election or his/her designee will compile the votes and announce those candidates receiving two (2) or more votes and how each Board member voted. Election of officers shall be by a majority of the full Board. If only one (1) person is nominated for an office, the person conducting the election may declare that person elected by acclamation. A nominee is elected to each position by a majority of support from the Board.

a. President

Member _____ nominates _____ Vote: _____

Member _____ nominates _____ Vote: _____

Member _____ nominates _____ Vote: _____

b. Vice President

Member _____ nominates _____ Vote: _____

Member _____ nominates _____ Vote: _____

Member _____ nominates _____ Vote: _____

c. Secretary

Member _____ nominates _____ Vote: _____

Member _____ nominates _____ Vote: _____

Member _____ nominates _____ Vote: _____

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
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VI. Comments or Communications

1. By Citizens

2. By Board Trustees

3. Board Committee Reports

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
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VII. Consent Agenda

1. Approval of Meeting Minutes
 - a. December 9, 2019 Special and Regular Business Meeting Minutes

2. Appointment of Board Recording Secretary

That the Board of Education appoint Barb Atkinson, Administrative Assistant, as Recording Secretary to the Board of Education.

3. Designate Depositories for School Funds

That the Board of Education designate the following depositories for school funds:

 - Comp One
 - Chemical Bank
 - Flagstar Bank
 - First National Bank
 - Horizon Bank
 - Huntington Bank
 - JP Morgan Chase
 - Macatawa Bank
 - Mercantile Bank
 - PFM Investment Management

4. Designate Authorized Users of Safety Deposit Box

That the Board of Education designate Mark Bielang, Ron Herron, Paula Johnson and Board Secretary (*name individual*) as the persons authorized to use the safety deposit box, as presented.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
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5. Designate the Electronic Transfer Officer

That the Board of Education designate Paula Johnson, Director of Finance, as the Electronic Transfer Officer, as presented.

6. Board Meeting Schedule for 2020-21

That the Board of Education approve the board meeting schedule for the 2020-21 school year, as presented.

January 13, 2020

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING AND REGULAR BUSINESS MEETING**

December 9, 2019

SPECIAL MEETING

The Special Meeting of the Board of Education of Portage Public Schools held on Monday, December 9, 2019, was called to order at 4:30 p.m. by President Van Antwerp in the Learning Lab of the Administration Building, 8107 Mustang Drive, Portage.

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

Board Trustees Absent: None

REVISIONS/APPROVAL OF AGENDA

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

The motion carried unanimously.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the floor for public comment. There was no public comment. The floor was opened for Trustee comments.

Mrs. Willson paid accolades to those that served on the Steering Committee regarding elementary school planning.

President Van Antwerp thanked Mrs. Willson for her comments.

REPORTS

Hear Elementary Feasibility Study Update

Today's report is an update of progress made on the elementary feasibility study since the last report given to the Board at their October 28, 2019 meeting.

Superintendent Bielang provided introductory comments and reviewed the Guiding Principles for the elementary feasibility study work. Mr. Robert McGraw of C2AE and Mr. Travis Sage of Stantec provided an update of their work on the feasibility study.

In preparation for this update, a key question/factor was addressed for each of the five elementary sites and vacant property being considered - if a new replacement school could be constructed while keeping the existing school operational. For each of the elementary schools (Amberly, Central, Haverhill, Angling Road, and Woodland) a concept image was shown of where a new replacement school could be located on the property, if this would be feasible or not, and the impact to the site. The report also included a review of potential "swing" school sites and addressed possible locations for constructing four 600-student elementary schools. Discussion followed. Mr. McGraw and Mr.

Sage addressed questions from Trustees. The next step is for C2AE / Stantec to develop options for reporting to the Board in January.

Ms. Beth Hartman, Director of Elementary Education, reviewed the pros/benefits, cons/challenges of constructing 450 vs. 600 student elementary schools, and addressed questions from Trustees.

With no further business to come before the Board, the special meeting was adjourned at 6:14 p.m.

REGULAR BUSINESS MEETING

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, December 9, 2019, was called to order at 6:30 p.m. by President Van Antwerp in Conference Room #1 of the Administration Building, 8107 Mustang Drive, Portage. He welcomed the audience and the Pledge of Allegiance was recited.

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

Board Trustees Absent: None

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Willson, seconded by Mr. Droppers, that the Board of Education approve the agenda as amended to remove the 3 Vs. 4 Section Buildings report.

The motion carried unanimously.

REPORTS

Superintendent's Report

Curious Kids Program Update

Ms. Tammy Karmon, Curious Kids Program Administrator, provided an update on early childhood programs - infant and toddler care, Early Childhood Special Education (ECSE), the tuition-based programs Bright Beacon and Safe Harbor Preschool, before/after school care. Ms. Karmon and Ms. Effie McCarren, Woodland Elementary Principal, also reviewed the Great Start Readiness Program (GSRP) and addressed questions from the Board.

Bond Update

Superintendent Bielang provided an update on the status of bond work. At North Middle School work continues on punch list items, sound panel work to be completed over winter break. At Central Middle School, the building is enclosed with temporary heat on, metal panels/fascia are being installed on the exterior, windows are 95 percent complete; interior work continues (electrical, plumbing, drywall, etc.). At West Middle School, phase 3 STEM work (carpet, ceilings, lights, painting) is wrapping up, inspections to happen before winter break, furnishings will be moved in our winter break. Phase 1 multipurpose work continues (ceiling paint, hanging sound panels, install gym equipment, set fixtures in the gym restroom). At the Central AEF, batting cage pads are poured; the remaining fencing work will be completed in the spring. At the Northern AEF, the discus area has been regraded.

Other

Superintendent Bielang shared items of interest. North Middle School was selected by the Michigan Concrete Association to receive an Award of Excellence in the category of decorative – interior for the polished concrete work in the building. The award will be presented in February at a luncheon to be held in Lansing. Two collage concerts are taking place this week - Wednesday at 7:00 p.m. at Central High and this Saturday at 7:00 p.m. and Sunday at 2:00 p.m. at Northern High. This Wednesday a Career Expo will take place at Northern High at the Igloo from 8:30 a.m. to 11:30 a.m. An employee from the Technology Department at the Administration Building, Ms. Joan Herson, is retiring at the end of this month after working for the District for 24 years. Ms. Herson is wished all the best.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the comments and communications portion of the meeting. There was no public comment. The floor was opened to Trustee comments.

Mrs. Willson acknowledged the outpouring of student giving to the community.

President Van Antwerp thanked Mrs. Willson for her comment and opened the floor for committee reports.

Mr. Snyder provided a brief synopsis of the items discussed at today's Board Linkage Committee meeting.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda item for approval by the Board of Education: approve the November 25, 2019 Regular Business Meeting Minutes as presented.

There being no objection to the item, the motion carried unanimously.

ASSURANCE OF DISTRICT PERFORMANCE

Monitoring Report 1.1 (Local), Global Ends Policy

Mr. Mike Huber, Director of Curriculum and Professional Development, highlighted from the report information regarding the local assessment tool *Acadience Reading K-6* (new name for DIBELS), which assesses early literacy skills of phonemic awareness, alphabetic principle/phonics, vocabulary, oral reading fluency, and comprehension. Mr. Huber detailed chart/graphs, which show Acadience five-year trend data and three years of cohort data for the classes of 2025-2027. Mr. Huber responded to questions from Trustees.

ACTION ITEMS

Approve Emergency Operations Plan

Motion offered by Mr. Droppers, seconded by Mrs. Novaria, that the Board of Education approve the Portage Public Schools Emergency Operations Plan, as presented.

The motion carried unanimously.

Approve Superintendent Evaluation Public Statement

Motion offered by Mrs. Novaria, seconded by Mr. Snyder, that the Board of Education approve the Board’s Public Statement regarding the Superintendent Evaluation for 2018-19, as presented.

President Van Antwerp read the statement aloud.

The motion carried unanimously.

Superintendent Bielang thanked the Board for their supportive statement and their confidence in him.

Approve Superintendent Contract

Motion offered by Mrs. Willson, seconded by Mr. Droppers, that the Board of Education approve modifying the current Superintendent Contract of Employment to extend the contract for one additional year and to increase benefits, as presented.

The motion carried unanimously.

DISCUSSION ITEMS

Enhancement Millage Update

Superintendent Bielang briefly reviewed the calendar/timeline for the Regional Enhancement Millage Election on May 5, 2020, and in keeping with the timeline, the Board will take action on the millage at the January 13, 2020 board meeting. Mr. Bielang added that this school year the District will receive approximately \$3.2 million from this millage. Discussion followed.

With no further business to come before the Board, the meeting was adjourned at 7:32 p.m.

Respectfully submitted,

Barb Atkinson
Recording Secretary

Enclosure VII.2.
January 13, 2020



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

To: Board of Education
From: Mark Bielang 
Date: January 8, 2020
Re: Recommended Appointment of Board Recording Secretary (BL 0154.E.)

RECOMMENDED ACTION:

I recommend the appointment of Barbara Atkinson, Administrative Assistant, as Recording Secretary to the Board of Education.


BACKGROUND INFORMATION

The role of the Recording Secretary has been to assist the Board in maintaining its records and documents, recording actions of the Board, and otherwise assist the Board with its business functions. The Superintendent's Administrative Assistant has normally held this position.

The Board updated Bylaw 0154 effective February 26, 2018 to add this position.

Enclosure VII.3.
January 13, 2020

Portage Public Schools
THE FUTURE LEARNS HERE

To: Board of Education
From: Mark Bielang 
Date: January 8, 2020
Re: Designate Depositories for School Funds

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

RECOMMENDED ACTION:

I recommend the Board of Education designate the following depositories for school funds:

- Comp One
- Chemical Bank
- Flagstar Bank
- First National Bank
- Horizon Bank
- Huntington Bank
- JP Morgan Chase
- Macatawa Bank
- Mercantile Bank
- PFM Investment Management

BACKGROUND INFORMATION

The Board's Bylaws (0154.A.) call for the Board to designate depositories for school funds as required by Michigan law (MCL 380.1221).

For your information, the enclosed list shows which funds are located in which institution.

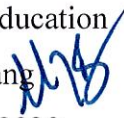
PORTAGE PUBLIC SCHOOLS

Summary of Accounts

Account Name	Fund	Financial Institution
PPS General Fund - Checking	General	Huntington Bank
PPS General Fund - Hybrid Checking	General	Huntington Bank
PPS General Fund - Money Market	General	Huntington Bank
PPS General Fund - Money Market	General	Horizon Bank
PPS General Fund - Savings	General	JP Morgan Chase
PPS General Fund - Checking	General	Chemical Bank
PPS General Fund - Checking	General	Chemical Bank
PPS General Fund - Money Market	General	Huntington Bank
PPS General Fund - Money Market	General	Chemical Bank
PPS General Fund - Savings	General	Flagstar Bank
PPS General Fund - Money Market	General	Macatawa Bank
PPS General Fund - Money Market	General	Mercantile Bank
PPS Payroll - Checking	General	Huntington Bank
PPS CMS Athletics - Checking	General	Huntington Bank
PPS NMS Athletics - Checking	General	Huntington Bank
PPS WMS Athletics - Checking	General	Huntington Bank
PPS CHS Athletics - Checking	General	Huntington Bank
PPS CHS Debate - Checking	General	Huntington Bank
PPS NHS Athletics - Checking	General	Huntington Bank
PPS NHS Debate - Checking	General	Huntington Bank
PPS PCEC Enrichment - Checking	General	Huntington Bank
PPS Edu Staff - Checking	General	Huntington Bank
PPS Workers Comp	General	Comp One
PPS BSSF - MM Savings	BSSF	Huntington Bank
PPD Debt 16 - MM Savings	Debt 16	Huntington Bank
PPD Debt 19 - MM Savings	Debt 19	Huntington Bank
PPS Const. Fund #1 - MM Savings	CF#1	Huntington Bank
PPS Const. Fund #2 - MM Savings	CF#2	Huntington Bank
PPS Lunch - Checking	Lunch Fund	Huntington Bank
PPS Lunch - Savings	Lunch Fund	Flagstar Bank
PPS Internal - Checking	Internal Fund	Huntington Bank
PPS Internal - Money Market	Internal Fund	Chemical Bank
PPS Internal - Money Market	Internal Fund	Huntington Bank
PPS General Fund - CD	General	First National Bank of Michigan
PPS General Fund - CD	General	First National Bank of Michigan
PPS Construction Fund #1	CF #1	PFM Investment Mgmt.
PPS Construction Fund #2	CF #2	PFM Investment Mgmt.



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

To: Board of Education
From: Mark Bielang 
Date: January 8, 2020
Re: Designate Person(s) Authorized to Use the Safety Deposit Box

RECOMMENDED ACTION:

I recommend the Board of Education designate Mark Bielang, Ron Herron, Paula Johnson and the _____ (Board Secretary) as the persons authorized to use the safety deposit box, as presented.

BACKGROUND INFORMATION

The Board's Bylaws (0154.C.) call for the Board to designate those persons authorized to use the safety deposit box.

Through Operational Policy 6120 – Safety Deposit Box, the Board has authorized access to the following District positions:


- Superintendent
- Assistant Superintendent of Operations
- Director of Finance
- Board Secretary

The District maintains two safety deposit boxes at the South Westnedge and Centre Street branches of Comerica Bank. Stored in these boxes are such items as deeds to various parcels of real estate and title insurance. Access to the safety deposit boxes can be accomplished only with the signatures of any two of the above named individuals.

Enclosure VII.5.

January 13, 2020



To: Board of Education
From: Mark Bielang 
Date: January 8, 2020
Re: Designate the Electronic Transfer Officer

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

RECOMMENDED ACTION:

I recommend the Board of Education designate Paula Johnson, Director of Finance, as the Electronic Transfer Officer, as presented.


BACKGROUND INFORMATION

The Board's Bylaws (0154.D.) call for the Board to designate the Electronic Transfer Officer (ETO) in accordance with Operational Policy 6144 – Investments.

The Electronic Transfer Officer is the authorized agent who completes electronic fund transfers on behalf of the Board. The Director of Finance oversees electronic fund transfers and is recommended to continue in this role.



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

To: Board of Education
From: Mark Bielang, Superintendent 
Date: January 8, 2020
Re: Proposed Board of Education Meeting Schedule for 2020-21

RECOMMENDED ACTION:

It is recommended that the Board approve the proposed meeting schedule for the 2020-21 school year, as presented. Policy Governance Retreats are included.

BACKGROUND INFORMATION:

In accordance with Board Bylaw 0154, the Board of Education shall designate a day, place, and time for Regular Meetings which shall be held at least once every month. For the past several years the Board has met on the second and fourth Mondays of most months, although Special Meetings have been added from time to time, and during some months only one meeting has been held (April, July, August and December). The proposed meeting schedule is based on current practice.

**2020/2021
 BOARD OF EDUCATION MEETING SCHEDULE
 PORTAGE PUBLIC SCHOOLS
 PORTAGE, MICHIGAN**

All Board of Education meetings (Committee of the Whole Work Sessions, Regular Business Meetings, Organizational Meeting) will be held in Conference Room #1 of the Administration Building, 8107 Mustang Drive. In months with two meetings, the first is a Committee of the Whole Work Session (WS) and the second is a Regular Business Meeting (RM).

July 20, 2020 (RM*)	February 8, 2021 (Retreat**/WS)
August 17, 2020* (RM)	February 22, 2021 (RM)
September 14, 2020 (WS)	March 8, 2021 (WS)
September 28, 2020 (Retreat**/RM)	March 22, 2021 (RM)
October 12, 2020 (WS)	April 12, 2021 (RM)
October 26, 2020 (RM)	May 10, 2021 (WS)
November 9, 2020 (Retreat**/WS)	May 24, 2021 (Retreat**/RM)
November 23, 2020 (RM)	June 14, 2021 (WS)
December 14, 2020 (RM)	June 28, 2021 (RM)
January 11, 2021 (Organizational/WS)	
January 25, 2021 (RM)	

*Meeting deviates from the second and fourth Monday schedule

** Policy Governance Retreats held 4:00 p.m. in Superintendent's Conference Room of the Administration Building

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

Note Page

VIII. Assurance of District Performance

1. Monitoring Report 1.1 (National, State, Local), Global Ends (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented the Monitoring Report on 1.1, Global Ends, as a reasonable interpretation and evidence of compliance with policy.

January 13, 2020

**Portage Public Schools
Monitoring Report**

Policy Type: Ends

Policy Title: (1.1) Global Ends (National Measures)

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

We continue to divide the report into three segments and report on them as follows:

- National Measures – October
- State Measures – November
- Local Measures – December

In upcoming year, due to changes in the middle school assessments, we will divide the report up into three new segments: High Schools, Middle Schools, and Elementary Schools.

Monitoring information will be presented during the “Reports” portion of the Board meeting. There will be time to discuss and ask questions during and after the presentation.

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

Certification

I hereby present my Monitoring Report on Ends Policy 1.1 (National Measures) in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of January 10, 2020.


Signature

January 10, 2020
Date

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Elements in Monitoring Report 1.1- National, State and Local

Policy Language 1.1

Interpretation

Report

National Measures: The SAT and PSAT assessments

Overview of trends on National Measures

State Measures: M-STEP

Trends on State Measures

Local Measures: DIBELS

Trends on Local Measures

Summary Dashboards

Further Analysis

Response

1.1 POLICY LANGUAGE

Students demonstrate a mastery level of core curriculum standards greater than in prior years, with the long-term goal of approaching or exceeding the highest performing comparable communities.

This ends statement was revised by the Board on 10/22/18.

Interpretation

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

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

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

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

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

Approaching...the highest performing comparable communities is interpreted to indicate our change in percentage of students proficient compared to our three-year average relative to comparator communities change compared to their three-year average. “**Met Expectations**” means that we are ranked first or second relative to our comparator communities. “**Partially Met Expectations**” means that

we are ranked third or fourth. “*Did Not Meet Expectations*” means that we are ranked below fourth relative to our comparator communities.

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

Report

Monitoring Report 1.1 continues to be divided up into three separate reports, National, State, and Local. Each report section will focus on the assessments being administered at that level.

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

We use local, state and national level assessments to track student mastery for reporting purposes. During the 2018-2019 school year, the State of Michigan continued to make adjustments to the delivery and testing expectations regarding the M-STEP. These changes were minimal and allow us to continue use the 2016 year as our baseline year. M-STEP science assessments at grades 5, 8, and 11 continues to be developed into a full assessment in 2020.

Alternative High Schools data are not included for Portage nor for our comparator communities.

National Measures: The SAT and PSAT assessments

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

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

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

¹ College Board website and MDE website and publications.

In 2018-2019, the redesigned SAT continues to be used for MME Mathematics and ELA components at the 11th grade.

ACT continues to provide its WorkKeys assessment for all 11th grade students, and this assessment is still a part of the Michigan Merit Exam.²

We are using the spring 2019 SAT data to inform and evaluate our instructional practices. The spring 2016 assessments established our baseline and allow us to target and evaluate student performance in subsequent years.

This year we are including trend data, as we have four years of student performance information on SAT. This chart is replacing the Two-Year Comparison Table for the SAT.

PSAT

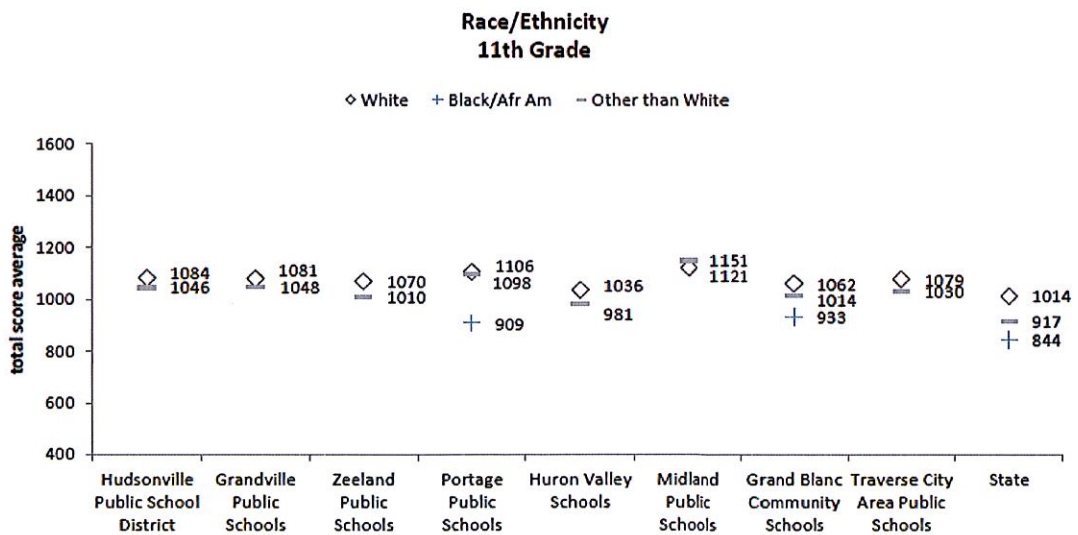
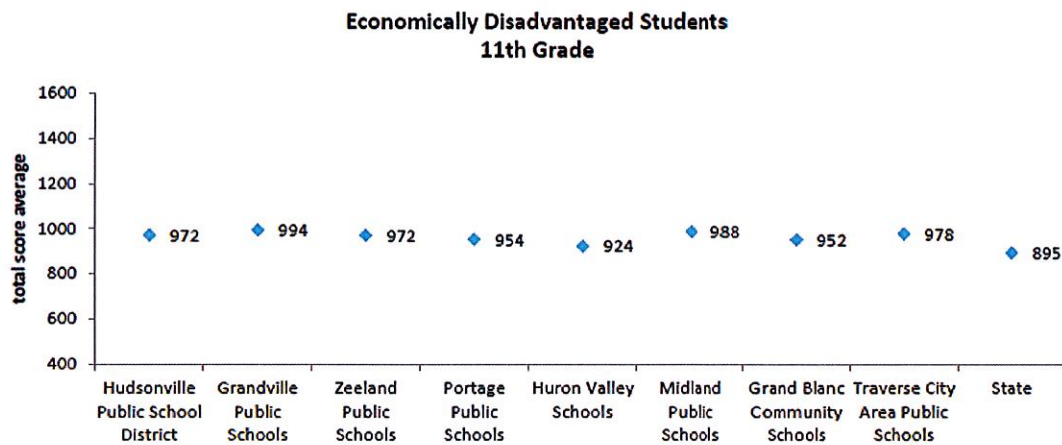
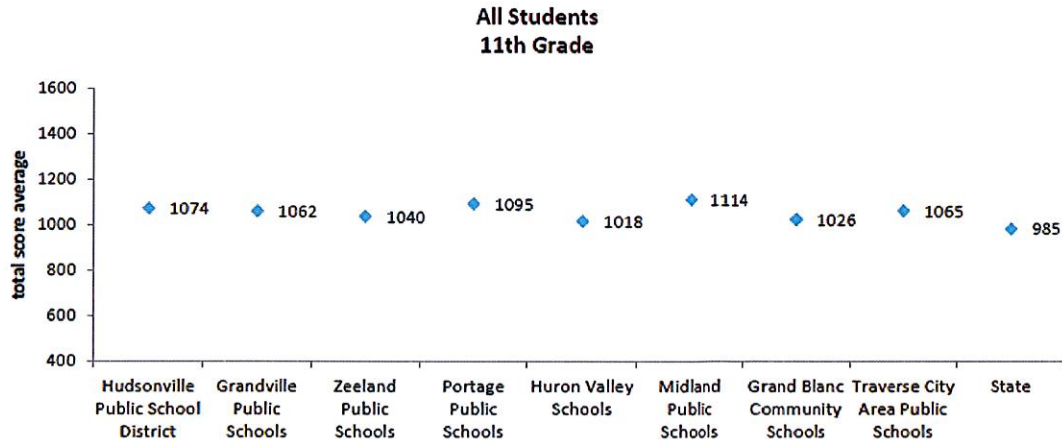
In the spring 2017, all 9th and 10th graders took the PSAT 8/9 and PSAT 10, respectively. 2016 was the first year of testing at 9th and 10th grades; the high school PSAT data is now being used for school accountability for participation only. We had over 95% of our 9th and 10th students take the spring 2019 PSAT.

In the spring of 2019, Michigan began using the PSAT 8/9 as a part of the 8th grade MSTEP assessment, replacing the mathematics and ELA components. Our 8th grade students completed the PSAT 8/9 assessment in the spring of 2018 in preparation for the potential use of the PSAT as a benchmark assessment at 8th grade. These results will be shown on the state level content report with our Middle schools information.

Our 8th grade students tested on the PSAT this fall to provide them with exposure to the test and to see what areas of growth they need in preparation for the PSAT 8 in the spring of 2020.

² MDE website and publications.

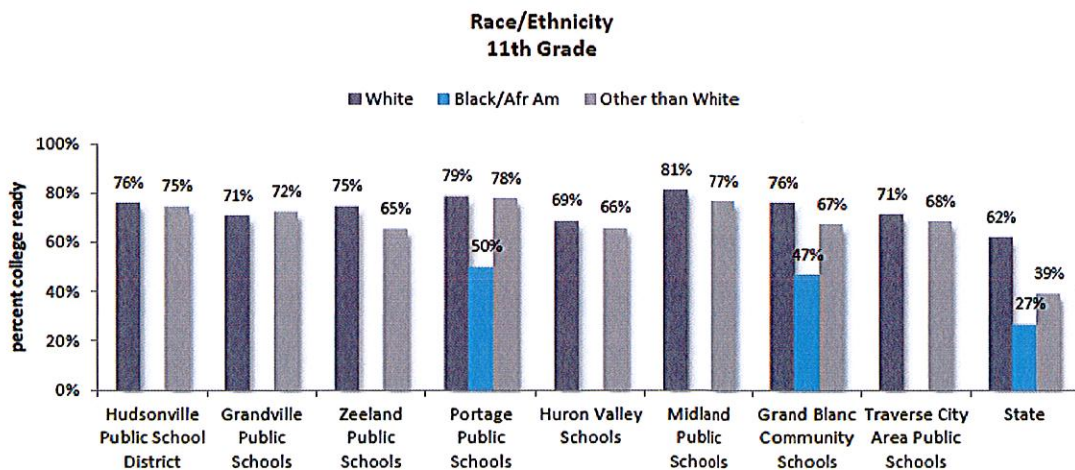
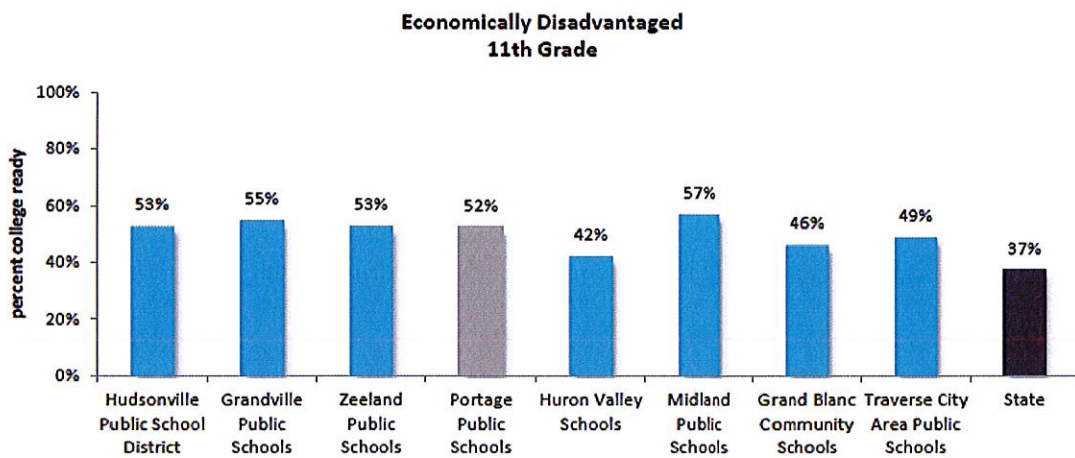
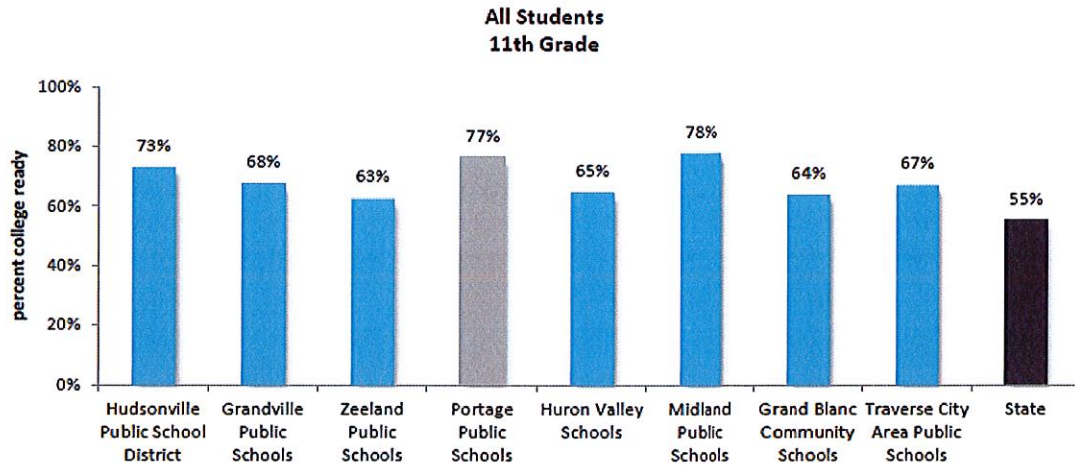
2019 SAT Total Score Average
 (Evidence Based Reading & Writing Score + Math Score)



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

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

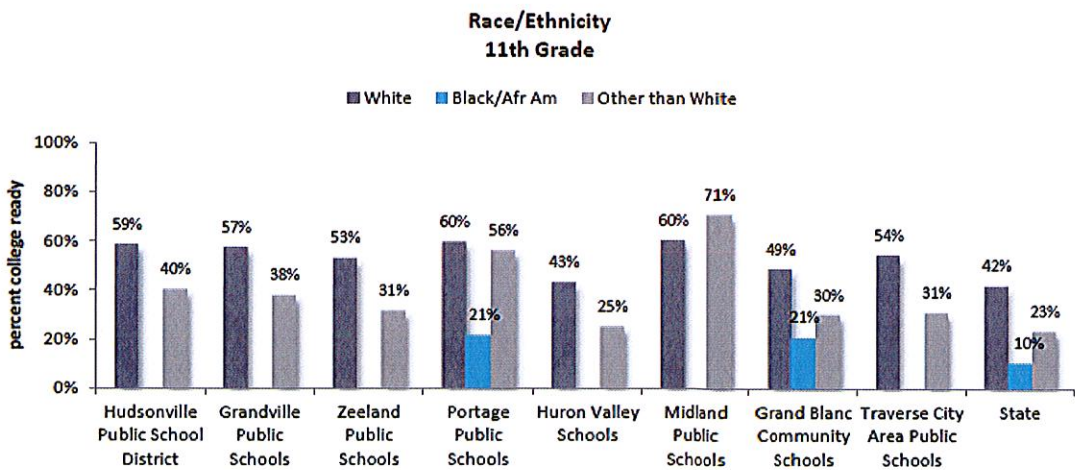
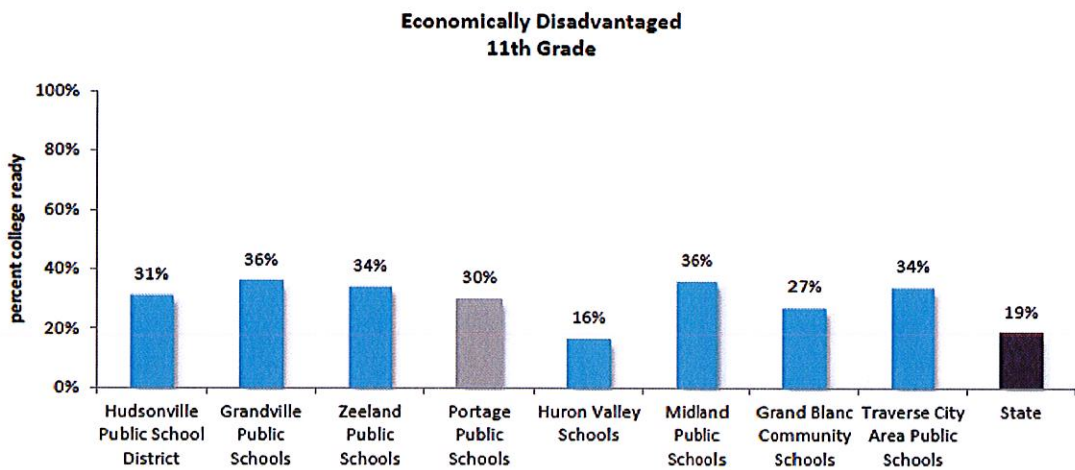
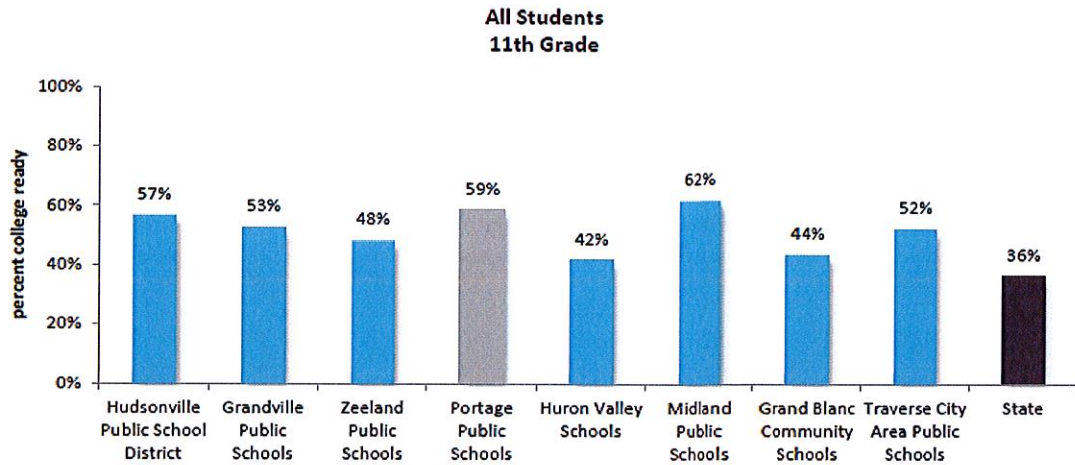
2019 SAT Evidence Based Reading & Writing



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

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

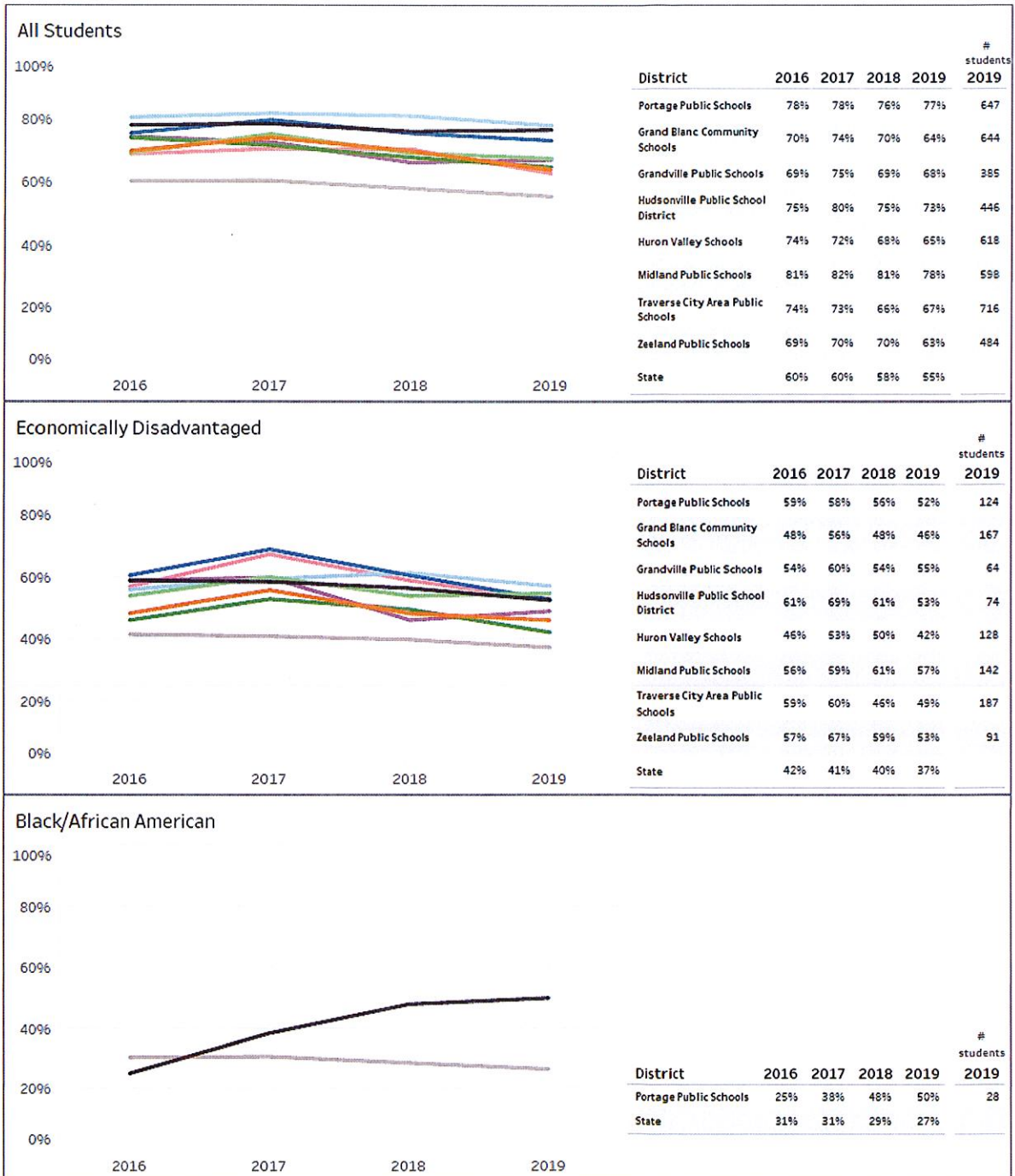
2019 SAT Mathematics



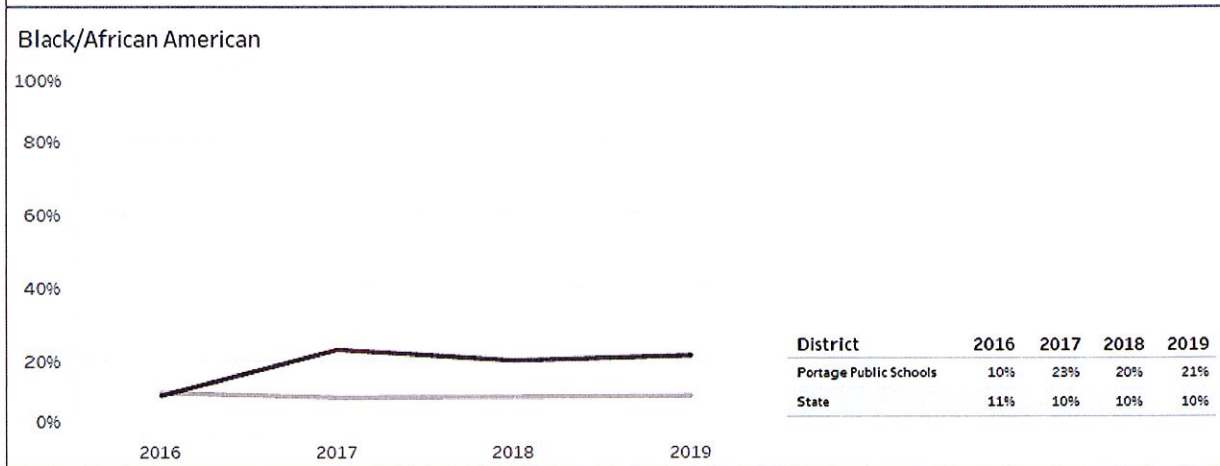
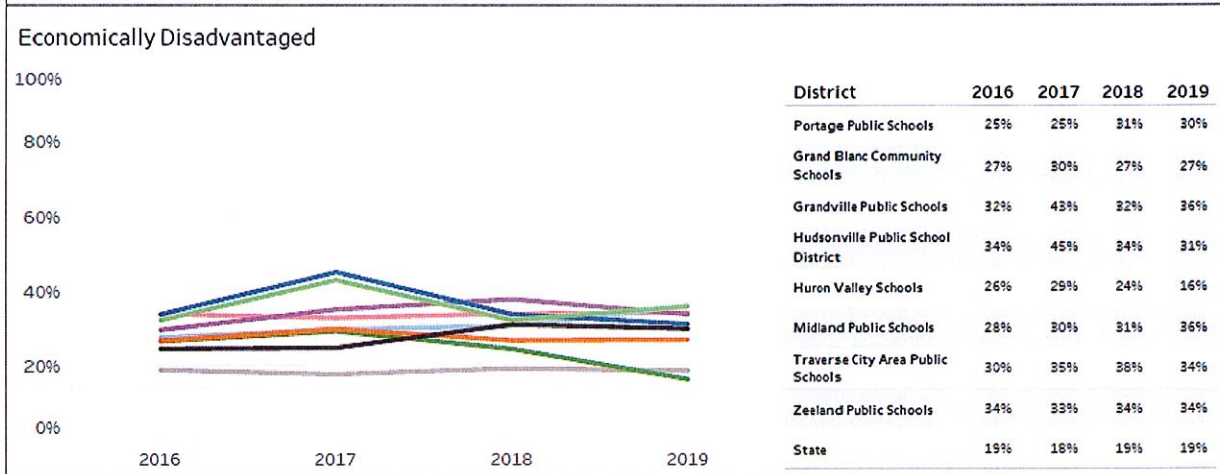
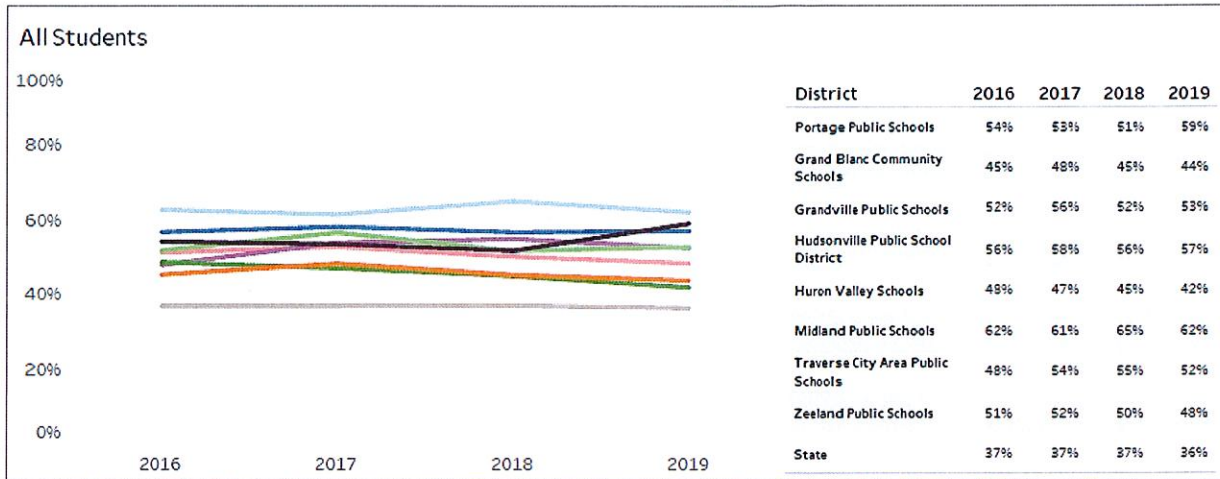
Note: Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

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

Evidence Based Reading and Writing
 4 Year Trends: Percent College Ready



Math
 4 Year Trends: Percent College Ready



- Portage Public Schools
- Hudsonville Public School District
- Traverse City Area Public Schools
- Grand Blanc Community Schools
- Huron Valley Schools
- Zeeland Public Schools
- Grandville Public Schools
- Midland Public Schools
- State

Overview of trends on National Measures

For All Student SAT measures:

- Looking at our previous year's performance, our average combined score remained close with a slight increase (1090 last year and 1095 this year) and our percent college ready moved upward by 1% in EBRW and by 8% in Mathematics.

For our Economically Disadvantaged students on SAT measures:

- Our overall SAT score for Economically Disadvantaged students declined to by 31 points 954 points. Our percentage college ready in EBRW for these students declined 4% and the mathematics score declined 1%.

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

- Our African-American/Black overall average combined score declined from 940 to 909 with a cohort of 28 students (last year 25 students). At the same time, our percentage college ready in EBRW increased by 2% to 50%, and our percent college ready in mathematics increased 1% to 21%.

For our Trending on SAT measures:

- Our trends in both EBRW and mathematics are upward, with an increase of 1% in the EBRW score for all students. The mathematics increase is measurable, with an 8% increase in the performance over last year's students. The economically disadvantaged numbers had a 1% decline in mathematics and a 4% decline in EBRW. The Black/African American numbers improved by small percentages in both Math (+1%) and EBRW (+2%).
- For this year, we have only one comparator district for Black/African-American data.
- Compared to the State trends:
 - PPS is improving against the state trend in EBRW and Mathematics for all students. The state declined 2% in EBRW and 1% in Mathematics, while we increased.
 - For ED students, the state held steady in mathematics and declined 3% in EBRW. We did not improve against the State in ED EBRW, declining 4%. In mathematics, PPS also declined.
 - For Black/ African-American students, we increased in EBRW over the State average by 2% and the State held steady in mathematics while we had a small 1% increase.

State Measures: The M-STEP and PSAT 8/9

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

We are continuing to use our spring 2016 M-STEP results as our baseline. We use grades 5, 8, and 11 as our key measures of student progress; and we use the data within our MTSS teams, department teams, and grade teams to adjust curriculum and instruction.

In 2018-19, the 8th grade M-STEP Math and ELA assessments were replaced by the PSAT 8/9 assessments. The SAT serves as the state assessment for Math and ELA at 11th grade.

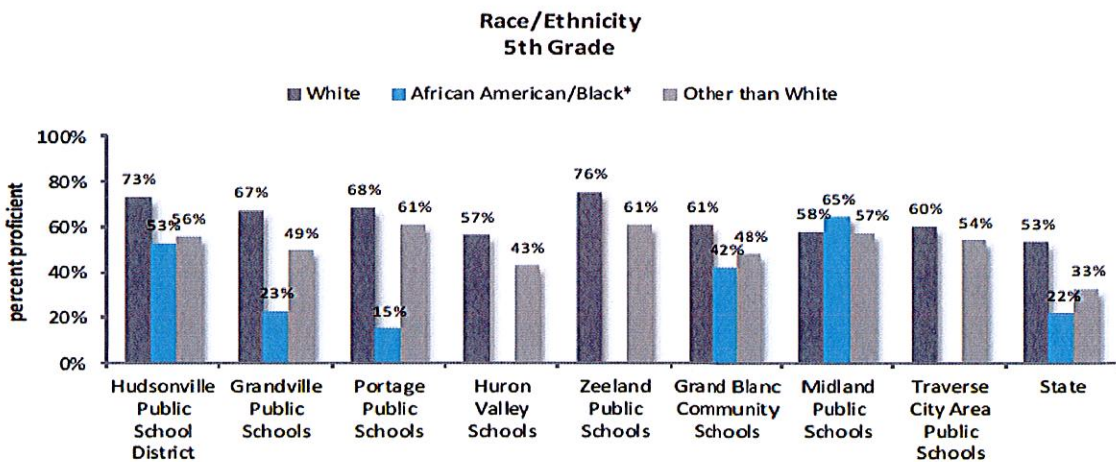
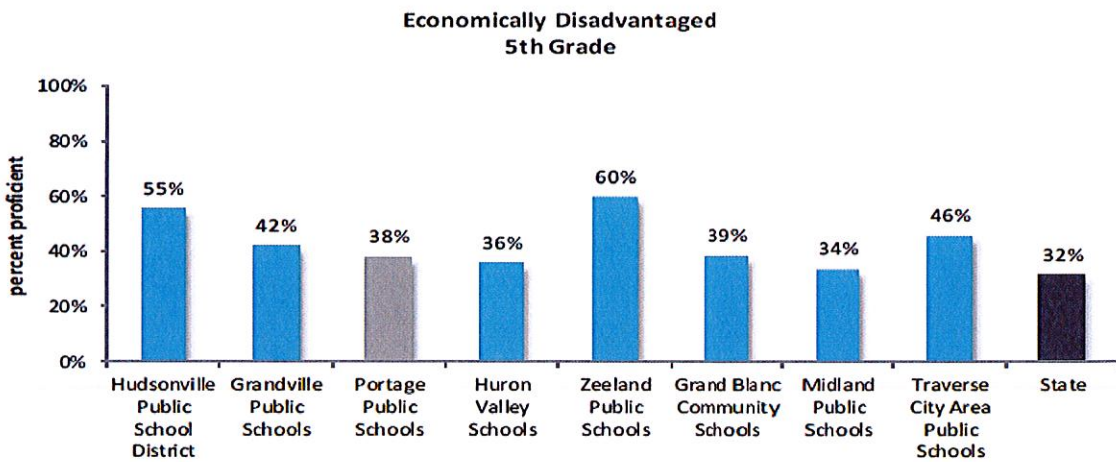
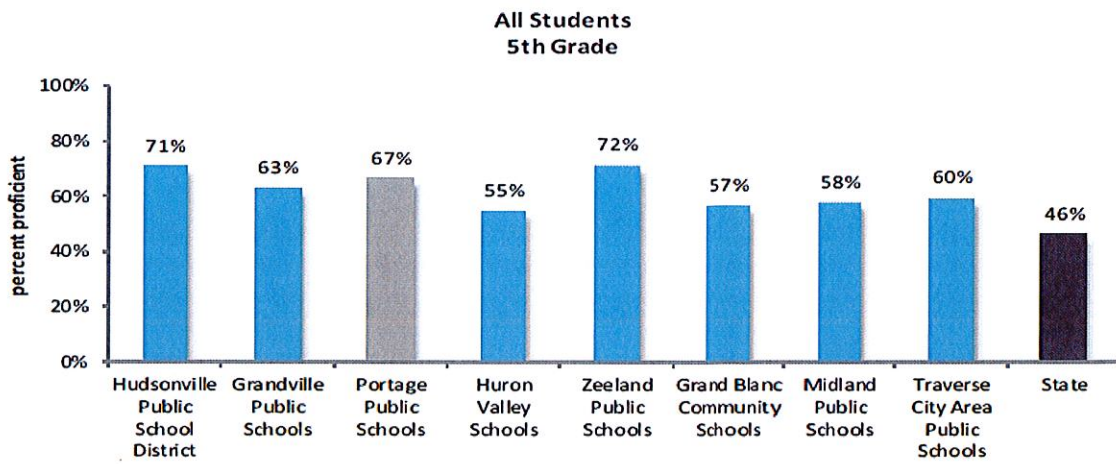
Our 5th, 8th, and 11th grade students have been piloting the M-STEP science assessment in preparation for full implementation and school accountability in 2020. The new science assessments are fully aligned to Michigan's current science content standards.

To identify our growth, we continue using the Student Growth Percentile (SGP) for our student groups and subgroups. Student Growth Percentiles look at the change in student achievement over two different assessments. Student Growth Percentiles are defined by the growth that comparable scoring students achieved after the first assessment was completed.³ We consider 50th percentile as median growth for a year of instruction. We use the percentage of students scoring 40th percentile or higher as demonstrating adequate growth as referenced by the MDE in the Michigan School Scorecard Guide.⁴

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

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

2019 M-STEP English Language Arts: 5th Grade

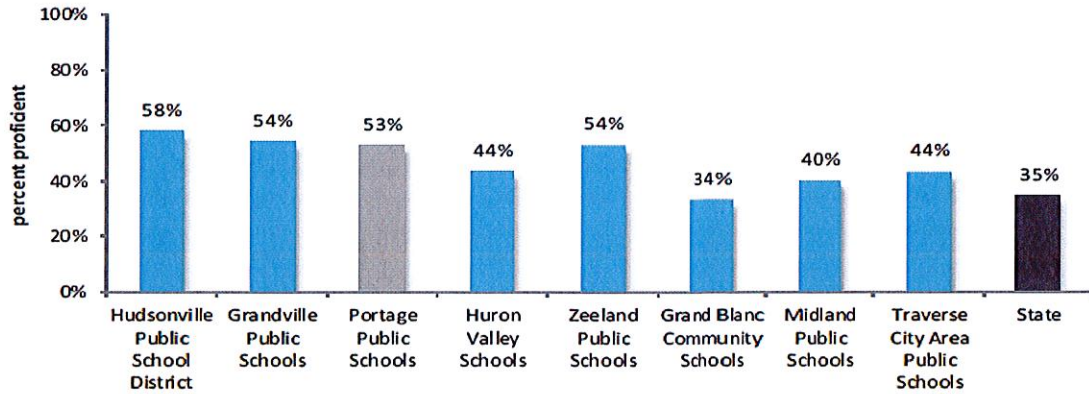


Note: Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

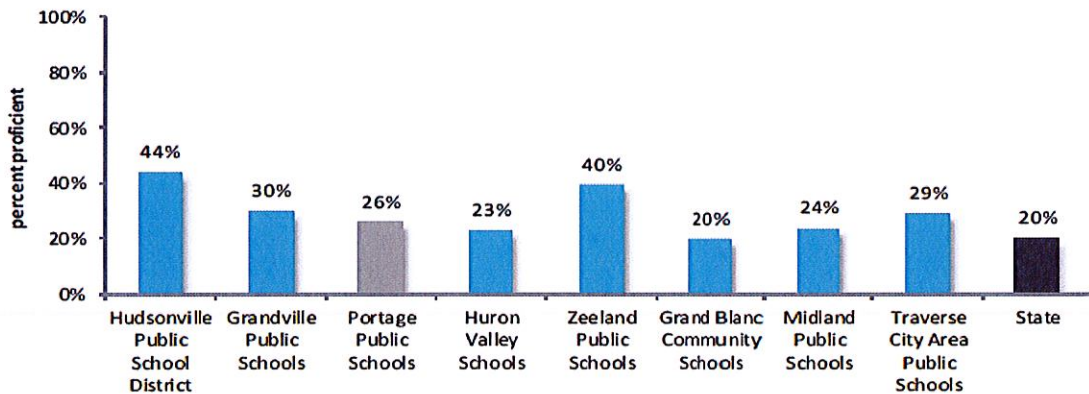
*Portage had fewer than 30 African American/Black students test, which makes this a non-accountable subgroup. Huron Valley, Zeeland, and Traverse City did not have data available for African American/Black students due to small subgroup size.

2019 M-STEP Mathematics: 5th Grade

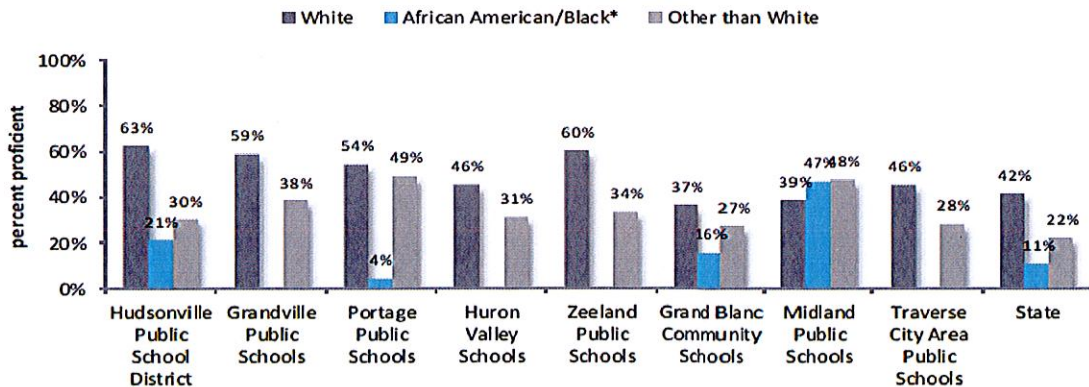
All Students 5th Grade



Economically Disadvantaged 5th Grade



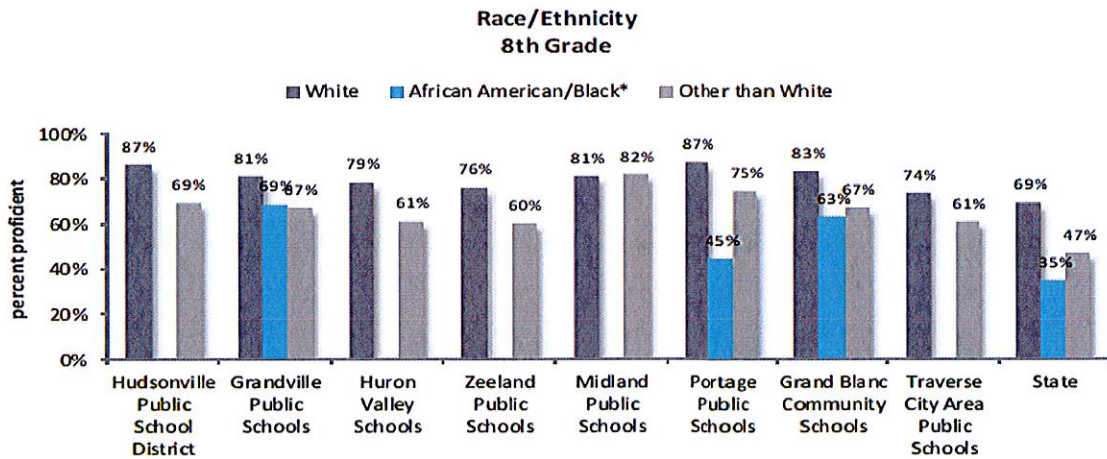
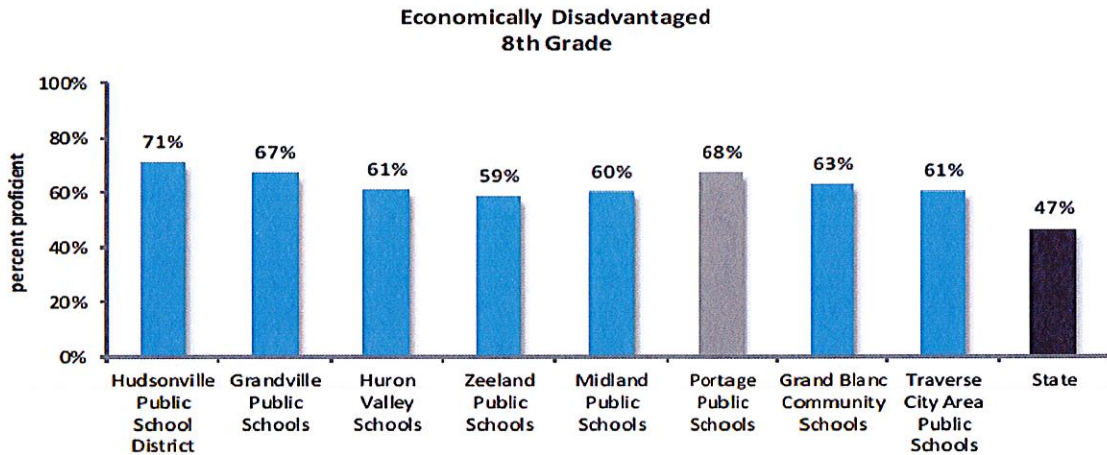
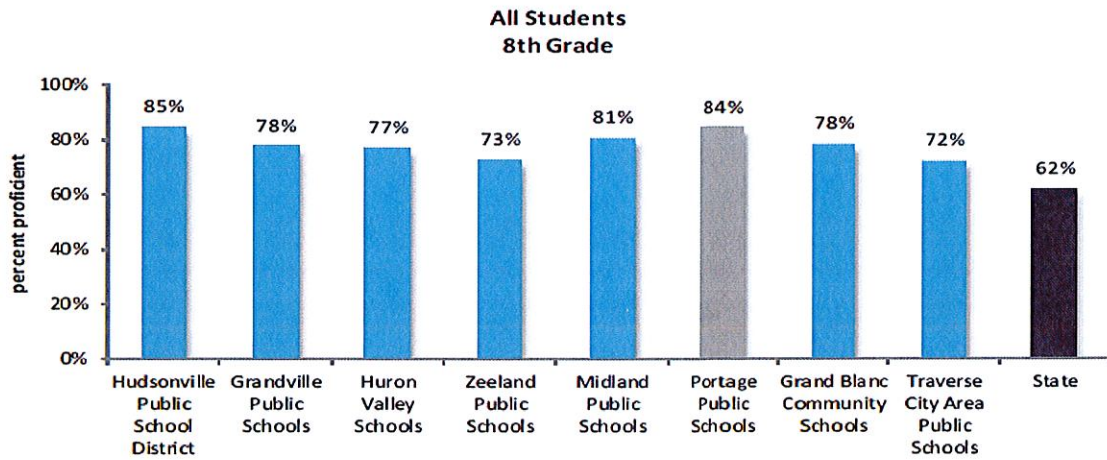
Race/Ethnicity 5th Grade



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

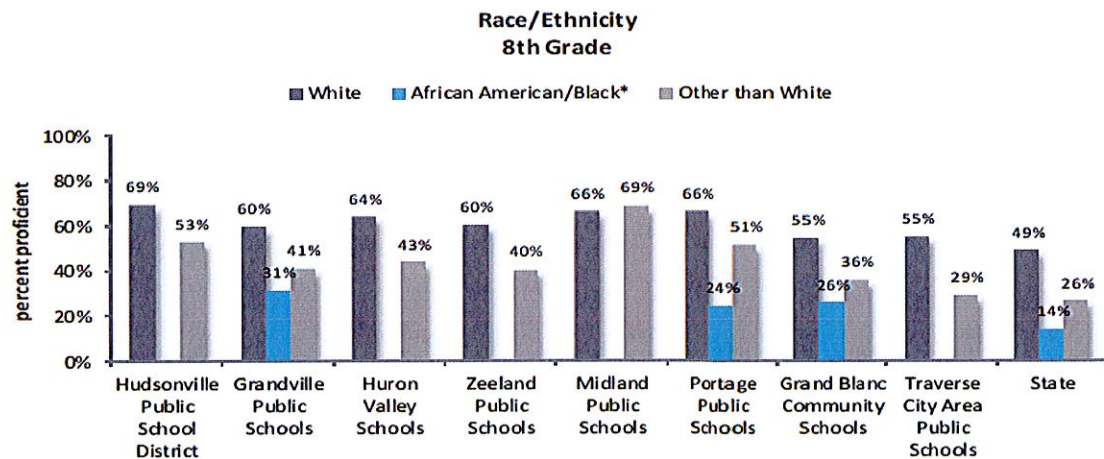
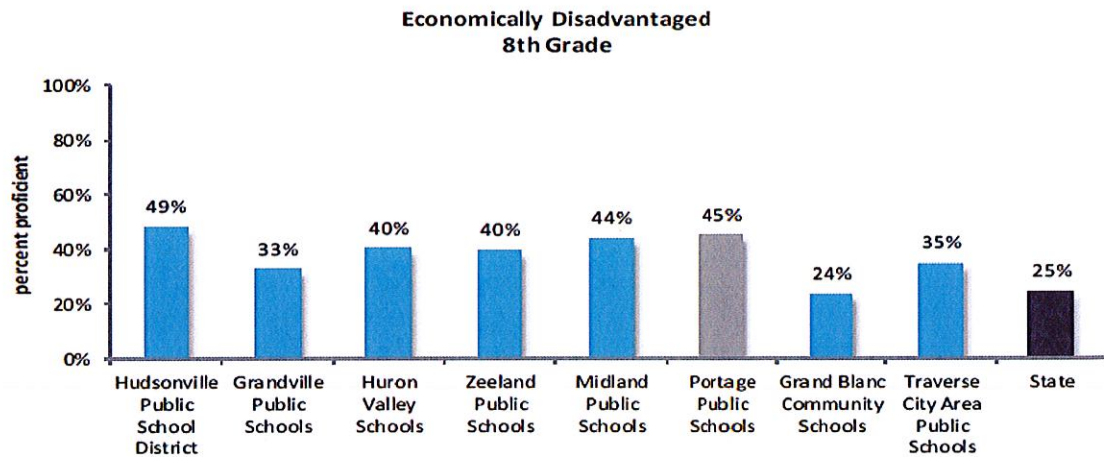
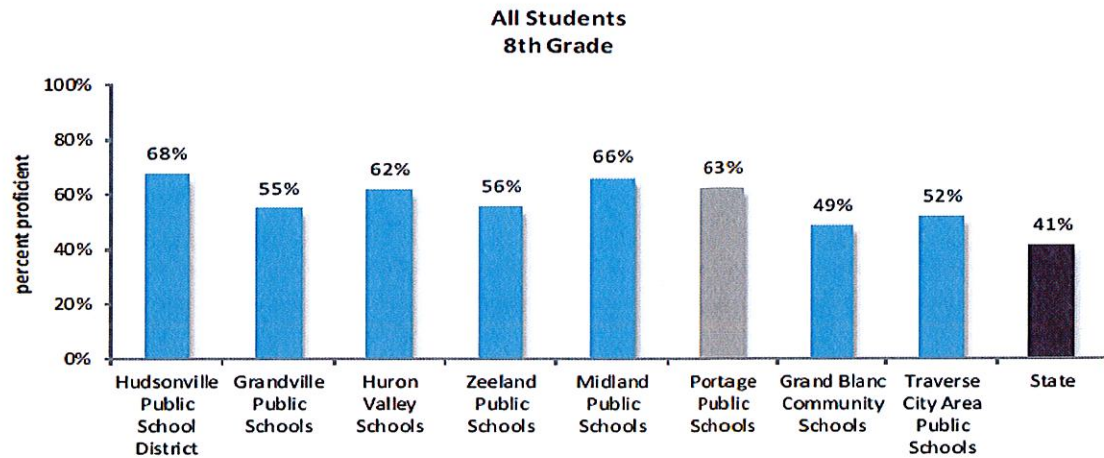
*Portage had fewer than 30 African American/Black students test, which makes this a non-accountable subgroup. Huron Valley, Zeeland, Grandville, and Traverse City did not have data available for African American/Black students due to small subgroup size.

2019 PSAT 8/9 Evidence Based Reading and Writing: 8th Grade



*Note: Schools are listed in order of lowest to highest Percent Economically Disadvantaged.
 *Portage had fewer than 30 African American/Black students test, which makes this a non-accountable subgroup.
 Hudsonville, Huron Valley, Zeeland, Midland, and Traverse City did not have data available for African American/Black students due to small subgroup size.*

2019 PSAT 8/9 Mathematics: 8th Grade



*Note: Schools are listed in order of lowest to highest Percent Economically Disadvantaged.
 *Portage had fewer than 30 African American/Black students test, which makes this a non-accountable subgroup.
 Hudsonville, Huron Valley, Zeeland, Midland, and Traverse City did not have data available for African American/Black students due to small subgroup size.*

Trends on State Measures

M-STEP: 5th Grade English Language Arts

All Students:

- Our Percent Proficient increased from 62% in 2018 to 67% in 2019.
- The 5% increase was the largest among our comparable communities, with only one other community showing an increase. (State declined 1%.)
- We rank 3rd out of 8 comparable communities. In 2018 we ranked 5th.

Economically Disadvantaged:

- Our Percent Proficient remained unchanged at 38%.
- Only one comparable community increased. (State remained unchanged.)
- We rank 6th out of 8 comparable communities. In 2018 we ranked 7th.

Black/African American:

- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroup has 23 students, and is not an accountable subgroup. Only one of the seven other comparable communities (Grand Blanc) has enough Black/African American students to be considered an accountable subgroup. Therefore, it is not appropriate to make comparisons between communities as they can be misleading.

M-STEP: 5th Grade Mathematics

All Students:

- Our Percent Proficient increased from 48% in 2018 to 53% in 2019.
- The 5% increase was the largest among our comparable communities, with three other communities also showing an increase. (State increased 1%.)
- We rank 4th out of 8 comparable communities, but we are within 1% of 2nd. In 2018 we ranked 4th.

Economically Disadvantaged:

- Our Percent Proficient increased from 24% in 2018 to 26% in 2019.
- We were one of only three comparable communities who showed an increase. (State remained unchanged.)
- We rank 5th out of 8 comparable communities. In 2018 we ranked 7th.

Black/African American:

- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroup has 23 students, and is not an accountable subgroup. Only one of the seven other comparable communities (Grand Blanc) has enough Black/African American students to be considered an accountable subgroup. Therefore, it is not appropriate to make comparisons between communities as they can be misleading.

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

Because the assessment changed from M-STEP English Language Arts (ELA) to PSAT 8/9 Evidence Based Reading and Writing (EBRW), caution should be used in interpreting any changes in percent proficient from 2018 to 2019. However, we can still make relative comparisons across comparable communities and the state.

All Students:

- Our Percent Proficient increased from 56% in 2018 (M-STEP) to 84% in 2019 (PSAT 8/9).
- The 28% increase was the 2nd largest among our comparable communities, with all other communities also showing an increase. (State increased 19%.) Again, the increase across the board is likely due to the change in assessments.
- We rank 2nd out of 8 comparable communities, but we are within 1% of 1st. In 2018 we ranked 5th.

Economically Disadvantaged:

- Our Percent Proficient increased from 30% in 2018 (M-STEP) to 68% in 2019 (PSAT 8/9).
- The 38% increase was the largest among our comparable communities, with all other communities also showing an increase. (State increased 19%.)
- We rank 2nd out of 8 comparable communities. In 2018 we ranked 7th.

Black/African American:

- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroup has 29 students, and is not an accountable subgroup. Only one of the seven other comparable communities (Grand Blanc) has enough Black/African American students to be considered an accountable subgroup. Therefore, it is not appropriate to make comparisons between communities as they can be misleading.

PSAT 8/9: 8th Grade Mathematics

Because the assessment changed from M-STEP Mathematics to PSAT 8/9 Mathematics, caution should be used in interpreting any changes in percent proficient from 2018 to 2019. However, we can still make relative comparisons across comparable communities and the state.

All Students:

- Our Percent Proficient increased from 49% in 2018 (M-STEP) to 63% in 2019 (PSAT 8/9).
- The 14% increase was the 2nd largest among our comparable communities, with all other communities also showing an increase. (State increased 8%.)
- We rank 3rd out of 8 comparable communities. In 2018 we ranked 4th.

Economically Disadvantaged:

- Our Percent Proficient increased from 24% in 2018 (M-STEP) to 45% in 2019 (PSAT 8/9).
- The 21% increase was the largest among our comparable communities, with five other communities also showing an increase. (State increased 8%.)
- We rank 2nd out of 8 comparable communities. In 2018 we ranked 6th.

Black/African American:

- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroup has 29 students, and is not an accountable subgroup. Only one of the seven other comparable communities (Grand Blanc) has enough Black/African American students to be considered an accountable subgroup. Therefore, it is not appropriate to make comparisons between communities as they can be misleading.

**Two Year M-STEP- PSAT 8/9 Percent of Students with Average or Higher Student Growth
Comparisons: 2018 & 2019**

Student Growth Percentile >=40

		ELA/EBRW			Mathematics		
		2018	2019	Diff	2018	2019	Diff
5th grade	All Students	65%	65%	0%	60%	58%	-2%
	Economically Disadvantaged	53%	59%	6%	51%	51%	0%
	Black/Afr Am*	58%	39%	-19%	39%	43%	4%
8th grade	All Students	63%	75%	12%	71%	71%	0%
	Economically Disadvantaged	59%	70%	11%	64%	63%	0%
	Black/Afr Am*	67%	63%	-4%	54%	59%	5%

**Black Afr/Am subgroup has <30 students for both 5th and 8th grade in 2018 and 2019, which makes this a non-accountable subgroup.*

Comparator School SGP data is not available.

The difference in values is calculated using exact numbers, and then rounded off.

Student Growth Comparisons

English Language Arts:

- 5th grade overall growth remains unchanged at 65%; while 8th grade overall growth increased 12% to 75%.
- Economically Disadvantaged growth increased for both 5th grade (up 6% to 59%) and 8th grade (up 11% to 70%).
- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroups have less than that, and are therefore not accountable subgroups.

Mathematics:

- 5th grade overall growth decreased 2% to 58%; while 8th grade overall growth remained unchanged at 71%
- Economically Disadvantaged growth basically remained unchanged for both 5th grade (51%) and 8th grade (63%).
- For state accountability purposes, a subgroup must have at least 30 students. Our Black/African American subgroups have less than that, and are therefore not accountable subgroups.

LOCAL MEASURES: ACADIENCE

Acadience (the new name for DIBELS, Dynamic Indicators of Basic Early Literacy Skills) was developed to be an economical and efficient indicator of a student's progress toward achieving a general outcome in literacy.

Acadience Reading K-6 assesses the 5 Basic Early Literacy Skills of Phonemic Awareness, Alphabetic Principle and Phonics, Vocabulary, Oral Reading Fluency, and Comprehension that students need in order to become successful readers.⁵ These skills are predictive of reading acquisition and later reading achievement. The early identification and intervention can prevent reading difficulties for many students. We can teach these skills and they improve outcomes for students when they are taught. *Acadience Reading K-6* provides benchmark goals that are empirically derived, criterion referenced-target scores. The benchmark goals are derived based on longitudinal research examining how a score on a measure at a point in time predicts later reading outcomes.

Acadience Reading K-6 continues to serve as our required kindergarten through second grade literacy screener, as allowed by MDE. This allows us to not use the MDE K-2 early literacy and numeracy screener. When the Third Grade Reading Law was established the Michigan Department of Education was required to define what the appropriate tools to conduct literacy screening are. *ACADIENCE* is one of the approved tools.⁶ We are also required to have a second tool for more extensive assessment of students well below benchmark. We use the approved tool, *Acadience Reading Diagnostic PA & WRD* (Formerly DIBELS Deep) to gain further insight on those students and their literacy needs.⁷

Our screening protocol *with Acadience Reading K-6* continues elementary students being screened three times a year. We screen 6th grade students using a portion of the *Acadience Reading*. For 7th-8th grade students we use *Acadience* as indicated in student support plans and IEPs. We use progress monitoring tools students who require it on a more frequent basis.

Acadience continues to be used as our primary analysis tool for literacy intervention throughout our elementary buildings. Like other internal screeners, *Acadience* data isn't publicly available for analysis, so comparator schools are not included.

As our students are also assessed using NWEA MAP Growth in Mathematics and Reading, we are continuing to evaluate the use of NWEA for measuring internal performance. NWEA MAP Growth results are used to evaluate local student growth for our teams.

We have included 5 years of overall *Acadience Reading K-6* data and three years of cohort *Acadience Reading K-6* data for the classes of 2024 through 2026.

⁵ <https://acadiencelarning.net/>

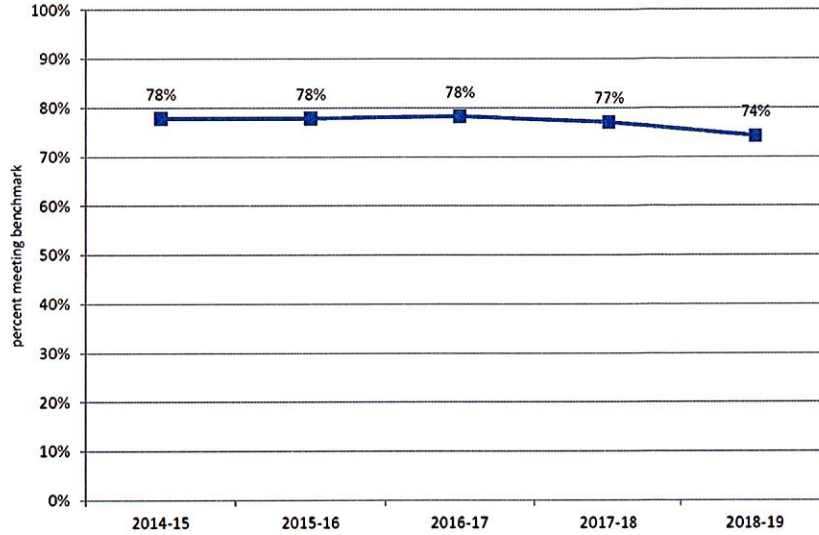
⁶ http://www.michigan.gov/documents/mde/17-18_Initial_Assessment_List_560866_7.pdf

⁷ http://www.michigan.gov/documents/mde/17-18_Extensive_Assessment_List_560867_7.pdf

PPS Acadience Trends

3rd grade only, Oral Reading Fluency (End of Year): Measures students' skills obtained by the end of their 3rd grade year
Acadience Oral Reading Fluency is measured three times a year to inform instructional decision making. The End of Year measurement is represented by these graphs.

Acadience Percent at Benchmark: 5 Year Trend



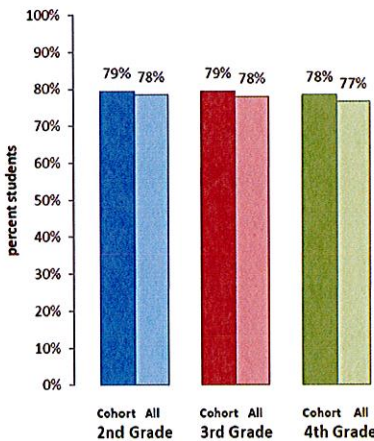
PPS Acadience Cohort: Classes of 2025, 2026, 2027

(2nd, 3rd, and 4th grade Acadience Oral Reading Fluency: End of Year)

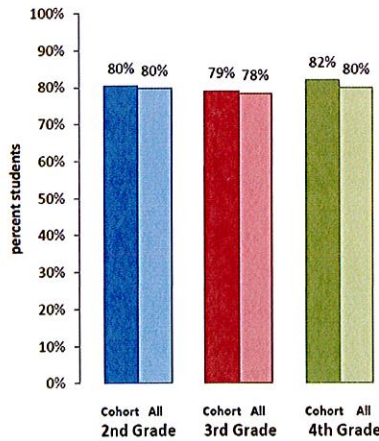
Number of Students that took:	2nd Grade DIBELS	3rd Grade DIBELS	4th Grade DIBELS	2nd & 3rd & 4th Grade DIBELS (Cohort)
Class of 2025	606	619	635	523
Class of 2026	605	613	627	517
Class of 2027	548	563	588	479

% Students Meeting Benchmark	2nd Grade		3rd Grade		4th Grade	
	Cohort	All students	Cohort	All students	Cohort	All students
Class of 2025	79%	78%	79%	78%	78%	77%
Class of 2026	80%	80%	79%	78%	82%	80%
Class of 2027	82%	80%	80%	77%	78%	76%

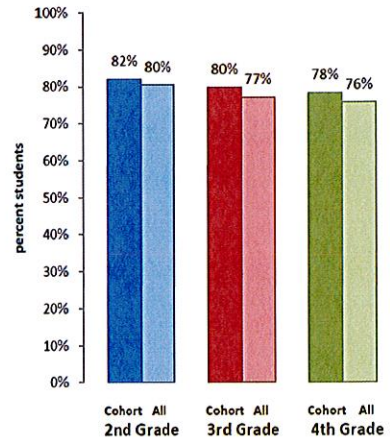
Class of 2025: Reading Students Meeting Benchmarks



Class of 2026: Reading Students Meeting Benchmarks



Class of 2027: Reading Students Meeting Benchmarks



Note: Due to increments in class sizes, increments of 1% of Students Meeting Benchmark represent approximately 5-6 students across 8 elementary schools.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Trends Local Measures

Our overall *Acadience Reading K-6* measures reflect 74% of students being identified as “At Benchmark” at the end of 3rd grade in 2019. This is a 3% decline over last year. We continue to use our district data review (DDR) process and strong MTSS processes to meet our students’ needs.

The data for third grade reading looks at three cohorts of students, the classes of 2025, 2026, and 2027 (current 7th, 6th, and 5th graders, respectively). We continue to have evidence that supports when students are consistently with us, we have around 5-10 (1-2%) more that are at benchmark than for students who are not part of our cohort.

The cohort data from 2025-2027 indicates that continuing to focus on core components of curriculum and instruction in literacy is important. We want to ensure that students don’t “lose their proficiency” as they go from 2nd grade through 4th grade.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Summary Dashboards

Improving over Prior Years Summary: 2016-2018 & 2019

Met Expectations:	> +2% from previous 3 year average
Partially Met Expectations:	+/- 2% from previous 3 year average
Did Not Meet Expectations:	< -2% from previous 3 year average

	All Students			Economically Disadvantaged			African American/Black		
	3 yr avg	2019	Change	3 yr avg	2019	Change	3 yr avg	2019	Change
5th M-STEP ELA	68%	67%	-1%	43%	38%	-5%	38%	15%	-23%
5th M-STEP Math	49%	53%	5%	27%	26%	-1%	18%	4%	-14%
8th M-STEP ELA & PSAT 8/9 EBRW*	*The change from M-STEP to PSAT 8/9 prevents an analysis of change for 8th grade								
8th M-STEP Math & PSAT 8/9 Math*	*The change from M-STEP to PSAT 8/9 prevents an analysis of change for 8th grade								
11th SAT EBRW	77%	77%	-1%	58%	52%	-5%	37%	50%	13%
11th SAT Math	53%	59%	6%	27%	30%	3%	18%	21%	4%
3rd Acadience ORF	78%	74%	-4%						

Approaching Comparator Schools Summary: 2016-2018 & 2019

Met Expectations:	Ranking 1 or 2 in change relative to comparator districts
Partially Met Expectations:	Ranking 3 or 4 in change relative to comparator districts
Did Not Meet Expectations:	Ranking lower than 4th in change relative to comparator districts

	All Students															
	SAT EBRW 11th Grade				SAT Math 11th Grade				M-STEP ELA 5th Grade				M-STEP Math 5th Grade			
	3 yr avg.	2019	Change	Rank	3 yr avg.	2019	Change	Rank	3 yr avg.	2019	Change	Rank	3 yr avg.	2019	Change	Rank
Portage	77.3	77	-0.33	2	52.7	59	6.3	1	68.7	67	-1.7	3	46.7	53	6.3	1
Hudsonville	76	78	2	1	54	57	3	2	79	71	-8	7	63.7	58	-5.7	7
Huron Valley	69.3	65	-4.33	5	45	42	-3	7	54.7	55	0.3	2	40.7	44	3.3	3
Zeeland	68.7	63	-5.67	7	49.3	48	-1.3	6	70	72	2	1	54.3	54	-0.3	4
Midland	81.3	78	-3.33	3	62.7	62	-0.7	4	65.3	58	-7.3	6	43	40	-3	6
Grand Blanc	72.7	64	-8.67	8	47.3	44	-3.3	8	67	57	-10	8	44.7	34	-10.7	8
Grandville	71.7	68	-3.67	4	53.7	53	-0.7	4	65.3	63	-2.3	5	50.3	54	3.7	2
Traverse City	71.7	67	-4.67	6	51.3	52	0.7	3	62	60	-2	4	44.7	44	-0.7	5
State	59.3	55	-4.33		37	36	-1		49.7	46	-3.7		34.3	35	0.7	

Exceeding Comparator Schools Summary: 2019

Met Expectations:	Ranking 1st to comparator districts*
Did Not Meet Expectations:	Ranking lower than 1st to comparator districts*

	All Students	Economic Disadvantaged	African-American / Black
M-STEP 5 th ELA	3	6	5 of 5
M-STEP 5 th Math	4	5	4 of 4
M-STEP 8 th ELA (PSAT)	2	2	3 of 3
M-STEP 8 th Math (PSAT)	3	2	3 of 3
SAT EBRW	2	5	1 of 2
SAT Math	2	6	1 of 2
SAT – Total Average	2	5	2 of 2

* in 2019 we updated the interpretation and have established a new baseline

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Further Analysis

In reviewing the data, the Curriculum, Instruction, and Assessment Office along with the Special Education Office take seriously both positive and negative moves relative to prior years and to our comparator communities. These key measures of our overall performance are critical to our mission and vision. We also know that these three don't comprise every educational assessment that is at the heart of Ends Policy 1.1 – but they are an important snapshot of our work. We don't take these performance indicators lightly, and we consider them carefully as we respond to the data – regardless of the performance being positive or negative.

Reviewing our performance in the “Prior Years Summary”, the comparison is to our previous three-year average to minimize the impact of a particular cohort of students. We have five metrics that are +2%, three that are flat, and five that are declining. Overall, our 11th grade SAT scores are the most positive, with two indicators improving. Fifth grade changes were concerning for our teams, with declines in our ED and African American / Black groups.

With the shift in testing to the PSAT 8/9 for our 8th grade students, we have removed that data from the chart. The PSAT 8/9 showed major gains in percent of students that are college and career ready throughout the district and the state when compared to the M-STEP assessment. This adjustment is due to differences in the tests.

We have interpreted “approaching” and “exceeding” in a new way for this summary report. Approaching provides a snapshot on our ranking on change relative to the prior three year average. The three-year average reduces the impact that a particular cohort of students has on the overall data. All the schools in our comparator group are ranked according to their relative change. This indicates if we are trending towards the top or not, regardless of change in performance or test conditions.

“Exceeding” has been interpreted to mean that we are the first school when ranked relative to comparable communities. We now include our overall ranking relative to comparable communities in the table to provide the detail of our ranking. In future years we will establish an average ranking to minimize the impact of particular cohorts of students. We also include rankings when there are limited numbers of comparable communities, and we indicate this on the table.

Response

The 2018-2019 assessment performance snapshot gives us reason to continue our work on our Multi-Tier System of Support (MTSS). It is the model that has been recently adopted by the state of Michigan as a part of the Michigan Integrated Continuous Improvement Process (MICIP). It continues to align instructional support using evidenced based student learning centered methods. This approach has connected well with our Professional Learning Communities and our district data review process.

District Data Review is a core component of MTSS related to the data contained in MR 1.1. District Data Review occurs three times a year and includes building leaders, teachers, support staff, and district

staff. At this data review we engage in professional dialogue to identify improvement goals, root cause analysis, and actions to engage and improve our systems. In 2018-2019, alignment to our school and district improvement processes included a new look at the District Improvement Plan and the relationship to our School Improvement Plans. We began to align the elements in our Studer processes, District MTSS, Data Review, and professional development funds.

After the results of each M-STEP, SAT, and Acadience cycle, our teams review and analyze the data to identify school improvement goals and respond to each testing cycle.

This testing cycle's performance has caused us to focus on three main areas throughout the district: early literacy factors, PSAT and SAT results analysis, and building level data dialogue protocols.

Our early literacy components continue to be a focus in our systems. We are responding to the third grade reading law, and the small decline in our Acadience data. As we prepare for the third grade reading law, our goal remains to not retain any students. Retention has a negative effect size on learning (-0.16).⁸ At the district level we have focused this work in three key areas:

1. **Phonics Routines:** This is a district-wide instructional component designed to improve our collective teacher efficacy on instruction in phonics at the second grade. We have trained all first grade teachers last year to ensure a well-delivered phonics instructional program. Educational researcher John Hattie indicates that phonics instruction has an effect size almost double (0.7) than the average effective program (0.4).⁸ The second grade phonics routines are being developed by district Reading Specialists.
2. **Classroom Literacy Coaching:** Our Reading Specialists and Engagement Specialists have been trained in coaching tools from Jill Jackson and are implementing in classroom coaching of teachers. They are being supported by KRESA instructional coach, Debbie Boersma and continue to engage with her for extending practices. Literacy coaching can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise (Matsumura, Garnier, Correnti, Junker, & Bickel, 2010). Effective literacy coaching supports teachers to successfully navigate the daily challenges they face in their classrooms. As a result, instructional capacity and sustainability within the schools increases (Joyce & Showers, 2002). In addition, through improving teacher expertise and the quality of core instruction, student achievement increases (Blachowicz, Obrochta, & Fogelberg, 2005).
3. **Literacy Action Network:** Reading Specialists participate in the county-wide KRESA network of literacy specialists to collaboratively interpret the Greater Educational Learning Network (GELN) essential practices for schools.

PSAT and SAT results analysis is a focus area this fall for the middle school and high school teachers, especially the ELA and Math teachers. With the advent of the PSAT for 8th grade and the use of the PSAT at 9th and 10th grades, we wanted to ensure that our teachers can analyze, interpret, and use PSAT and SAT results to improve instruction. We hosted our second PSAT/SAT data evaluation in August of this year with our high school English and Math departments. They continued this work on our first

⁸ <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

half-day professional development day in October. Middle School also math teachers also received training in analyzing PSAT results during a district department meeting day.

At the middle school level we are replicating a Secondary Reading Initiative (SRI) that mimics NMS adolescent reading success program that was funded through a federal grant administered by MiBLSI. The program includes training in explicit instruction, active engagement and strategies for instruction for all middle school staff. Also, staffing was realigned to create classes in reading success strategies for students who are struggling with literacy. The course uses a number research-based curricula to support student literacy interventions at the middle level. The program is in place at WMS and CMS this year. This program is the result of work conducted at last spring's District Data Review.

Through District Data Review, we have trained all our building MTSS leaders in the use of a data-driven dialogue protocol⁹ designed to help teams focus conversations to move from data analysis into dialogue around root causes and then into decisions. The State of Michigan is following other states in expecting the school improvement process to include a data-driven dialogue approach within a continuous improvement process. This is part of the State's "Top 10 in 10" plan. Our protocol was designed around Wellman and Lipton's text.¹⁰ After three cycles of practice use at district data review over the past year, we are now publishing the documents for the teams to use within their building. This year we are continuing to integrate our District Improvement Process and our Studer to align these elements

Our expectations are for systemic changes in these key areas. These intentional changes, we believe, will improve our performance over time. We believe that these research-based changes to our methods and processes will support improvement to the results indicated in MR 1.1. We have adjusted our reporting in MR 1.1 to offer more clarity to "improvement over time" language. We continue to explore better measures that more accurately reflect our performance relative to prior years and to approaching and exceeding our comparator communities.

We consider ourselves to be a highly reflective organization, focusing on our performance and continuously seeking to improve student learning. We continue to pursue our district vision in support of our mission.

⁹ https://cdn.ymaws.com/www.wasda.org/resource/resmgr/Data_Summit_2016/Wellman-DataDrivenDialogue.pdf

¹⁰ http://www.miravia.com/mm5/merchant.mvc?Screen=PROD&Product_Code=DD

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

Comments Regarding Further Policy Development

1. Do you have a concern that is not addressed in this policy?

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

Note Page

VIII. Assurance of District Performance

2. Monitoring Report 1.5, Ends (GP 4.4)

Recommended Motion:


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

**Portage Public Schools
Monitoring Report**


Policy Type: Ends
Policy Title: Ends Policy 1.5

Certification

I hereby present my monitoring report on Ends Policy 1.5 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of January 8, 2020.



Signature



Date

Note: My interpretations have not changed and the report has been updated to reflect events/activities/information for the past 12 months.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

1.5 POLICY LANGUAGE

The District will actively build a culture of collaboration and service to the community.

Interpretation

- A. I interpret “culture of collaboration” to mean that we will:
1. Create meaningful partnerships that support students, schools and families.
 2. Maintain operational practices that involve and engage a broad range of stakeholders in the process of developing an effective and integrated school community.
 3. Provide a range of educational, cultural and athletic experiences that engage the community.
- B. I interpret “service to the community” to mean that we will:
1. Make schools and facilities available for community use.
 2. Through our employees, make ourselves available as resources to the community.
 3. Encourage students to be of service to others.

Report

A.1. Portage Public Schools is fortunate to be situated in a county rich with resources and is therefore able to maintain a number of partnerships with churches, service organizations, booster groups, businesses, foundations, individuals, and other groups who help support our students, our schools, and our greater school community.

This support manifests itself in multiple ways; including financial support, tutoring, school supplies, clothing, food, classroom presentations, assemblies, meals during special events, mini-grants and scholarships. A few examples are:

- Radiant Church, First Reformed Church, and Portage Free Methodist Church provide food back packs for students and families in need.
- Warm Kids provide winter clothing for families in need.
- Portage Public Safety does presentations on fire safety.
- Safe Kids Kalamazoo provides ski/bike helmets .
- Portage District Library supports the District’s reading initiatives.
- Portage Rotary Club supports student youth groups and provides scholarship funds.
- Portage Education Foundation provides student scholarships and financial support for enrichment activities (teacher mini-grants/summer STEP program).
- Portage Athletic Foundation supports student athletes and the District’s athletic programs.
- Pediatric Counseling Center provides staff training around trauma informed practices.
- Portage Rotary Club provides Interact and Lunches for Lives.
- The Prevention Works Program provides healthy living programs and strategies.
- Big Brothers Big Sisters of Southwest Michigan / KVCC

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

- Consumers Energy partners with teachers to support curriculum/instruction.
- The Portage Senior Center provides Senior Partners Program.
- Prairie Edge Christian Reformed, South Ridge Reformed, Pathfinder, and Berean Baptist Churches work with Kids Hope to provide tutors.
- Bronson Children's Hospital provides professional development and other health-related information.
- Many area businesses/organizations participate at the District-wide STEM Night.
- CommuniTEEN Read.

Beyond this, Portage Public School staff engages organizations such as Kalamazoo Community Mental Health and Substance Abuse Services, Southwest Michigan First, Prevention Works, the Jim Gilmore Center, The Kalamazoo Community Foundation, and KC Ready 4's for grant opportunities, services to families and other supports.

The shared staffing at St. Michael's Lutheran, Tree of Life, St. Monica's, Hackett, and St. Augustine's Catholic Schools has benefitted students, created new teaching positions, and benefitted Portage Public Schools financially.

The PEF continues to support District students through summer STEP camps, scholarships and teacher mini-grants, investing \$59,571 during the 2018-19 school year.

A.2. Portage Public Schools has established systems to ensure collaboration.

A number of vehicles exist to share and solicit various points of view from District stakeholders. The following are among those that meet regularly and routinely.

Curriculum Instruction Council: The Council is made up of Pre-K-12 teacher leaders, building administrators, central office Administrators, support staff, community members, parents, and School Board members. The Council helps design, implement, communicate and perpetuate a District-wide system of research, standard development, assessment and articulation of District curriculum and instruction.

Also, the Human Growth and Development Committee, made up of community members, reviews and recommends (to the CIC) curriculum for our sexual education programming in grades 5-12.

Parent Teacher Organization (PTO) Presidents Council: PTO Presidents meet with the Superintendent several times each year to share information about initiatives, improve communication, and clarify priorities and District direction.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

Other: District Administrators continue to work closely with the City of Portage to coordinate the City's Capital Improvement Projects, to plan and provide for improved use of public funds and to improve safety for students, staff and the community. These discussions have also centered around the District's Bond Projects at the Central and Northern Campuses and West Middle School. Additionally, we continue our partnership with the Portage Police Department in regards to communication and public relations on police matters that may affect Portage students and staff.

This fall's joint meeting between the Portage Public Schools' Board of Education and the Portage District Library Board to discuss matters of mutual concern continues to further collaborative efforts between the Board and its "owners."

We also partner with the Kalamazoo Regional Educational Service Agency in supporting teaching and learning through professional development and serving on committees such as the Kalamazoo County Instructional Council. Additional collaboration occurs in Special Education and the Southern Services Area, the Superintendents Council and around Career and Technical Education efforts.

The District values stakeholder input into the decision-making process and looks for ways to incorporate effective and meaningful input. During the fall of 2019, the District administered its annual Parent Satisfaction Survey to parents of students in each of our school buildings. Results will be shared across the District.

Portage Public Schools also practices internal collaboration. Book Buddies (early elementary student assigned to an older student to practice literacy), school safeties and lunchroom volunteers are examples at the elementary level. All of our middle schools have a Mentoring Program where incoming sixth graders are supported by eighth graders. About 50 students per building are trained as mentors. The Moose Club at Central High School and Northern High's "Outside the Box" are multi-age student initiative, monitored by school advisors, for practicing social skills among peers. These Clubs boast a membership of 40 students. The Link Crew at Northern High School and Central High School helps acclimate incoming freshmen to the school and its activities and traditions. Over 50 upperclassmen at each high school regularly participate. Many elementary students and their families participated in the One School One Book Program, which encourages discussion about a common book.

A.3. The Districts Athletic and Fine/Performing Arts Programs provide for a vast array of opportunities for community members to witness the skills and talents of our students.

Community members have access to some of the best entertainment in Southwest Michigan through Portage Public Schools Fine and Performing Arts Programs. Concerts, musicals, school plays, and art displays all serve to showcase student talent and entertain audiences of all ages.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

Interscholastic Athletic competitions at the middle school, freshman, Junior Varsity and Varsity levels are held throughout the year at the District's indoor and outdoor facilities.

Senior citizens (65 and older) can obtain "Gold Cards" at no cost to receive discounts to various athletic events.

B.1. The Portage Public School District has a long history of actively supporting and encouraging the public use of its facilities. As such, we ensure that our facilities are viewed as a resource that nurtures the growth and development of our children and as a shared resource that benefits our community as a whole.

In addition to the extensive after-school use of our facilities by students, the District regularly schedules our facilities for use by over 250 non-school groups. The vast majority of which rent space within our facilities. The rates we have established are very competitive with similar facilities.

Top priority for facility usage is for student-related activities and programs. The facilities we schedule include gyms, community/activity rooms, cafeterias, media centers and outdoor fields. Generally speaking, certain facilities are reserved for students in block times. Facilities used by high school teams are reserved until 7:15 p.m. Monday through Friday. Middle school gyms are reserved until 6:00 p.m. Monday through Friday, as are elementary gyms, cafeterias and activity rooms for Curious Kids in six of the buildings.

The second priority level is for classes, programs, and activities offered through the District's "Enriched for Life" Program. These offerings make use of District pools, athletic fields, gymnasiums, theaters and other spaces as needed.

Non-school groups can access any available facilities after student-related and school-sponsored needs are met. The District has Policies and Administrative Guidelines in place that address the use of District facilities as well as for their scheduling and maintenance.

The District schedules approximately 40,000 events, most outside of the school day, on an annual basis. All gyms in the District are booked solid from November 1 through the first week of March in any given school year.

Among non-school facility users are:

- Adult sports groups
- Army National Guard
- Boy Scouts/Girl Scouts
- Area churches
- Drivers education providers

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

- Kalamazoo Area Runners
- Kalamazoo Christian Schools
- Little League teams
- YMCA
- Youth sports (various)
- Local businesses, boards and associations
- Girls on the Run

Construction at the various sites has impacted accessibility to several of our facilities. Of particular note is access to the District's pools and certain outdoor facilities. The demolition and construction schedule for pools will restrict access by user groups as both West Middle School and North Middle School pools go offline. Construction of the Central AEF's will continue to impact after-school athletic programs and access to facilities shared by multiple programs. These challenges will continue through much of the 2020-21 school year as facilities are completed.

B.2. Our District staff of over 1,000 possesses a wide variety of skills, talents and abilities that are shared outside of the school day. While the District does not track employees serving as a community resource, it is a known fact that many of our employees generously give of their time and talents to benefit the greater community.

Employees can be found serving on boards, being active members of service organizations, volunteering time for any number of causes, leading out of school youth groups, mentoring others, teaching enrichment courses and a myriad of other activities. Many of our staff members are in leadership roles throughout the county and state. Among them are Michigan Association of Secondary School Principals Past-President (Jim French), MASSP Board of Directors (Jason Messenger), International Baccalaureate Schools of Michigan Board Member (Rick Searing), Michigan High School Athletic Association Representative Council (Chris Riker), Michigan School Public Relations Association Board of Directors (Michelle Karpinski), and Society for Human Resource Management - Member of National Social Media Team and Leadership Circle 2017-2020 (Brad Galin), City of Portage Economic Development and Brownfield Redevelopment Authority (Eric Alburtus, Dan Vomastek, Brad Galin), MEMSPA Region IV Professional Development Chair (Lori Kirshman), MEMSPA Region IV Membership Chair (Andy Fuehr), MEMSPA Region IV President (Kelly Jensenius).

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

As an organization, we look for ways to do the same. During the course of the past year:

Our Technology Department has engaged in active parent and community outreach efforts to teach concepts on Digital Citizenship and online safety for students, and continues to engage parents in our 1-1 computing initiative.

Our counselors keep parents up-to-date about financial aid, college and career readiness and other issues parents encounter as their children transition to adulthood

Our Human Resources Department and Business Offices provide employees access to resources on financial/retirement planning.

Our Food Service Department continues the “Meet Up, Eat Up and Read Up Program” at various sites during the summer.

Our Curriculum Department provides parents with valuable on-line resources to assist them in understanding and helping with their child’s school work.

Our Special Education Department collaborates, and in some cases, works very closely with community advocacy agencies and medical professionals to ensure appropriate services are made available to our families and are provided to our students with IEPs. Additionally, we work with a number of local businesses to provide work-based learning opportunities for our high school students with IEPs.

B.3. Students at all levels are provided with many opportunities to serve others. Students serve individually, in self-organizing groups, in school groups/organizations, as a class or building, or as part of a greater effort to help others.

The following is a list of beneficiaries from student service:

- Kalamazoo Gospel Mission
- American Heart Association
- Portage Community Outreach Center
- Portage Senior Center
- City of Portage
- Community Healing Center
- Ministry With Community
- SPCA
- Kids Hope-Southridge Church
- American Cancer Society
- Salvation Army
- Michigan Blood
- Kalamazoo Loaves and Fishes

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

- March of Dimes
- Leukemia and Lymphoma Society
- Countless students through groups/programs such as: School Safeties, Student Council, and CREW Captains
- Jump Rope for Heart
- Cystic Fibrosis Walk

Conclusion Statement

The organization met expectations.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

Note Page


IX. Required Action Items

1. Approve Enhancement Millage Resolution (KRESA)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve the Regional Enhancement Millage Renewal Resolution, as presented.



TO: Board of Education
FROM: Mark T. Bielang, Superintendent 
DATE: January 8, 2020
RE: Enhancement Millage Resolution

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

BACKGROUND

Enclosed is the final resolution relative to the regional enhancement property tax, which was last approved by voters in May 2017. Section 705 of the Revised School Code authorizes a school district to request that the question of a regional enhancement property tax be submitted to the voters by the intermediate school district (KRESA in our case).

Resolutions from KRESA-constituent districts representing over half the students in our service area are required to place this request on the ballot. Resolutions must be passed prior to January 16, 2020 so that the KRESA Board can take the appropriate action. This timeline would allow the question to be voted on at the May 5, 2020 election.

KRESA conducted a survey about the enhancement tax and shared results at a meeting of county superintendents and board presidents in mid-December. This group recommended that the renewal remain at 1.5 mills for three (3) years (2020, 2021, 2022).

Based on a blended 2018-19 count of 8,848 students, Portage Public Schools gets \$3.2 million from the Enhancement Millage this school year (2019-20). Next year (2020-21), legislation requires that charter schools located within the ISD/ESA be included in the distribution of funds collected. This change in legislation will result in an approximate loss of \$89,000 to Portage Public Schools; however, the anticipated revenues will remain at approximately \$3.2 million.

RECOMMENDATION

I recommend that the Board of Education approve the Regional Enhancement Millage Renewal Resolution, as presented.

Enclosure

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

A Committee of the Whole Work Session/Organizational meeting of the board of education of the District (the "Board") was held in the Administration Building, 8107 Mustang Drive, Portage, MI 49002, within the boundaries of the District, on the 13th day of January, 2020, at 6:30 o'clock in the p.m.

The meeting was called to order by _____, President.

Present: Members _____

Absent: Members _____

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

WHEREAS:

1. Section 705 of the Revised School Code authorizes a school district to request that the question of a regional enhancement property tax be submitted to the voters by the intermediate school district at the next regular school election, or at a special election if the request is made more than 180 days prior to such election date; and

2. This Board determines that it is in the best interest of the District to place a regional enhancement millage renewal question before the voters at a special election to be held on Tuesday, May 5, 2020, in accordance with Section 705 of the Revised School Code.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. This District requests Kalamazoo Regional Education Service Agency, to submit a regional enhancement property tax millage renewal proposal for 1.5 mills for three (3) years, 2020, 2021 and 2022, to the voters at a special election to be held in each of the constituent districts located within the Kalamazoo Regional Education Service Agency on Tuesday, May 5, 2020.

2. The Superintendent or Superintendent's designee is hereby authorized to deliver a certified copy of this resolution and its attachments to the Secretary of the ISD Board on or before Wednesday, January 15, 2020.

3. The regional enhancement property tax question to be submitted to the voters is set forth on Exhibit A attached hereto and is approved and incorporated herein by reference.

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

Ayes: Members _____

Nays: Members _____

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Portage Public Schools, Kalamazoo County, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a Committee of the Whole Work Session/Organizational meeting held on January 13, 2020, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

Secretary, Board of Education

JJS/ssw



EXHIBIT A

KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY REGIONAL ENHANCEMENT MILLAGE RENEWAL PROPOSAL

This proposal will allow the intermediate school district to continue to levy regional enhancement millage that expired with the 2019 levy. Pursuant to state law, the revenue raised by the millage will be collected by the intermediate school district and distributed to local public school districts based on pupil membership count.

Shall the limitation on the amount of taxes which may be assessed against all property in Kalamazoo Regional Educational Service Agency, Michigan, be increased by 1.5 mills (\$1.50 on each \$1,000 of taxable valuation) for a period of 3 years, 2020, 2021 and 2022, to provide operating funds to enhance other state and local funding for local school district operating purposes; the estimate of the revenue the intermediate school district will collect if the millage is approved and levied in 2020 is approximately \$12,543,252, which funds will be disbursed as required by statute to the following school districts: Augusta Academy, Climax-Scotts Community Schools, Comstock Public Schools, Evergreen Academy, Forest Academy, Galesburg-Augusta Community Schools, Gull Lake Community Schools, Kalamazoo Covenant Academy, School District of the City of Kalamazoo, Lakeside Charter School – Kalamazoo, Oakland Academy, Paramount Charter Academy, Parchment School District, Portage Public Schools, Schoolcraft Community Schools, Vicksburg Community Schools and Youth Advancement Academy?

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

Note Page

XI. Discussion Items

1. CHS Orchestra 2020 Trip to Toronto (OP 2340)

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

TO: Mark Bielang
DATE: December 20, 2019
FROM: Janet Johnstone/Dr. Michael Pascoe 
SUBJECT: Central High School 2020 field trip to Toronto, Canada

RECOMMENDATION:

I recommend the approval for Portage Central High School's Orchestra to travel to Toronto, Canada as described in the attached material. The trip dates are set for June 12-15, 2020.

BACKGROUND:

Silvia McClish is proposing a student trip to Toronto for June 12-15, 2020. They will spend four days out-of-country. The purpose is for the students to fulfill national standards in music education as outlined in the attached. The families involved will be responsible for the cost. The students will not miss any days of instructional time. Chaperones will be a ratio of approximately 1 adult to every 5 students (number attending: 20).

I have reviewed this proposal and support it.

JJ/MP
Attachments



The primary purpose of school-approved student trips is to provide substantive curricular, co-curricular, and extracurricular enhancement not available in the local setting. It is not the intent of Policy #2340/AG #2340A to establish annual travel opportunities. Recognizing this purpose, consideration of trip approval begins with an evaluation of the special nature of the enrichment activities and the relationship of the trip's education goals to the curricular, co-curricular, or extracurricular activity.

If this trip requires Portage PS transportation, the form should be completed and approved to allow for enough time to provide transportation with **at least two (2) weeks notice**.

An itinerary must be submitted with any out-of-state overnight trip.

International Trips: If any duration of this trip is spent out of the country, the request needs to be submitted with **at least four (4) months notice** to provide sufficient time to obtain all levels of approval. Please note that you may be asked to present your educational trip request to the Portage Board of Education for approval and no fundraising may begin until BOE approval is received.

SECTION 1

School	CHS	Group	Orchestra	Date of Request	12/19/2019 8:17:50	
Start Date	6/12/2020	Departure Time	7:30:00 AM	Amount of Instructional Time Lost	none	
End Date	6/15/2020	Return Time	9:30:00 PM	PPS Transportation?	No	ASN:

SECTION 2

Trip Destination: Toronto, Canada

Educational Goal(s)/Purpose of Trip:

Fulfilling National standards in music education: No.6 Listening to, analyzing, and describing music. No. 8 Understanding relationships between music, the other arts, and disciplines outside the arts. No. 9 Understanding music in relation to history and culture.

SECTION 3

# of Students	20	# of Staff Chaperones	1	# of Additional Adult Chaperones	3
Estimated Cost per Student	\$680.00	Estimated Cost of Trip	\$16,320		
Funds Provided by	Private/Family	Amount per Funding Source	0		

Electronically complete sections below

SUPERVISOR/PERSON OVERSEEING TRIP

Name	Silvia McClish	Contact Phone #	2697791946
Electronic Signature: <i>(employee overseeing trip needs to electronically sign below)</i>	Date:		
x Silvia McClish	12-19-19		

Reminder: Attach any additional documentation if applicable (i.e., Itineraries, Benchmarks/Standards, Travel company contracts, etc.)

Office Use ONLY:

Principal Decision:	<input checked="" type="checkbox"/>	Approve	Principal Signature: <i>(electronically sign name below, or add e-signature)</i> x Eric Alburtus	Date: 19 Dec. 2019
	<input type="checkbox"/>	Deny		
Superintendent (or designee) Decision:	<input type="checkbox"/>	Approve	Supt. (or Designee) Signature: <i>(electronically sign name below, or add e-signature)</i> X	Date:
	<input type="checkbox"/>	Deny		



Leave it to the Experts
Group Travel
PLANNERS

Portage Central High School Custom Toronto Itinerary

DAY 1: Friday, June 12, 2020

7:30am:	Motorcoach arrives at Portage Central High School for loading
8:00am:	Depart for Canada!
11:00am-12:00pm:	Lunch (own expense) in Port Huron
TBD:	Late afternoon arrival in Toronto
4:00pm:	Check-in to the HOTEL – TBD Enjoy Hotel amenities – Pool Time!
6:00-7:00pm:	Pizza Party (own expense) at the Hotel

DAY 2: Saturday, June 13, 2020

8:00-9:00am:	Expanded Continental Breakfast (<i>included</i>) at the Hotel
9:10am:	Depart Hotel
10:00am-12:00pm:	Explore the ONTARIO SCIENCE CENTER - opened in 1969 as Ontario's contribution to the confederation's centennial celebration, the science center turned 30 in 1999. The Stroop Effect, DNA fingerprinting, and G-Force are only three of the countless subjects one can learn about at their amazing exhibits. Lunch (own expense) at the Museum
1:00-2:00pm:	Enjoy an IMAX PRESENTATION at the Ontario Science Center
2:30-3:00pm:	Watch Ontario's legislative process unfold in the Legislative Chamber and follow a tour conducted by an Interparliamentary member at ONTARIO'S PARLIAMENT BUILDING .
3:15-4:15pm:	Tour ROY THOMPSON HALL - located in the city's entertainment district, and is home to the Toronto Symphony Orchestra and Toronto Mendelssohn Choir.
4:30-5:45pm:	Recently nominated one of the Seven Wonders of the Modern World, the CN TOWER features glass floor observation decks, a revolving restaurant, and a Simulator Theatre. It is Toronto's most recognizable landmark.
6:00-7:00pm:	Dinner (own expense) at the Harborfront Center
7:30pm:	Arrive at Theatre - <i>TBD</i>
8:00-10:00pm:	Enjoy a SHAKESPEARE FESTIVAL SHOW - <i>TBD</i>
11:00pm:	Return to Hotel

DAY 3: Sunday, June 14, 2020

<u>8:30-9:30am:</u>	Expanded Continental Breakfast (<i>included</i>) at the Hotel
<u>9:40am:</u>	Depart Hotel
<u>10:30am-12:00pm:</u>	Enjoy a self-guided tour of THE ART GALLERY OF ONTARIO – with a collection including more than 80,000 works spanning the first century to the present day!
<u>12:30-2:30pm:</u>	Shopping and lunch (own expense) at the EATON CENTRE , Toronto's world-class shopping centre, the Toronto Eaton Centre is known for its beautiful architecture and it's urban atmosphere.
<u>3:00-5:00pm:</u>	Explore CASA LOMA , Spanish for "house on the hill," was built by Sir Henry Pellatt from 1911 to 1914. It cost \$3.5 million, the equivalent of more than \$60 million today. It was imagined as a romantic castle, complete with secret tunnels.
<u>5:30-6:30pm:</u>	Explore HIGH PARK , a mixed recreational and natural park, with sporting facilities, cultural facilities, educational facilities, gardens, playgrounds and the HIGH PARK ZOO .
<u>6:45pm:</u>	Arrive at the Castle
<u>7:15pm:</u>	Seating begins
<u>7:30-9:30pm:</u>	Imagine stepping back in time one thousand years, as you feast on a hearty four-course Dinner Banquet (<i>included</i>) served by your own serf at MEDIEVAL TIMES , then sit back and marvel as stallions perform intricate maneuvers, and knights joust for the honor of their King and Queen!
<u>10:30pm:</u>	Return to Hotel

DAY 4: Monday, June 15, 2020

<u>6:30-7:30am:</u>	Expanded Continental Breakfast (<i>included</i>) at the Hotel
<u>7:45am:</u>	Check-out of the Hotel and load coach. Remember your belongings!!!
<u>8:15am:</u>	Depart Hotel
<u>10:00am-12:00pm:</u>	Enjoy a HORNBLOWER NIAGARA CRUISE - bringing you as close as possible to the breathtaking flow of water, power and mist that is the magnificent Niagara Falls. Within the Niagara Great Gorge, journey past the American Falls, Bridal Veil Falls and into the very heart of the famous Horseshoe Falls for an exhilarating experience with the waterfalls that make up the famous natural wonder.
<u>12:00-1:00pm:</u>	Lunch (own expense)
<u>1:15pm:</u>	Depart for Home
<u>6:00-7:00pm:</u>	Dinner (own expense)
<u>9:30pm:</u>	Return to Portage Central High School

Canada trip 2020 lesson plan

Instruction about each musical period including instruments, historical context, life styles and people.

Playing musical excerpts on the bus during travel time for:

Medieval era

- Madrigals

Renaissance era

- Monteverdi, Vespers of 1610
- Palestrina, Missa Brevis for lute quartet

Baroque era

- Vivaldi, Four Seasons
- Vivaldi, Concerto for Orchestra
- Bach, Brandenburg Concerto No.6
- Handel, Fireworks and Water Music

Classical era

- Mozart, Symphony No. 40
- Beethoven, Triple Concerto

Romantic era

- Brahms, Variations on a theme by Handel
- Tchaikovsky, Andante from Symphony No. 3
- Lalo, Symphonie Espagnole

Modern era

- Barber, Adagio for Strings
- Elgar, Serenade for Strings
- Stravinsky, Firebird

- Corigliano, Voyage

Excerpts include performances by PCHS orchestra and others representing each period.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

Note Page

XI. Discussion Items

2. CMS Security Camera Recommendation (OP 6320)

January 13, 2020

Information and Technology Systems
8107 Mustang Drive, Portage, MI 49002
(269) 323-5100 -- help@portageps.org

MEMO

To: Mark Bielang, Superintendent
Fr: Daniel J. Vomastek, Director
Dt: December 11th, 2019
Re: Recommended Purchase - Central Middle School Security Cameras

RECOMMENDATION

I recommend the Board of Education approve the purchase and installation of security cameras from Presidio of Grand Rapids, MI, in a base amount of \$86,274.86, funding drawn from the 2019 Bond Fund #1.

BACKGROUND

This award is for the purchase of security cameras for the new Central Middle School facility. The existing cameras at the current CMS site are several years old and beginning to fail. This fact, and that demo and re-installation would not be feasible, led to the determination to purchase new equipment. This purchase includes the physical installation of the cameras. To keep costs down, Portage IT staff will complete all configuration tasks on the cameras and servers.

BUDGET

This project is included in the overall construction-related technology costs for the new CMS. Pricing is consistent with previous purchases, although it should be noted these new cameras are full HD, which will likely require additional data center storage.

AWARD

Presidio was the overall low bid. We have worked extensively with Presidio in the past. They know our systems well, and their post-sale customer/support service is among the best we experience.

I have attached a bid tabulation, and I would be happy to answer any questions you or the Board may have.

Portage Public Schools
 CMS Security Camera Package
 12/03/2019 @ 2:00 PM

Vendor Name	ESCO Communications	Presidio				
Legal Status, Familial, Iran	YES	YES				
Attended Pre-Bid Walkthrough (YES/NO)	NO	YES				
Base Bid(including Labor)	\$103,204.00	\$86,274.86				
Bid Bond?	NO	YES				
Addendum 1 Acknowledged (YES/NO)	YES	YES				
Voluntary Alternates (YES/NO)	NO	NO				
						69

UNIT PRICING			
SB Camera	\$	1,337.94	\$ 1,334.25
SC Camera	\$	1,894.52	\$ 1,835.10
SD Camera	\$	2,087.13	\$ 1,992.60
SE Camera	\$	2,538.11	\$ 1,957.95
SF Camera		N/A	\$ 2,055.60
SG Camera	\$	1,304.25	\$ 1,247.31
Sh Camera	\$	1,340.57	\$ 1,278.81

SIGNATURES

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

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XI. Discussion Items

3. CMS Classroom Audio / Visual Systems (OP 6320)

Information and Technology Systems
8107 Mustang Drive, Portage, MI 49002
(269) 323-5100 -- help@portageps.org

MEMO

To: Mark Bielang, Superintendent
Fr: Daniel J. Vomastek, Director
Dt: December 11th, 2019
Re: Recommended Award - CMS Classroom A/V Systems

RECOMMENDATION

I recommend the Board of Education award a contract to Parkway Electric, of Holland, MI for the purchase and installation of classroom audio/visual systems in a base amount of \$118,865, funding drawn from the 2019 Bond Fund #1.

BACKGROUND

This award is for the purchase of audio/visual hardware, along with installation, for the new Central Middle School. These systems will be functionally equivalent to the systems we use throughout the district, including a large display on the teaching wall, voice enhancement, and audio systems.

BUDGET

The budget for this project was set at \$315,000. We initially based the budget assuming we would be purchasing new equipment. Upon further engineering reviews, it became clear much of the existing equipment at CMS is still viable and can be used at the new facility. Of course, this creates some scheduling problems given the small window between the end of school and the start of demolition, but as with NMS, we are confident we can work through them.

AWARD

Parkway was the low bid. A bid tab is attached.

I would be happy to answer any questions you or the Board may have.

Portage Public Schools
 CMS Classroom AV Systems
 12/03/2019 @ 2:00 pm

Vendor Name	ESCO Communications	Parkway Electric	TPC Technologies			
Legal Status, Familial, Iran	YES	YES	YES			
Attended Pre-Bid Walkthrough (YES/NO)	NO	NO	YES			
Bid Bond?	NO	YES	YES			
Base Bid(including Labor)	\$224,902.00	\$118,520.00	\$126,872.03	\$8,352.03		
Addendum 1 Acknowledged (YES/NO)	YES	YES	YES			
Voluntary Alternates (YES/NO)	NO	NO	NO			
MANDATORY ALTERNATES	\$0.00	\$345.00	\$425.10			
GRAND TOTAL	\$ 224,902.00	\$ 118,865.00	\$ 127,297.13			

 SIGNATURES

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

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XI. Discussion Items

4. CMS Chromebook Purchase Recommendation (OP 6320)

January 13, 2020

Information and Technology Systems
8107 Mustang Drive, Portage, MI 49002
(269) 323-5100 -- help@portageps.org

MEMO

To: Mark Bielang, Superintendent
Fr: Daniel J. Vomastek, Director
Dt: December 11, 2019
Re: First Grade Chromebook Purchase

RECOMMENDATION

I recommend the Board of Education approve the purchase of 755 Chromebooks from Inacomp TSG of Southfield Michigan in an amount not to exceed \$151,762.55, proceeds coming from the 2019 Bond Fund #1.

BACKGROUND

As we have completed our 1-1 rollout at our 6-12 sites, as well as in grades 2-5, we have turned our attention to completing a computing rollout to our 1st grade and younger students. Not wanting to make the assumption that a 1-1 Chromebook model would be the best fit, an early elementary computing committee was created with a charge to pilot several technologies to determine the best fit for our student's needs. While we are still resolving a few questions for Young 5's and Kindergarten, the committee concluded a traditional Chromebook 1-1 was the best choice for 1st grade. A survey of the 1st grade teachers overwhelmingly supported this determination. This request is for that purpose.

I would point out this purchase does include more Chromebooks than our current number of 1st grade students. We standardize carts in a mix of 25 and 30 units. This ensures we have enough Chromebooks to meet the need of fluid class sizes, and it provides spares for units that are out for repair.

AWARD INFORMATION

This purchase will be made via the statewide REMC contract, and as such Portage did not need to issue an RFP. While not the cheapest Chromebook in the list of options, it is the lowest cost unit meeting the durability and expected product life standards we have set. Indeed we have found these HP units to have a far lower repair rate than other models we have purchased. The price includes item add-on #196280, the ChromeOS management license we need to manage our fleet of Chromebooks with the Google Admin Console.

I would be happy to answer any other questions you or the Board may have.



1st Grade Chromebooks



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Summary [Back](#)

Inacomp TSG	\$134,020.05
Total	\$134,020.05

Item	Details	Quantity	Price	Total
196100	Name: HP Chromebook 11 G7 EE MFG Model: HP Inc. Chromebook 11 G7 EE Reseller Number: 6QY22UT Contract Expiration: 6/30/2024 Item Description: Chromebook, 11.6", Intel N4000 processor, 4GB RAM, 16GB storage, 1366x768 resolution, WiFi 802.11ac, Bluetooth 4.0, 2 USB-C and 1 USB port, integrated speaker and microphone; combo headphone/mic jack, integrated 720p HD video webcam, ANSI standard keyboard, touchpad, 10-hour battery and AC adapter and cord. One-year parts and labor (1/1/0) standard warranty. Estimated delivery: 4-8 weeks.	755	\$177.51	\$134,020.05
Vendor Total				\$134,020.05

Vendor Name: Inacomp TSG
Vendor URL: <http://www.inacomp.net/remc>
Vendor Notes: Purchase card accepted with a 3% surcharge. Shipping will be charged on Cisco item orders of less than \$1,000 and less than \$50 on all other items.

Vendor Contacts:

Colleen Flanagan
17250 w 12 mile rd
southfield, mi 48076
Phone: 248-286-9026
Fax: 248-559-5782
Email: colleen.flanagan@inacomptsg.com

Vendor Contacts:

REMC Customer Service
17250 W 12 Mile rd
Southfield, MI 48076
Phone: 248-286-9024
Fax:
Email: REMC@inacomptsg.com



HP Chromebook 11 G7 EE

Empower students to create, collaborate, and learn with the HP Chromebook 11 EE. It offers the latest Intel® processors¹, interactive tools, Android™ apps², enhanced connectivity, and a long battery life that recharges fast in a design that can withstand drops³ and minor spills.



Modern design meets durability

Deploy a sturdy device built for the whole day with a pick-proof, anchored, minor-spill-resistant keyboard and shock-absorbing molded rubber trim. Measuring only <19mm, it's designed to pass MIL-STD 810G⁴, IP 41⁵, and a 76 cm drop on concrete.³

Powerful performance

Give students a boost with the intuitive Chrome OS™, the latest Intel® processors¹, and up to 8 GB memory and 64 GB⁶ EMMC storage. Enjoy a long battery life that recharges fast and connect in large spaces with 2x2 WLAN⁷ and MIMO.⁸

Essential collaboration and creativity

Enable comfortable, convenient small-group discussions with HP Classroom Manager⁹ and Android™ apps.² Get easy views from the 180° hinge that lies completely flat and optional HD IPS touchscreen.¹⁰

- Get a low-maintenance experience with the automatic software updates and virus protection of the Chrome OS™.¹¹
- Help prevent everyday wear and tear, water intrusion, and tampering with a keyboard that resists minor spills and is pick-proof and anchored to deter key removal.
- Search, stream, and collaborate through the school day and beyond with a long battery life. Recharge with HP Fast Charge Technology, which gives you 90% battery life in just 90 minutes.¹²
- Connect to accessories with two USB 3.1 Gen 1 ports and 3.5 mm mic and speaker ports. Reinforced USB-C™ ports on each side support USB-C™ accessories and Chromebook™ charging from a USB-C™ adapter.
- Take control of the classroom, manage class PCs, and collaborate with students with the intuitive toolset of HP Classroom Manager.⁹
- Take learning in new directions with access to the Google Play™ Store and Android™ apps, which include thousands of instantly shareable and easily manageable innovative education apps.²
- Easily deploy, manage, and control users, devices and apps on all your HP Chromebooks with Google's optional Chrome Management Console.¹⁰
- Add an extra layer of functional, all-day protection with the optional HP Always-On Case that wraps around your Chromebook™ and zips flat to work every way it does.¹⁰
- Rely on support you can trust with HP's world-class limited warranty.

HP Chromebook 11 G7 EE Specifications Table



Available Operating System	Chrome OS™
Processor Family	Intel® Celeron® processor
Available Processors^{1,2}	Intel® Celeron® N4100 with Intel® UHD Graphics 600 (1.1 GHz base frequency, up to 2.4 GHz boost frequency, 4 MB cache, 4 cores) Intel® Celeron® N4000 with Intel® UHD Graphics 600 (1.1 GHz base frequency, up to 2.6 GHz boost frequency, 4 MB cache, 2 cores)
Maximum Memory	8 GB LPDDR4-2400 SDRAM (Memory soldered down.)
Internal Storage	16 GB up to 64 GB eMMC 5.0 ³
Cloud Service	100 GB Google Drive™ (2-year subscription included) ⁹
Display	11.6" diagonal HD IPS BrightView WLED-backlit touch screen, 220 cd/m ² , 50% sRGB (1366 x 768); 11.6" diagonal HD IPS anti-glare WLED-backlit, 220 cd/m ² , 50% sRGB (1366 x 768); 11.6" diagonal HD SVA anti-glare WLED-backlit, 220 cd/m ² , 50% sRGB (1366 x 768)
Available Graphics	Integrated: Intel® UHD Graphics 600 ⁵ (Support HD Decode, DX12, and HDMI 1.4b.)
Wireless Technologies	Intel® Dual Band Wireless-AC 9560 802.11a/b/g/n/ac (2x2) Wi-Fi® and Bluetooth® 5 Combo, non-vPro™ ^{4,5} (Compatible with Miracast-certified devices.)
Expansion Slots	1 microSD (Supports SD, SDHC, SDXC.)
Ports and Connectors	2 USB 3.1 Type-C™ (Charge and video support, data transfer, power delivery); 1 USB 3.1 Gen 1 (charging); 1 Stereo headphone/microphone combo jack (Cables are not included.)
Input Device	Full-size island-style keyboard, chalkboard gray, spill-resistant, pick resistant; Touchpad with multi-touch gesture support
Camera	720p HD camera ⁶
Available Software	HP Classroom Manager ¹⁰
Security Management	H1 Security IC; Nano Security lock slot ¹¹
Power	HP Smart 45 W USB Type-C™ adapter ¹⁴ 2-cell, 47.36 Wh Li-ion ¹³ Up to 13 hours ¹² Battery is internal and not replaceable by customer. Serviceable by warranty.
Dimensions	12.04 x 8.18 x 0.74 in 30.6 x 20.8 x 1.89 cm
Weight	Starting at 2.93 lb Starting at 1.33 kg (Weight will vary by configuration.)
Environmental	Low halogen; TCO 5.0 Certified ¹⁷
Energy Efficiency Compliance	ENERGY STAR® certified; EPEAT® Silver ¹⁶
Warranty	HP Services offers 1-year limited warranties and 90 day software limited warranty options depending on country. Batteries have a default one year limited warranty except for Long Life batteries which will have same 1-year or 3-year limited warranty as the platform. Refer to http://www.hp.com/support/batterywarranty/ for additional battery information. On-site service and extended coverage is also available. HP Care Pack Services are optional extended service contracts that go beyond the standard limited warranties. To choose the right level of service for your HP product, use the HP Care Pack Services Lookup Tool at: http://www.hp.com/go/cpc. ¹⁵

HP Chromebook 11 G7 EE

Accessories and services (not included)

HP USB-C to HDMI 2.0



Collaborate on the fly in conference rooms, team rooms, and more when you project your notebook or mobile device's high-definition video and audio content to an external display, TV or projector with the HP USB-C to HDMI 2.0 Adapter.

Product number: 1WC36AA

HP USB-C Dock G4



Transform your HP notebook or tablet into a complete desktop experience with the HP USB-C Universal Dock, which delivers USB-C™ charging¹ and connections for your network, dual 4K displays, and accessories with one cable connection.

Product number: 3FF69AA

HP Essential Backpack



The HP Essential Backpack is a great notebook carrying solution for both students and business professionals.

Product number: H1D24AA

HP Comfort Grip Wireless Mouse



The HP Comfort Grip Wireless Mouse features a 30-month battery life¹ and a bold, modern design that integrates seamlessly with HP Business Notebooks.

Product number: H2L63AA

HP USB Collaboration Keyboard



Product number: Z9N38AA

HP 3 year Pickup and Return Hardware Support w/Accidental Damage Protection-G2 for Notebooks



Pickup and Return Service with Accidental Damage Protection offers high-quality return-to-HP service levels with remote telephone support and offsite repair for eligible products at an HP designated repair center. The service includes pickup, offsite repair, materials and parts, labor, and return shipping costs. Plus, accidental damage protection covers spills, drops, falls and more.

Product number: UQ996E

Messaging Footnotes

- ¹ Multicore is designed to improve performance of certain software products. Not all customers or software applications will necessarily benefit from use of this technology. Performance and clock frequency will vary depending on application workload and your hardware and software configurations. Intel's numbering, branding and/or naming is not a measurement of higher performance.
- ² Internet access required and sold separately. Some apps may require purchase.
- ³ Drop test is pending and is not a guarantee of future performance under these test conditions. Any accidental damage requires an optional HP Accidental Damage Protection Care Pack.
- ⁴ MIL-STD testing is pending and is not intended to demonstrate fitness for U.S. Department of Defense contract requirements or for military use. Test results are not a guarantee of future performance under these test conditions. Damage under the MIL STD test conditions or any accidental damage requires an optional HP Accidental Damage Protection Care Pack.
- ⁵ IP 41 testing is pending. Test results are not a guarantee of future performance under these test conditions. Any accidental damage requires an optional HP Accidental Damage Protection Care Pack.
- ⁶ For storage drives, GB = 1 billion bytes. Actual formatted capacity is less. Up to 5.1 GB is not user-available.
- ⁷ The specifications for the 802.11ac WLAN are draft specifications and are not final. If the final specifications differ from the draft specifications, it may affect the ability of the notebook to communicate with other 802.11ac WLAN devices.
- ⁸ Multiple-Input Multiple-Output (MIMO) is a wireless technology that uses multiple transmitters and receivers to enhance data transfer. MIMO requires a MU-MIMO router, sold separately.
- ⁹ HP Classroom Manager for students is available as a download. HP Classroom Manager Teacher Console sold separately.
- ¹⁰ Sold separately or as an optional feature.
- ¹¹ Internet access required and sold separately.
- ¹² Recharges the battery up to 90% within 90 minutes when the system is off or in standby mode, when used with the power adapter provided with the notebook, and no external devices are connected. After charging has reached 90% capacity, charging speed will return to normal. Charging time may vary +/-10% due to System tolerance.

Technical Specifications Footnotes

- ¹ Multicore is designed to improve performance of certain software products. Not all customers or software applications will necessarily benefit from use of this technology. Performance and clock frequency will vary depending on application workload and your hardware and software configurations. Intel's numbering, branding and/or naming is not a measurement of higher performance.
- ² Processor speed denotes maximum performance mode; processors will run at lower speeds in battery optimization mode.
- ³ For storage drives, GB = 1 billion bytes. Actual formatted capacity is less. Up to 5.1 GB is reserved for system recovery software.
- ⁴ Wireless access point and Internet service required and sold separately. Availability of public wireless access points limited.
- ⁵ Miracast is a wireless technology your PC can use to project your screen to TVs, projectors, and streaming.
- ⁶ HD content required to view HD images.
- ⁷ Sold separately or as an optional feature.
- ⁸ Resolutions are dependent upon monitor capability, and resolution and color depth settings.
- ⁹ Google Drive offer is tied to this device and is non-transferable. If this device is returned, the extra storage will be revoked. In order to redeem this offer, you will need to be on Chrome OS™ Z3 or later. Internet access is required and not included. Additional information about storage plan refunds, renewals, cancellations and expiration is available at the Google website: <https://support.google.com/chromebook/answer/2703646?hl=en>
- ¹⁰ HP Classroom Manager is sold separately. Control and device locking from the teacher's desktop requires purchase of HP Classroom Manager.
- ¹¹ Lock must be purchased separately.
- ¹² Testing conducted by HP using Google Chrome OS power_LoadTest. Battery life will vary and the maximum capacity of the battery will naturally decrease with time and usage. See <http://www.chromium.org/chromium-os/testing/power-testing> for test details.
- ¹³ Recharges up to 90% within 90 minutes when the system is off or in standby mode when used with the power adapter provided with the notebook. After charging has reached 90% capacity, charging speed will return to normal. Charging time may vary +/-10% due to System tolerance.
- ¹⁴ Availability may vary by country.
- ¹⁵ HP Care Packs are sold separately. Service levels and response times for HP Care Packs may vary depending on your geographic location. Service starts on date of hardware purchase. Restrictions and limitations apply. For details, visit www.hp.com/go/cpc. HP services are governed by the applicable HP terms and conditions of service provided or indicated to Customer at the time of purchase. Customer may have additional statutory rights according to applicable local laws, and such rights are not in any way affected by the HP terms and conditions of service or the HP Limited Warranty provided with your HP Product.
- ¹⁶ EPEAT® registered where applicable. EPEAT registration varies by country. See <http://www.epeat.net> for registration status by country. Search keyword generator on HP's 3rd party option store for solar generator accessories at www.hp.com/go/options.
- ¹⁷ External power supplies, power cords, cables and peripherals are not Low Halogen. Service parts obtained after purchase may not be Low Halogen.

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**HP Chromebook 11 G7 EE
Options and Accessories**

Item Number	Item Name	Education List Price	REMC SAVE Bid Price	REMC SKU
196291	Upgrade to 32GB flash storage	299	189	6QY25UT
196280	Google console	30	23.5	GOOCON
196291	Upgrade to 1/1/1 onsite warranty	13	8	UQ993E
196291	Upgrade to 2/2/0 depot warranty	19	15	UQ991E
196291	Upgrade to 3/3/0 depot warranty	41	30	UQ990E
196291	Upgrade to 3/3/3 onsite warranty	63	50	UQ992E
196291	Upgrade to 3/3/0 with accidental damage protection	83	70	UP996E
196291	Apply district-supplied asset tag (75 unit minimum)	10	5	INA-SS
196291	Enroll device in management console (75 unit minimum)	10	5	INA-SS
Can't find the options or accessories you're looking for? Check the REMC catalog or contact the vendor!				

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – ORGANIZATIONAL MEETING
CONFERENCE ROOM 1 – ADMINISTRATION BUILDING
JANUARY 13, 2020, 6:30 P.M.**

Note Page

XI. Discussion Items

5. CMS Student Chromebook Cart Purchase (OP 6320)

January 13, 2020

Portage Public Schools

Information and Technology Systems
8107 Mustang Drive, Portage, MI 49002
(269) 323-5100 -- help@portageps.org

MEMO

To: Mark Bielang, Superintendent
Fr: Daniel J. Vomastek, Director
Dt: December 11, 2019
Re: Recommended Student Chromebook Cart Purchase

RECOMMENDATION

I recommend the Board of Education approve the purchase of 29 Aver Chromebook Carts from CDWG of Chicago IL in an amount not to exceed \$31,378, proceeds coming from the 2019 Bond Fund #1.

BACKGROUND

These carts will be used to house the Chromebooks used in our 1st grade classrooms. We have purchased the Aver carts before, and are happy with their functionality and durability.

AWARD INFORMATION

This purchase is based on the REMC statewide contact, as such, no RFP was required. The per unit cost is in keeping with most intelligent charging carts of this size.

I would be happy to answer any other questions you or the Board may have.



1st Grade Chromebook Carts



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Summary [Back](#)

CDWG	\$31,378.00
Total	\$31,378.00

Item	Details	Quantity	Price	Total
192111	Name: Aver Intelligent Charging Cart MFG Model: CHRGE30I Aver Charge X30i Reseller Number: 5414696 Contract Expiration: 12/31/2020 Item Description: X30i charging cart for 30 devices with up to a 15" screen, 5" locking wheels, locking cabinet, intelligent charging, UL Listed electric unit, cable management, ships fully assembled, ten-year mechanical warranty, five-year electrical warranty.	29	\$1,082.00	\$31,378.00
Vendor Total				\$31,378.00

Vendor Name: CDWG

Vendor URL: <http://www.cdwg.com/remcsave>

Vendor Notes:

Vendor Contacts:

Noah Williams

120 S. Riverside
5th Floor

Chicago, IL 60606

Phone: 877-389-3811

Fax: 847-968-1717

Email: Noahwil@cdwg.com