

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM, 1000 IDAHO, PORTAGE, MI 49024
NOVEMBER 9, 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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Note Page

II. Revisions/Approval of Agenda

Recommended Motion:

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

Portage Public Schools

THE FUTURE LEARNS HERE

Return To Learn Update COVID-19 Preparedness Plan

NOVEMBER 9, 2020

November 9, 2020

Dear Board of Education, Staff, Students and Families of Portage Public Schools,

I am recommending that the Board of Education approve the Updated Preparedness Plan for 2020-21, as presented in this document.

The Governor's Executive Order 2020-142 requires every school district to develop and adopt a COVID-19 Preparedness Plan that is informed by the Michigan Return to School Roadmap. The Updated Preparedness Plan being submitted for Board approval meets the requirements of the executive order and replaces the plan approved by the Board on August 12, 2020. Once approved by the Board, the updated plan will be submitted to KRESA and posted on the homepage of our District website.

Changes to the original Preparedness Plan are driven by the District's Return to Learn (RtL) Planning Team which continues to be informed by the vision created to guide this work as well as the earlier efforts of the 12 planning teams. Since plan approval in August, additional input has been provided through staff, student, and parent surveys, Kalamazoo County Health and Community Services, and the experiences of the District in implementing the original plan.

Changes to the original plan will give the District additional flexibility in providing instructional options to students and families - particularly while our region operates in Phase 4 - and primarily for secondary students who currently do not have an in-person instructional option.

Our underlying belief is that most students learn best when they are engaged face to face with teachers and other staff. We also recognize that no plan is perfect but we must keep moving forward in the best interest of our students. The updates included in this plan allow for that to happen.

Very Respectfully,

Mark T. Bielang
Superintendent, Portage Public Schools

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PREPAREDNESS PLAN ASSURANCES

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in Phases 1, 2, or 3 of the Michigan Safe Start Plan it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during Phase 4 of the Michigan Safe Start Plan it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

UPDATED COVID PREPAREDNESS PLAN

Governor Whitmer's Executive Order 2020-142 called for districts to adopt a COVID-19 Preparedness and Response Plan. Portage Public School District developed a plan in August 2020 that contained assurances and general protocols that have been followed throughout the fall. Each assurance and protocol has looked different, depending on circumstances and were more complex than can be easily described in this document.

In August of this year, we launched the first Return To Learn (RtL) Plan, our Preparedness Plan. This plan provided a foundation for us to start our school year with the best of what we could guarantee for students and staff. As our year has progressed, the coronavirus has progressed too. We find that the positive test rate in Kalamazoo County is currently 9%¹. We are also seeing evidence that schools are not the virus spreading locations that we thought they might be^{2,3}.

A family survey indicates that we have approximately 50% of our families wanting to remain in a virtual learning environment⁴. The other 50% would like to be in-person. In order to provide stability to families that need in-person instruction, along with maintaining our virtual option as well, we have developed this updated Preparedness Plan.

We also want to continue providing the best instructional models for our students. Our three values directing us during this pandemic are unchanged: Healthy & Safety, Social Emotional Health, and Instructional Rigor. There are times when these values are in tension with each other. We look to our RtL mission statement to provide grounding as we serve our community, "Portage Public Schools will fulfill our goal of academic success for all students by providing an equitable, safe, and flexible learning environment mindful of social and emotional well-being for the entire school community."

This plan helps us resolve some of these tensions to meet our goal. A few elements that we have included are: A Kalamazoo Country Health Matrix to support the school response in regards to safety and in-person attendance, clearer communication, our face-to-face mode of instruction offering, and what factors influence our commitment to making a safe transition.

Our teachers, administrators, and support staff continue to do some of their best work right now. We are encouraged by what is happening with students and for what our possibilities are for sustaining our community during this pandemic. Our school will continue to provide high quality instruction for whatever mode of instruction each family chooses, and we are committed to continuously improving how we serve our students regardless of the mode.

¹ <https://www.mistartmap.info/>

² https://www.cbs46.com/news/national-survey-reveals-schools-are-not-the-ultimate-covid-19-super-spreaders/article_7d9de1ba-0e93-11eb-a4f3-9fa88344930c.html

- https://www.washingtonpost.com/education/feared-covid-outbreaks-in-schools-yet-to-arrive-early-data-shows/2020/09/23/0509bb84-fd22-11ea-b555-4d71a9254f4b_story.html

³ <https://adc.bmj.com/content/105/7/618>

⁴ <https://docs.google.com/document/d/1YWTYCtGddD-TBzLHK34oh8i8M62zG6rtgL703kCtHLc>

With these changes and better understanding of how to respond to COVID cases as a school system, we bring this updated Preparedness Plan. This plan encompasses the opportunities available for face-to-face and virtual instruction in the second semester.

OVERVIEW OF CURRENT PPS LEARNING MODEL(S)

In our current model, teachers are ensuring that we are connecting to the same curriculum scope and sequence as in prior years. We have modified our delivery of instruction and assessment of student learning to meet the current mode of virtual instruction at the secondary and elementary levels. The activities and lessons in virtual and face-to-face are different, but the overall learning targets and outcomes are identical.

Schools play an integral role in protecting the health and safety of their staff, students, and families. Restoring teaching and learning to the familiar environments of our classrooms, provides students with stability and continuity. Face-to-face instruction and the routines of school add significantly to success and growth for all students.

ADDRESSING UNFINISHED LEARNING

To ensure that students receive instruction on curriculum standards and that unfinished learning is addressed, teachers utilized the results from the Flashforward/Flashback documents developed at the end of the 19-20 school year. This process was done through the identification of standards that were not fully addressed during the 2019-2020 school year. The results were used to help adjust the sequence and delivery of the 2020-2021 school year's instruction. Grade Level/Department teams, along with the Curriculum, Instruction, and Assessment office, work collaboratively to look at which immediate prerequisite skills and concepts are the most important to address based on the identified areas that were not fully covered the previous year. This ensures students are equipped to reach grade-level proficiency.

Current Instructional Model - September 2020 to January 2021

County Level Risk *correlated from MDHHS level and Michigan Start Phase.	Highest-- Medium High		Medium - Low
Michigan Safe Start Phase	Phase 1-3	Phase 4	Phase 5-6
Elementary Instruction	PPS Virtual Remote Instruction	In-Person Instruction and CHOICE: PPS Virtual	In-Person Instruction and CHOICE: PPS Virtual
Secondary Instruction	PPS Virtual Remote Instruction	Virtual Remote Instruction and CHOICE: Virtual In-Building Support	In-Person Instruction and CHOICE: PPS Virtual
KVIC County Option	Externally Provided Virtual Remote Instruction Y5-5 : Lincoln Learning 6-12: Michigan Virtual	Externally Provided Virtual Remote Instruction Y5-5 : Lincoln Learning 6-12: Michigan Virtual	Externally Provided Virtual Remote Instruction Y5-5 : Lincoln Learning 6-12: Michigan Virtual

OVERVIEW OF CURRENT HEALTH AND SAFETY PROTOCOLS

The health and safety of students, staff members, and their families is paramount in Michigan's guidance, and it continues to be top of mind for PPS. The announcement of the Michigan Return to School plan was accompanied by the issuance of a new order by Michigan's Public Health Commissioner. The order mandates that every public and private school in Michigan submit plans outlining their strategies for mitigating the public health risk of COVID-19 and complying with the U.S Center for Disease Control and Prevention (CDC) and Michigan Department of Health mitigation recommendations prior to reopening schools for the new year.

As we evaluate the prospect of a back-to-school season amidst a historic COVID pandemic, safety and instruction are our two key elements. As educators and trustees, we design for student safety; student safety is in our very DNA, and this ever-present priority is what drives our considerations, discussion, and decision-making today.

Our safety protocols are consistent with the Michigan Safe Schools Roadmap and include a number of explicit guidance documents and expectations as listed below.

- Explicit teaching to staff, parents, and students on COVID symptoms versus other illnesses, allergies, etc. with infographic (partner with medical providers and Health Department)
- Protocol for [Quarantine Room](#) with assigned personnel (separate from already established health rooms)
- Protocol for [Responding to Positive and Presumed Positive COVID Cases](#) (in conjunction with the Health Department)
- [Health Department Handout](#)- share with staff and families
- Portage Public Schools Protocol for [Mask Wearing](#)
- [Quarantine Letter](#)
- Student Screening: [Parent Agreement form](#) at the beginning of the year & [Daily Home Screening](#) (pg. 2)
- Staff Screening: Staff self-screen daily and record building access into a Google form.
- Handwashing and sanitizing stations
- Cleaning and Disinfecting
- Screening
- COVID-19 Positive and Contact Protocols
- Food Service Protocols

In our schools, offices, classrooms, and cafeterias, Portage Public Schools is committed to ensuring that we are creating safe, healthy spaces for our staff and students. We will continue to review protocols as the COVID-19 Pandemic changes and we receive new information from our State and from the County Health Department.

MENTAL HEALTH PROTOCOLS AND SUPPORTS

- All elementary schools have social-emotional learning supports- Embedded within daily morning meetings; building of an SEL culture; multi-tiered system of SEL supports; and utilizing Zones of Regulation.
- All secondary schools have social emotional learning supports -build an SEL culture with embedded check-ins & skill teaching; multi-tiered system of SEL supports; explicit SEL curriculum implementation.
- All schools have social emotional supports for staff (mental breaks, mindfulness, mental health check ins, webpage for resources).
- All schools complete a Social Emotional/Mental Health Screener for all students - use to identify necessary supports and interventions.
- Ongoing professional development in social emotional competencies & embedding culturally affirming SEL into instructional practices.
- Establish a comprehensive crisis management plan with our District Crisis Team.
- All buildings have established a Mental Health Liaison.
- Integrated Services of Kalamazoo partnership- continue this and allow them to come into building and/or have a spot where students can receive telehealth.
- Embed SEL into current practices.
- Parent communication about what social emotional learning is being done at school, what school will look like if we attend in person, and what resources are available to them.
- We are using our counselors for acute crisis support and reaching out to Kalamazoo County Integrated Services for counseling contacts for both staff and students.
- We are using our high school emotional support dogs to serve throughout the district for all students and staff.

MATRIX FOR INSTRUCTIONAL MODE RECOMMENDATIONS

Portage Public Schools will utilize data from a variety of sources, analyze current research, and collect our own data to inform and make decisions around the details of our instructional mode. The primary sources of data can be found in the table below.

PRIMARY MATRIX DATA SOURCES	
School Building and District COVID Case Indicators	The number of presumed and positive cases, including students and staff, currently in PPS.
County / Region Weekly Health Information	The weekly information from the county health department and the state health department concerning our region.
Family Survey Information	Information from Family surveys about parent/guardian perceptions and potential instructional plans.
Staff Survey Information	Information from Staff surveys about staff perceptions and potential instructional plans.
Research & Guidance	Research from national and local educational researchers on best practices for supporting and educating students during a pandemic.

PPS COVID MATRIX FOR BUILDING STATUS

	Green Criteria	Yellow Criteria	Orange Criteria
Michigan Regional Phase	5-6	4	
<u>Regional Status</u>	Low - B	C-D	E
<u>New Cases</u> *7 day average in Kalamazoo County. Ranges based on MDHHS rates per million residents.	< 6	6 - 50	> 50
<u>Outbreak Status</u> Number of buildings currently with an outbreak <i>in PPS</i> as defined by the MDHHS.	0	1-3	>3
<u>COVID Case Indicator</u> Transportation, Food Service, Office Support Staff *based on current best practices and closure experience with the Health Department	Building: <2 Positive <2 Quarantined Able to provide services with no disruption utilizing subs and repurposed resources.	Building: 3 - 5 Positive 3 - 5 Quarantined Some disruption. Difficulty providing subs, busing, or food service. Planned disruption or delay.	Building: >5 Positive Cases >5 Quarantined Major disruption. Struggling to provide services without external support and reduction of services.
<u>COVID Case Indicator</u> Building Teaching Staff and Building Based Support Staff (Teachers, Para Professionals, Hall & Playground Supervisors, and Extended Time Staff) *based on current best practices and closure experience with the Health Department	Building: <2 Positive <2 Quarantined Able to provide sub or utilize other staff to fill in the spaces.	Building: 3 - 5 Positive 3 - 5 Quarantined Able to provide subs, reduction of specials and interventions, inability to manage systems without external support.	Building: >5 Positive Cases >5 Quarantined Unable to provide subs, systems are overwhelmed or fully reliant on external support to maintain functionality.
<u>COVID Case Indicator</u> Students *based on current best practices and closure experience	Building: <5 Positive cases < 30 Quarantined Select classrooms or students are in quarantine.	Building: 5 - 15 Positive Cases 30 - 100 Quarantined Students, Classroom(s) and/or select buildings are quarantined or the building is closed.	Building: >15 Positive Cases >100 Quarantined Multiple buildings are quarantined or closed.

Red Criteria For District Status	If advised by the State of Michigan or by the Kalamazoo County to close due to emergency risks. Michigan Phase 1 - 3 MDHHS & Kalamazoo County Health and Community Services recommendation.
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OUTCOMES FOR BUILDING STATUS

Overall building status looks at the matrix criteria holistically to determine the building status and then utilizes the chart below to determine if a shift needs to be made to the instructional mode, if at all.

	Green Criteria	Yellow Criteria	Orange Criteria
Instructional Mode Considerations For This Criteria	Strongly Consider Face-to-Face instruction with safety protocols in place: <ul style="list-style-type: none"> Face-to-Face Mode Virtual Mode continues for families that have chosen Virtual. 	Consider Alternative Instructional Modes with safety protocols in place: <ul style="list-style-type: none"> Limited Face-to-Face Mode Virtual Mode Virtual Mode w/ In-Building Access 	Strongly Consider Short-Term or Long-Term Closure based on relative information: <ul style="list-style-type: none"> If we are a Limited Face-to-Face mode, we may move to Virtual Mode temporarily (14 days) or move for the semester In-Building Access students may need to move to Virtual Mode.
Extracurricular Mode Considerations	Continue with Guidance from MDHHS and MHSAA. Utilize protocols from Athletic Directors.	Continue with Guidance from MDHHS and MHSAA. Utilize protocols from Athletic Directors.	Review with Guidance from MDHHS and MHSAA. Utilize protocols from Athletic Directors.

Red Criteria	Instructional Mode Considerations For This Criteria	If we are closed by a decision from the Health Department, Legislative or Executive Action, or by Action of the Superintendent <ul style="list-style-type: none"> Virtual Mode of Instruction for Y5-12 grades KVIC Program Continues
	Extracurricular Mode Considerations	Review with Guidance from MDHHS and MHSAA. Review with Athletic Directors

FAMILY MODE SELECTION REVIEW

At strategic times during the remainder of the school year we will allow for families to review their selection of instructional modes. If our system is ready for and can allow these shifts we will accommodate those changes.

	Start of School Year	Start of Marking Period 2	Start of Semester 2	Start of Marking Period 4
Elementary Y5 - 5	★	★	★	★
Secondary 6 - 12	★		★	

PROCESS FOR SHIFTING TO MORE RESTRICTIVE CONDITIONS

The Preparedness Plan and health considerations indicate for us that we remain aware of current conditions in our classrooms and buildings. If matrix indicators are becoming more restrictive, the district shall consider implementing a more restrictive learning model. The Administration team, in partnership with the County Health Department will make a determination on any instructional mode changes. Shifting to a more restrictive condition takes two different forms: Acute and Systemic.

Acute Move:

- Acute moves are a change in the instructional mode for a shorter period of time that is limited to a classroom or a building in response to a single case or small outbreak while still maintaining an appropriate level of instruction.
- Teaching staff will be provided planning and preparation time to move instructional modes and prepare for those modes. Generally, 2 days to prepare for a shift to virtual instruction.
- An Acute Building Closure occurs when we need to quarantine or respond to a number of positive cases in a single building. Due to limited staff resources, we may need to move a building to a virtual mode for a period of time.
- Families and community are notified.
- Example: A classroom teacher is positive and we need to quarantine the students in that classroom.

Systemic Move:

- Systemic moves are level (Elementary, Middle, or High School) or District wide to respond to larger trends in the matrix indicators.
- Teaching staff are provided with planning and preparation time to move instructional modes.
- Surveys are conducted to gather information regarding best choices for our school community.
- We also gather data from Research, best practices, Health Department, and school administrators
- Executive Team uses available data, surveys, etc. to detail the plan for the systemic move.
- Families and community are notified.
- Systemic moves are made at the marking period or semesters when possible based on the county health concerns. When not an option due to Health Department or State requirements, we will shift as recommended.
- Example: We move to a high-risk phase 2 condition, and we need to immediately quarantine and shelter in place. We will rapidly move all instruction to the virtual mode.

PROCESS FOR SHIFTING TO LESS RESTRICTIVE CONDITIONS

The plan recommends that the district take into account any notable increases or decreases in county-level case data when determining what learning model to implement. If rates are decreasing, the district may decide to implement a less restrictive model. Shifting to less restrictive modes take two different forms: Acute and Systemic.

Acute Move:

- Acute moves are due to the lifting of a quarantine or closure based on the date.
- Staff and students will return on the prescribed date recommended by the County Health Department and the recommendation of our Administrative team.
- Communication to Parents and Community happens prior to the return to the building.
- Example: After 14 days, a classroom that was closed since all the students were in quarantine returns to school.

Systemic Move:

- Systemic moves are due to a shift in the community needs or a change in the overall matrix indicators for the district.
- Systemic move preparations only occur at natural breakpoints in the school calendar. (e.g. at the semester or at the start of the school year.)
 - We will prepare for systemic moves at each semester.
 - Health data may limit the ability to move at the start of the semester.
- Systemic moves involve data gathering from staff and health departments, families, and research.
 - Parent Survey Information
 - Staff Survey Information
 - Student Performance Data
 - Staff Capacity information
- Systemic moves involve responding to student learning, student and staff opportunity, and include provisions around equity.
- Systemic moves involve shifting student and staff schedules to best meet the needs of the condition and our learning community.
- Systemic moves are determined by the Executive Team after input from a variety of sources.
- Systemic moves are slow and deliberate after reviewing survey data, resources, capacity, and health trends.
- Example: Recommendation to add a Limited Face-to-Face mode for secondary students in the second semester based on current health conditions, parent requests, and staff ability.

FACE-TO-FACE MODE of INSTRUCTION

Face-to-face (F2F) is our least restrictive learning mode. It is our traditional 5-day per week instructional model. We are using the Michigan Safe Schools Roadmap Phases 5 and 6 as our guidance in this mode of instruction. Portage Public Schools will continue to use the strongly recommended guidelines developed under the safe schools plan of the [Michigan Safe Schools Roadmap](#). We utilized the Roadmap and KCHD requirements and recommendations along with our Return to Learn Team recommendations .

SCHEDULE

- The schedule of instruction for elementary and secondary is a normal school day schedule.
- Instruction will be 5 days a week, and may include a transition period where we instruct only 4 days.
- Transitioning to this schedule will occur at the beginning of a semester or school year, if necessary.

PERSONAL PROTECTIVE EQUIPMENT AND HYGIENE

- Facial covering expectations will only continue as long as recommended in the Mi Safe Schools Roadmap.
- Explicit teaching of handwashing and social distancing expectations will continue.
- Portable handwashing and/or hand sanitizing stations are set up throughout school buildings.
- We will continue to stock and provide disposable PPE for students and staff, if necessary.

CLEANING

- Systematic cleaning and disinfecting schedule will be used during the school day. Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with an EPA-approved disinfectant.
- Student work areas will be disinfected at least once a day and when students are transitioning to a different space.
- The traditional cleaning will take place each night, empty trash, sweep floors, etc.
- Sanitizing of food areas will occur between each meal service.
- A deep building clean/disinfecting will occur on each weekend.

SPACING AND MOVEMENT

- Classroom spacing to the extent that it is feasible.
- Class sizes should be kept to the level afforded by necessary spacing decisions.
- Student movement throughout the building may still be directed to reduce the number of contacts throughout the school year.

SCREENING STUDENTS & STAFF

- Screening protocols remain the same as in other modes, and are aligned to the Safe Schools Roadmap.

FOOD SERVICE

- Food Service remains the same as in the other modes.

- Available for all students.
- Free and Reduced Cost meals are available for students and families.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

- Following the MHSAA recommendations for Phase 5 and 6, as well as ensuring that we are following all local and state level guidance for activities.

BUSING AND STUDENT TRANSPORTATION

- Busing remains the same as in other phases.
- Expectations on student seating and distancing will be in alignment with MDE, county, and state recommendations.

CURRICULUM AND INSTRUCTION

- Both our Elementary and secondary face-to-face programs offer our PPS Curriculum and our full course catalog.

TECHNOLOGY AND DIGITAL ACCESS

- Elementary Classrooms have class sets of technology for limited use while in the classroom
- Secondary Classes have student assigned devices for use while in the classroom.

STUDENT SUPPORTS

- Student supports for Special Education, 504 accommodations, and English Learner programs are available for all qualified students.

PPS VIRTUAL MODE of INSTRUCTION

Our PPS Virtual Program offers students and families the opportunity to engage in learning while not attending any building or class. This program provides an alternative to our Limited Face-to-Face mode while still providing courses that use the PPS curriculum.

Elementary Virtual Program

- Class sizes range from 25 to 40 students⁵. These numbers are higher than our limited Face-to-Face courses.
- Classes are taught by a PPS Certified Teacher.
- Classes are held synchronously Monday through Thursday with an asynchronous component on Friday.
- Families are asked to commit to the Virtual Program for a minimum of a marking period.
- Class rosters may change at marking period and/or semester due to student shifts between Virtual and Face-to-Face.

Secondary Virtual Program

- Class sizes can range from 20 to 45 students⁶. These numbers are higher than our limited Face-to-Face courses.
- Most classes are taught by a PPS Certified Teacher. Some limited virtual courses have the potential to be offered through Michigan Virtual University or Edgenuity, both of which follow the Michigan Merit Curriculum and are taught by certified teachers.
- Classes are held Synchronously Monday through Thursday with an asynchronous support component on Friday.
- Students/Families commit to the Virtual program for a minimum of the semester.
- Some elective classes will not be able to be offered virtually if there are not enough virtual requests for the course.
- IB Diploma Students, EFE, and EFA students will be able to complete their programs if enrolled in our Virtual Courses.

Student Expectations in our Virtual Program

- Students will need consistent, reliable internet access and a quiet space to work productively on school work.
- Now that Google Meet offers backgrounds, we encourage all students to have their cameras on during instruction. This feature may be limited due to computing device limitations.
- Students are expected to abide by the full student code of conduct.

⁵ The upper limit on virtual course classrooms is determined by available staff and amount of students selecting our Virtual Program. Every attempt is made to limit the number of students to create the best learning environment.

⁶ *ibid.*

General Components of our Virtual Program

TECHNOLOGY AND DIGITAL ACCESS

- Electronic devices required, devices are available through PPS as necessary.
- Internet access needed, limited devices are available to students to access PPS internet services.

COMMUNICATION

- Skyward Student Information System
- Google Classroom Platform
- Email responses within 24 hours
- Teacher-to-student/parent meetings as needed
- Phone Calls/ Google Meet Calls as needed

FOOD SERVICE

- Food Service remains the same as in the other modes.
- Available for all students, including Virtual. Virtual students/families may need to use our drive-up meal pick up service.
- Free and Reduced Cost meals are available for students and families.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

- Following the MHSAA recommendations for Phase 5 and 6, as well as ensuring that we are following all local and state level guidance for activities.

STUDENT SUPPORTS

- Student supports for Special Education, 504 accommodations, and English Learner programs are available for all qualified students.
- These supports are available in a Face-to-Face mode as well as virtually, regardless of the student selection.

PPS VIRTUAL MODE of INSTRUCTION WITH IN-BUILDING ACCESS

The PPS Virtual Program includes in-building access for our secondary students. Students are in large open spaces, media centers, cafeterias, and in select classrooms for Student Support. Students are able to receive lunch, have mask breaks, use internet services, and connect with any necessary in-person student supports. This program is dependent on PPS secondary building being in a virtual mode of instruction.

PPS LIMITED FACE-TO-FACE MODE OF INSTRUCTION

We are currently offering the option of the Limited Face-to-Face program at the elementary school. We are developing the details for a secondary Limited Face-to-Face program to be available as a choice in the second semester. The data cited earlier from surveys, county information, and processes played a large role in the development of this mode of instruction. Feedback from prior Board members and feedback received from teachers and community members during Board meetings was integrated into this mode of instruction.

Elementary Limited Face-to-Face Program

The PPS Limited Face-to-Face Program for our elementary students has been running since the beginning of the school year. The program is offered in conjunction with our virtual elementary program and our elementary KVIC program.

DAILY SCHEDULE

- We are using a 4-day Face-to-Face scheduling model. The day mimics what was seen in our classrooms prior to COVID, with modifications for safety and health as well as limiting contact with other students.
- Teachers deliver instruction using the PPS approved curriculum four days a week. The fifth day students participate in standards-based asynchronous activities at home using grade level packets and choice boards.

CURRICULUM

- PPS high quality curriculum for each content area in the elementary is delivered in the Limited Face-to-Face model .
- Pacing of the curriculum has been modified to support the changes in student learning through the identification of standards that were not fully addressed during the 2019-2020 school year. These were used to help adjust the sequence and delivery for this year's instruction.
- Before a unit, teams look at which immediate prerequisite skills and concepts are the most important to address based on the identified areas that were not fully covered the previous year. This ensures students are equipped to reach grade-level proficiency.
- Technology will be embedded into daily instruction to support a smooth transition to virtual learning when necessary.
- Increasing our competence in student engagement and teaching through professional learning throughout the school year.
- Limited/Modified Specials classes to meet student needs and keep groups of students together and isolated.

Secondary Limited Face-to Face Program

The PPS Limited Face-to-Face Program is the core component of our program for yellow and orange systemic status throughout the district. It is a change from our fall 2020-21 virtual online offering. This program is offered in conjunction with our virtual program and is related to and dependent on that program. Shifting to this program is the primary change in our Preparedness Plan. There are other system-wise factors that may limit our ability to offer Virtual and F2F modes at the same time. Those are listed below.

DAILY SCHEDULE

- We are using a 4-day Face-to-Face scheduling model. We are not investigating an AB/AB or an AA/BB model since instructional time in those models is decreased.
- Classes are held Synchronously Monday through Thursday with an asynchronous support component on Friday.
- Seven period day with extended time (more than 5 minutes) between classes throughout the day.

INSTRUCTIONAL MODE SCHEDULING

- The limited F2F model utilizes a variety of instructional modes to adequately provide our PPS curriculum and courses to all our students.
- Best practices, teacher leader and PEA feedback were all used to help develop the instructional models in this section.
 - First Priority: Scheduling courses to support a split between F2F student courses and Virtual student courses. (i.e. All students in a course are in the same mode of instruction)
 - Second Priority: Utilizing teachers from other buildings to offer courses. (e.g. a PNMS student has a PCHS teacher for a music class)
 - Third Priority: Scheduling courses to support courses with one section to use a hyflex mode of instruction⁷, asynchronous components, or use a Michigan Virtual or E2020 course to offer instruction for small groups of students.
- Some elective classes will not be able to be offered face-to-face if there are not enough Face-to-Face requests for the course.
- Some F2F students have the potential to attend virtual classes if in-person sections are filled.
- If a teacher becomes ill or is quarantined, a class may need to move to an Acute Virtual mode.
- Our Skyward Specialist is working with our building schedulers and principals to explore the proper methods and tools available to create a successful second semester schedule.

CURRICULUM

- The curriculum is the PPS curriculum for each course.
- Each course has been modified to support the changes in student learning. These include: changing the assessment type and style, decreasing lessons that are not focused on the essential standards for the course.
- Increasing our competency in student engagement through professional learning throughout the school year.

STUDENT EXPECTATIONS IN OUR LIMITED FACE-TO-FACE

- Students are expected to abide by the full student code of conduct.
- Face masks will be required indoors for students and staff at all times unless seated and eating at lunch. Students will have the opportunity to use part of their lunch period to go outside for a mask break.
- Students are expected to commit to the type of instruction that they are going to receive for the duration of the semester.
- Students will be expected to help sanitize the classroom between each class by wiping down their desk and chair.

⁷ <https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf>

CLASS SIZES

- There is no way to predict class sizes prior to scheduling processes. We are targeting F2F courses to limit at 22 persons, and for virtual classes to limit around 40. Using a 50/50 split between F2F and Virtual, we could have classes that exceed these limits.
- The State of Michigan provides a waiver of the capacity/gathering limits for classroom instruction.
- Teacher student loads are difficult to predict and we are working to hold the overall teacher caseloads at appropriate levels.

STRATEGIES FOR CLEANLINESS AND MITIGATING THE SPREAD OF COVID

- We may move hallways and stairwells to one direction to limit exposure to other students.
- Students will be expected to help sanitize the classroom between each class by wiping down desks and chairs.
- We will be following the recommendations and requirements of Phase 4 in this mode of instruction
 - Systematic cleaning and disinfecting schedule will be used during the school day. Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with an EPA-approved disinfectant.
 - Student work areas will be disinfected at least once a day and when students are transitioning to a different space.
 - The traditional cleaning will take place each night, empty trash, sweep floors, etc.
 - Sanitizing of food areas will occur between each meal service.
 - A deep building clean/disinfecting will occur on each weekend.

FAMILY/STUDENT SELECTION

- Families will need to select the Limited Face-to-Face program or the Virtual program and commit to that program for the duration of the semester.
- Families will not be guaranteed that every course they are currently enrolled in will be available in both modes.
- We are committed to using our scheduling to provide all necessary classes for students to graduate under their current program (e.g. IB, CTE, EFE/EFA, EMC)
- If a student becomes quarantined or sick during this semester, switching modes is not permissible. The Student and family should complete missing work as in any pre-COVID course. Extenuating circumstances can be brought up with the student's school counselor or principal.

BUSING AND STUDENT TRANSPORTATION

- Busing is provided for students as in other modes of in-person instruction.
- Expectations on student seating and distancing will be in alignment with MDE, county, and state recommendations.

FOOD SERVICE / OPEN CAMPUS LUNCH

- Food Service remains available for our students.
- Free and Reduced Cost meals are available for students and families.
- Off Campus lunch may be available for all students to help alleviate cafeteria numbers and spacing.

- Students may be assigned a particular location to eat lunch, and that location may be different from their preferred seats or different from the location of their friends.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

- Following the MHSAA recommendations for Phase 4, as well as ensuring that we are following all local and state level guidance for activities.

STUDENT SUPPORTS

- Student supports for Special Education, 504 accommodations, and English Learner programs are available for all qualified students.
- These supports are available in a Face-to-Face mode as well as virtually, regardless of the student selection.

FACTORS THAT IMPACT OUR MOVE TO LIMITED FACE-TO-FACE

These factors could prevent us or delay us in our potential move to the Limited F2F mode of instruction.

- Status of COVID infection rates in Michigan and Kalamazoo County, and Portage.
 - We may consider continuing Virtual instruction while planning for a F2F move during the second semester. (e.g. plan to move to Limited F2F, start the new schedule of courses, but hold off on the physical in-building transition for three weeks.)
- Family selections for students to attend F2F or Virtual.
 - If 75% of our families select F2F, we will be unable to safely provide that option or we will need to limit that option for students.
- Staffing considerations on safety and availability due to illness/quarantining.
 - If we consistently cannot provide staffing in a building due to illness, we may need to limit the F2F option.

SECONDARY TIMELINE FOR SEMESTER 2 CHANGES

A shift of this magnitude requires a lot of preparation time. We cannot make program guarantees without receiving program selections from families. We are preparing to move to include this Limited Face-to-Face model in the second semester.

October 23 - November 9	Solicit input from Teachers, PEA, Teacher Leaders, Principals, Health Department, and others. Continue to research models, input from a variety of sources.
November 9	Present our Model to the BOE and our Community.
November 9 - November 23	Continue to develop our models. Modifying the options presented in our Preparedness Plan.
November 23	Board of Education Voting on the Preparedness Plan.
November 23 - December 2	Family Selection Window.
December 2 - January 8	Scheduling Preparation. Student Scheduling Modification. Staffing Assignment Adjustments.
January 4 - January 21	Preparation for Second Semester Course and Class Modifications. Professional Learning. Curriculum Modification and Development.
January 25	Start of Semester 2.

KVIC Program

We are partnering with KRESA, in a fully virtual program called KVIC. The one year pilot partnership uses Kalamazoo County teachers as instructors. It offers the Lincoln Learning for Y5-5th Grade and Michigan Virtual for 6th-12th Grade students as curricula. The program is aligned with the Michigan Merit Curriculum.

- PPS teachers will also be trained as mentors.
- Program is fully virtual and students participate from home for all interactions.
- Students remain PPS students
- Students can participate in extracurricular events and athletics
- Students commit to the program for a minimum of a semester.

REFERENCES

Michigan Resources

[Michigan Safe Schools Roadmap](#)

[Michigan Start Map](#)

Kalamazoo County Resources

[Kalamazoo County Health Department School Guidance Handout](#)

[KVIC Program](#)

Portage Resources

[Return to Learn Web Page and FAQ](#)

[Mask Guidance](#)

[Quarantine Room](#)

[Responding to Positive and Presumptive COVID Cases \(with KCHD\)](#)

Acknowledgements

The Return to Learn Teams, along with the District Executive Team, recognize and express gratitude for many groups and individuals in the development of this plan. Without the investment of numerous organizations, stakeholders, and leaders we cannot do the good work of supporting students, families, and staff as we return this fall. We recognize that there is no perfect plan, and we will seek to improve and serve our students to the best of our abilities. Below is a list of the specific groups that we wish to thank.

- Return to Learn Team Facilitators & Members
- Return to Learn Focus Group Teachers
- Return to Learn Focus Group Parents
- Portage Building Principals and Assistant Principals
- Portage Counselors, Athletic Directors, Special Educators
- Portage Teachers
- Portage Parents
- KRESA Instructional Services Leaders
- Portage Education Association
- Michigan Association of Intermediate School Administrators
- Michigan Association of School Administrators

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

V. Comments or Communications

1. By Citizens
 - a. Public Comment Re: Extended COVID-19 Learning Plan

 - b. Other Public Comment

2. By Board Trustees

3. Board Committee Reports

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Meeting Minutes

a. October 26, 2020 Regular Business Meeting

2. Resolution Re: Open Meetings Act

That the Board of Education Approve the Resolution Regarding the Open Meetings Act, as presented.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
REGULAR BUSINESS MEETING
OCTOBER 26, 2020**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, October 26, 2020, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was conducted in the Auditorium of Portage Northern High School. The Pledge of Allegiance was recited.

Board Trustees Present: Kurt Droppers, Terri Novaria, Celeste Shelton-Harris, Rusty Rathburn, Bo Snyder, Randy Van Antwerp, and Joanne Willson. (As announced, Mrs. Willson participated remotely.)

Board Trustees Absent: None

REVISIONS/APPROVAL OF AGENDA

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

Upon a roll call vote, the motion carried. Voting in favor of the motion: Droppers, Rathburn, Shelton-Harris, Van Antwerp, Novaria, Snyder. Voting in opposition of the motion: none. Not voting: Willson.

REPORTS

Superintendent's Report

Bond Project Update

Mr. Ron Herron, Assistant Superintendent of Operations, provided an update on bond work construction.

At Central Middle School, paving projects are underway with completion expected in late November. The staff parking area will be available for voters on November 3. Work continues on punch list items and the black box theatre/band/choir area.

At West Middle School, punch list and some miscellaneous work continues.

At the Northern Natatorium, exterior work continues. Pool equipment is being delivered and installed. Pool scaffolding work is complete.

Change Order Summary / Bond Budget Update

Mr. Herron reviewed the Financial Update for work committed through Bond Change Order 32 and detailed Change Orders by Construction Change Directives for Bond Change Order 32 for Northern Natatorium and West Middle School. Mr. Herron responded to questions from Trustees.

Mr. Van Antwerp thanked Mr. Herron for the updates.

Financial Report

Ms. Paula Johnson, Director of Finance, detailed the General Fund Budget Progress Report by Function and by Object for the three-month period ending September 20, 2020 compared to the same period in 2019. Ms. Johnson responded to questions from Trustees.

President Van Antwerp thanked Ms. Johnson for the update.

BOARD EDUCATION

COVID-19 Update

Mr. James Rutherford and Ms. Lyndi Warner from the Kalamazoo County Health and Community Services office provided an update on COVID-19 cases in Kalamazoo County and the state, as of this date. They reviewed graphs showing confirmed and probable cases over time and 7-day and 14-day averages. This information is available on the COVID-19 page of the Kalamazoo County Health website at <https://www.kalcounty.com/hcs/covid19.php>.

Also discussed was the collaboration between health offices and schools with regard to identifying cases and contact tracing. Per Mr. Rutherford, their biggest challenge is individual COVID fatigue. Folks are letting their guard down with regard to taking appropriate precautions to avoid the spread of COVID-19. Mr. Rutherford and Ms. Warner responded to questions from Trustees.

Superintendent Bielang stated the county superintendents meeting weekly with Kalamazoo County Health to get regular updates. He thanked Mr. Rutherford and Ms. Warner for the update.

Extended Continuity of Learning Plan

Dr. Michael Pascoe, Assistant Superintendent of Instruction, Mr. Mike Huber, Director of Curriculum and Professional Development, and Ms. Kelly Jensenius, Director of Elementary Instruction, provided the update.

Currently at the secondary level, there are no current quarantined buildings or classrooms and one presumed or positive COVID case in the past week. Work continues to explore data and seek feedback on full face-to-face and hybrid models at the secondary level. Dr. Pascoe recognized that we would need to limit or eliminate dual instructional modes in a hybrid plan, and look at “soft starts” and other options. No changes would occur before the start of the second semester (January 25, 2021).

At the elementary level, the transition of some students from virtual to in-person in November was reviewed. In-person instruction at the elementary level will move from 53.8% currently to 63.3% while virtual will move from 46.2% to 36.7%. For the transition, six new teachers will be hired, and class size averages will be 17.7 for in-person and 36.5 for virtual instruction. Currently at the elementary level, there are eight quarantined classrooms and four presumed or positive COVID cases in the past week. In addition, how a potential or positive COVID case is handled was detailed.

Next steps and timelines were reviewed on the Extended Return to Learn Plan. Conversations and exploration will take place through early November with secondary principals, PEA/teacher leaders and PTO presidents. At the November 9, 2020 board meeting any changes/options to our instructional plans will be presented. At the November 23, 2020 board meeting approval will be sought of changes to the Return to Learn Preparedness Plan. Between these board meetings, there will be more conversations and data gathering with parents, teachers, staff and the PEA. From November 23 to December 18, 2020 we will continue to develop details on family choices and for family selections/commitments to be made (as necessary).

Trustee questions were addressed by the presenters. Board members expressed their appreciation to the group on their work.

President Van Antwerp thanked the group for their update and everything they are doing.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the comments and communications portion of the meeting. Board Secretary, Dr. Shelton-Harris, read the guidelines for public participation.

Patrick Fitzhenry read a letter from Central High School teachers regarding moving to a hybrid plan, which expressed disappointment with transparency and communications, and concerns with a dual mode of instruction and the disruption that would be caused if there was a need to go back and forth between in-person and virtual instruction.

Stacy Lawler encouraged a return to face-to-face learning to meet the social and emotional needs of students, which are not met in the current virtual setting.

Yvette Diamondidis encouraged a shorter student day and a return to face-to-face instruction.

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

Rusty Rathburn expressed his thanks to Dan Vomastek and staff for meeting the technology needs across the District, to high school teachers for their communications on the Return to Learn Plan, and to the community for their patience.

Mr. Snyder expressed gratitude and thanks to all - parents, students, staff, teachers and administration in these challenging times.

Mr. Droppers congratulated the football teams and wished the Mustangs all the best against Jackson this Friday in the playoffs.

President Van Antwerp gave a shout out to Mr. Jason Messenger for providing board members a tour of West Middle School, adding "It's impressive!" President Van Antwerp reminded board members of their November 9, 2020 Policy Governance Retreat and reviewed topics for discussion at the meeting.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: approve meeting minutes from the October 12, 2020 Committee of the Whole Work Session and Closed Session; authorize the Superintendent to issue Administrator contract extensions, not to extend beyond June 30, 2022, and with additional compensation in the aggregate, to be approved by the Board as part of the amended 2020/2021 budget, as presented.

There being no objections, the motion carried unanimously.

ACTION ITEMS

New Teacher Appointments

Motion offered by Mrs. Novaria, seconded by Dr. Shelton-Harris, that the Board of Education approve the following new teacher appoints: Carley Stockwell, 2nd Grade Teacher at Amberly Elementary; Claire Schenk, 5th Grade Teacher at Lake Center Elementary; Jacquelyn Chizek, 5th Grade Teacher at Central Elementary; Courtney Bainbridge, 4th Grade Teacher at Woodland Elementary; Maggie Jacobson, 4th Grade Teacher at Haverhill Elementary; Cheryl Flora, 2nd Grade Teacher at Amberly Elementary.

The motion carried unanimously.

DISCUSSION ITEMS

Resolution Re: Open Meetings Act

Per Superintendent Bielang, Public Act 228 approved and signed into law earlier this month amends the Open Meetings Act to permit virtual meetings and allow individual board members to virtually participate and vote in public meetings under specific circumstances. The resolution, recommended and prepared by NEOLA, is offered in lieu of temporarily changing policy.

With no further business to come before the Board, the regular business meeting was adjourned at 8:33 p.m.


Respectfully submitted,
Barb Atkinson, Recording Secretary

Enclosure VI.2.
November 9, 2020

Portage Public Schools

THE FUTURE LEARNS HERE

TO: Board of Education

FROM: Mark T. Bielang, Superintendent 

DATE: October 21, 2020

RE: Resolution Regarding the Open Meetings Act

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

Public Act 228 of 2020: Open Meetings Act Amendments, approved by the Governor on October 16, 2020 and effective immediately, amends the Open Meetings Act to permit virtual meetings and allow individual board members to virtually participate and vote in public meetings under specific circumstances.

As amended, the Open Meetings Act allows for the continuation of virtual meetings for any circumstances through the end of this year (December 31, 2020) and provides retroactive application to deem as valid all virtual meetings that have taken place since March 19, 2020, under the now defunct executive orders.

The enclosed resolution (prepared by NEOLA), is offered for use during the period of time provided through the statutory amendment in lieu of recommending a temporary policy change. Some further revisions are under discussion for the upcoming "lame duck" session of the Legislature that could require further action by the Board.

RESOLUTION REGARDING THE OPEN MEETINGS ACT

Whereas the Open Meetings Act was recently amended to grant greater latitude with respect to electronic participation by members of the Board of Education and the public in certain circumstances; and

Whereas the Board of Education desires to utilize electronic participation, as necessary and in approved circumstances, in compliance with the law.

NOW THEREFORE, BE IT RESOLVED as follows:

- A. The Board of Education authorizes the Superintendent to create procedures to accommodate electronic participation by Board members who are absent due to a medical condition or due to a statewide or local state of emergency declared pursuant to law or charter by the governor or local official or local governing body that would risk the personal health or safety of members of the public or the public body if the meeting were held in person. In the event of such an emergency, if the meeting location is usually held in an affected area the entire Board may participate electronically, otherwise, only members who reside in the affected area may participate electronically.

For purposes of this paragraph, medical condition means an illness, injury, disability, or other health-related condition.

Electronically may include video and/or telephonic conferencing.

- B. The procedures must provide for:
1. Two-way communication;
 2. For each member of the Board attending the meeting electronically, a public announcement at the outset of the meeting by that member, to be included in the meeting minutes, that the member is, in fact, attending the meeting electronically and, except for members who are participating electronically due to military duty, stating the county, city, township or village and state where the member is located.
 3. A means by which the public is provided notice of the absence of a member and information about how to contact the member sufficiently in advance of the meeting to provide input on any business that will come before the Board.
- C. Through December 31, 2020, the Board may hold its meetings electronically, in whole or in part, for any reason.

Resolution Regarding the Open Meetings Act
Page 2

- D. The Board further authorizes, from January 1, 2021, through December 31, 2021, electronic participation solely under the circumstances set out in paragraph A of this Resolution, as well as the pre-existing law requiring accommodation due to military duty. After December 31, 2021, only members requiring accommodation due to absence for military duty may participate electronically.
- E. The Board authorizes the use of technology to facilitate typed public comments during the meeting that may be read to or shared with Board members and other participants in satisfaction of the requirement that members of the public be heard by others during the electronic meeting and the requirement that they be permitted to address the Board.
- F. Advance notice of any meetings held electronically, in whole or in part, shall be posted on the District's website either on the homepage or on a separate web page dedicated to public notices for non-regularly scheduled or electronic public meetings through a prominent and conspicuous link on the homepage. This notice must be posted at least eighteen (18) hours before the meeting begins. Notice of a meeting held electronically must explain as follows:
 - 1. Why the Board is meeting electronically.
 - 2. How members of the public may participate in the meeting electronically, including provision of the specific telephone number, internet address, or both needed to participate.
 - 3. How members of the public may contact members of the Board to provide input or ask questions on any business that will come before the Board at the meeting.
 - 4. How persons with disabilities may participate in the meeting.
- G. If an agenda exists for an electronic meeting held under this resolution, the Board shall post the agenda on the website at least two (2) hours before the meeting begins. This does not prohibit subsequent amendment of the agenda at the meeting.
- H. Members of the public who are participating electronically or in person shall not be required to register, other than as required by the bylaws to participate in public comment.
- I. Members of the public will not be allowed to participate in any closed sessions during meetings held electronically, in whole or in part, and all prior laws and bylaws relating to closed sessions continue to apply.

Resolution Regarding the Open Meetings Act
Page 3

NOW, BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board of Education's approval of this action and of the authority granted herein.

Adopted and approved this ____ day of _____, 2020.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

1. Monitoring Report 2.5, Financial Condition / Activities - External Audit (EL 2.5, OP 6830)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept the 2019/20 Financial Report, Single Audit Act Compliance Report, and Management Letter, as presented.

To : Mark Bielang, Superintendent
From : Paula Johnson, Director of Finance
Date : November 3, 2020
Subj : Acceptance of 2019/20 Audit Reports

Recommendation

We are recommending that the Board of Education take action to accept the 2019/20 Financial Report, Single Audit Act Compliance Report, and Management Letter as presented.

Background Information

The Board of Education will find enclosed, under separate cover, information related to this action item. Financial Report, Single Audit Act Compliance Report, and Management letter are included for the 2019/20 school year.

The Board Audit Committee will meet virtually with Kim Lindsay from Rehmann Robson on November 5th to discuss the results of the audit for the year ended June 30, 2020. He will also be presenting (via Google Meet) at the Board meeting on November 9th to answer any questions that Board members may have on these documents.

Transparency reporting requirements from the State require publication of our annual financial statement on our website. The Business Office will be adding our Financial Report to our web page (www.portageps.org). This report can be accessed continually by our community.

Some financial highlights of the 2019/20 school year are as follows:

Annual Financial Report

- The District received an unmodified opinion on its financial statements. An unmodified opinion is the desired outcome on all audited financial statements. The Independent Auditor's report can be found on page 9.
- To review a synopsis of the financial results and activities for the year, you can read the section entitled Management's Discussion and Analysis, which begins on page 14.

- The 2019/20 year ended with excess revenues over expenditures in the General Fund of \$1,136,460 compared to our projected excess expenditures of \$5,817,514 due to a potential reduction in state aid. This variance of \$6,953,974 is approximately 7% on a budget of \$98.9 million of expenditures for 2019/20 because the actual reduction for state aid was less than expected. See the Statement of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual on pages 32.
- The District’s total fund balance of \$10,475,284 stands at 10.91% of our 2019/20 actual expenditures. The unassigned fund balance is \$9,587,778 at June 30, 2020, or 9.99% of total general fund expenditures. This is within the Board’s Financial Condition and Activities Policy 2.5 of maintaining at least 7.0% unassigned fund balance. For the year ended June 30, 2020, the Administration continued its category of assigned fund balance of \$249,661 for anticipated future instructional and operational costs. This assignment is for a variety of items that the District faces implementing in the coming years, i.e. capital outlay not covered by the bond issue or Building and Site Sinking Fund, and in anticipation of additional operating costs of new/additional facilities. See the Balance Sheet on page 28.
- As in the prior year, the District continues to record in the government-wide financial statements the impact of the District’s proportionate share of the net pension liability related to the Michigan Public School Employee’s Retirement System. As you may recall from previous years, the implementation of this standard caused our Net Position to become negative, and this continues in the current year. This accounting standard has no impact on the fund level financial statements. See the Statements of Net Position and Activities on pages 26 and 27.
- The Executive Team is studying significant variations from actual to budget. Particular attention will be given to those variations that may result in revisions to projections for the current school year’s budget.

Single Audit Act Compliance Report-Federal Program Expenditures

- This report contains the Schedule of Expenditures of Federal Awards, which is on page 2-3 in the report. The auditors evaluated both the internal controls and the program requirements on one of our federal grants. The program that was tested this year was the Child Nutrition Cluster. There were no findings that required reporting. See a summary of the work performed beginning on page 9 in the report.

Management Letter

This document contains required communications to the Board of Education regarding the audit.

- **Auditor's responsibility under Generally Accepted Auditing Standards:**
 - A. Management and the Board of Education are responsible for the fair presentation of the financial statements.
 - B. Consideration was given to the District's internal control over both the financial reporting and compliance with requirements on the federal programs that were tested.
- **Significant Results of the Audit**
 - A. Qualitative Aspects of Accounting Practices:
 - 1. Management uses appropriate accounting policies. There were no transactions entered by the district during the year for which there is a lack of authoritative guidance or consensus.
 - 2. Management uses estimates when preparing its financial statements. The estimates were considered reasonable based on the facts that were used to compute them.
 - B. Difficulties Encountered in Performing the Audit-The auditors did not encounter any difficulties in dealing with management in performing the audit.
 - C. Disagreements with Management-No disagreements arose during the course of our audit.
 - D. Management Consultations with Other Independent Accountants-There were no consultations with other audit firms.
 - E. Other Audit Findings or Issues-A variety of matters are discussed with management each year before being retained as the District's auditors. There were no responses that affected the retention of Rehmann Robson as our auditors.
- **Attachment A - Upcoming Changes in Accounting Standards/Regulations -** There are some new accounting pronouncements and regulations that will be implemented over the next couple of years. These are discussed along with any potential impact to the District's financial statements.
- **Attachment B - Management Representations –** The management letter contains the representations that District management has made to the auditors.

We will be happy to answer any questions that you may have on these documents.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

2. Monitoring Report 2.2, Treatment of Staff (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented, the Monitoring Report on 2.2, Treatment of Staff, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.2) Treatment of Staff

Global Board Policy

With respect to the treatment of paid and volunteer staff, the Superintendent may not cause or allow a work environment which is inequitable, unsafe, undignified, disorganized, unclear, or results in a conflict of interest.

Certification

I hereby present my monitoring report on Executive Limitation, 2.2, "Treatment of Staff" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 4, 2020.



Signature

11.4.2020

Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding seven sections. My interpretations of those sections, the report, and conclusion statements are presented below. There have been no changes to my interpretations. This Executive Limitation was last revised in May 2018.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.1 POLICY LANGUAGE

The Superintendent shall not fail to provide a work environment conducive to high performance, engagement and growth.

Interpretation

I interpret this to mean that:

1. High performing staff members are role models for others, come to work with a positive attitude and on time, and are absent less frequently.
2. An engaged workforce is one that has the opportunity to provide input; has conversations to improve performance; and is equipped to do their job. The “Top 2 Boxes” of the Studer **Employee Engagement Survey** for the Principal/Supervisor items will be used to measure high levels of engagement. Additionally, the “Top 2 Boxes” of the “Net Promoter” item will be used to bring additional meaning to the survey results.
3. Staff members show growth by completing graduate coursework and participating in professional development activities.

Report

The following information is provided to demonstrate compliance with this Policy:

1. Each of our new/probationary teachers is assigned a mentor to serve as a role model. Approximately 50 teachers serve in this capacity each school year. This number varies from year to year depending on how many new/probationary teachers are in the system.

By the nature of the profession, education employees in general serve as role models for students. Students express their acknowledgement of and appreciation for this in a number of ways. Two examples are our International Baccalaureate (IB) students who identify their significant educator at the annual IB Ceremony. Over the years, teachers, custodians, bus drivers and others have been singled out as important role models who have influenced their success. Another example is the annual Kalamazoo County Excellence in Education Awards where our top graduates (Academically) are recognized and in turn identify an educator who has had significant impact. Portage Public School staff members are regularly recognized with this honor.

While difficult to measure who comes to work with a positive attitude, we often get anecdotal feedback from students, parents, other employees and supervisors about the positive, “can-do” attitude demonstrated by our professional and support staff. As administrators throughout the District conduct Rounding Conversations and 30-day interviews of new staff, many individuals are identified as being helpful to them and always exhibiting a positive attitude toward the work they do. Many of these individuals are recognized through our weekly District Memo.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

As a District, we track staff attendance data and share individual attendance/absence information with employees during their year-end evaluation. Concerns regarding excessive absences or tardiness would typically be addressed at this time and incorporated into a growth plan, if necessary.

2. Building and program administrators each have mechanisms to solicit input from staff in their buildings/departments. Our evaluation systems provide for multiple opportunities to discuss performance and make improvements where necessary.

As we implement “Rounding” and “30/90 day interviews” across the District, two of the questions asked are: “Is there anything that we could do better?” and, “Do you have any ideas for improvement?” The answers to these questions provide valuable information to help identify gaps in performance.

The Districts budgeting process and supports provided by various departments are intended to equip employees with the necessary resources to perform their work. As we collect information from our District Support Services survey, we identify areas that need improvement and develop departmental action plans to better serve our customers.

The District continues to administer Studer Education’s **Employee Engagement Survey** in the fall and again in the spring. Over 600 employees typically participate during each survey administration. Over 60 pages of comments are provided to give us additional information and context to the survey questions. The survey results along with the comments for each school/department are provided to the respective leaders to review, rollout results and develop action plans to address performance gaps. The Employee Engagement Survey contains 17 questions and three open ended opportunities to respond. The first 10 questions specifically target principals/supervisors; three questions ask about the superintendent; three other questions ask about District communications; and one question serves to identify the “net promoters.”

The 2017-18 school year results provide baseline data for Portage Public Schools. The “Top 2 Percentage” is the percentage of respondents who strongly agree or agree to the first 10 questions of the **Employee Engagement Survey**. The “Net Promoter Percentage” is the percentage of respondents who strongly agree or agree with the question: “If given a choice, I would recommend that a parent select this district for his/her child.”

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Employee Engagement Survey					
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Top 2 Percentage	73.9%	74.1%	78.6%	74.9%	75.1%
Net Promoter Percentage	89.3%	90.1%	87.6%	90.1%	87.3%

Notes

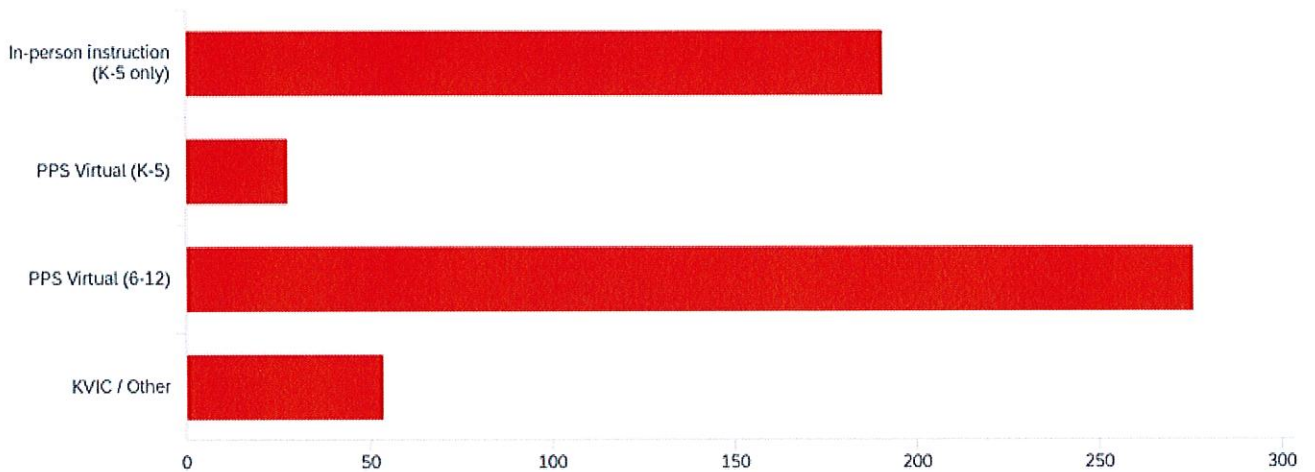
Because of the ongoing COVID-19 situation combined with the large number of other surveys being conducted by the District, the decision has been made to hold off on administering the fall 2020 Employee Engagement Survey. A determination will be made later this year about the spring 2021 survey.

Instead, the District is conducting 30-day and 90-day Pulse Surveys of employees, students, and parents/guardians. The 30-day Pulse Surveys were conducted in late September 2020. Survey results were rolled out with district leaders in early October and action steps to address areas in need of improvement were developed. Follow-up surveys (90-day Pulse Checks) will be conducted in December.

The Pulse Surveys are designed to monitor and measure improvement as the District implements our Preparedness and Response Plan. It is intended to be a rapid response to stakeholder perceptions – employees in this case.

Employees were asked to self-identify with one of four learning environment categories: in-person instruction (K-5), PPS Virtual (K-5), PPS Virtual (6-12), and KVIC/Other. Just over 550 employees took the four-question survey. Note, the highs and lows were the same for all working environments for employees. For all responses the high being: I feel confident that our school system is creating a safe work and learning environment. The low being: I am involved with providing input to overcome these challenges. The additional, nearly 400 pages of comments to the open-ended question: Please provide additional feedback on how our school system can be helpful, provided additional insights and context.

WHAT AND WHO? EMPLOYEE ENGAGEMENT



DISTRICT LEVEL ITEM MEANS EMPLOYEE ENGAGEMENT



Field	Mean	Count	Bottom 1 Box	Top 1 Box	
1. I feel confident that our school system is creating a safe work and learning environment.	3.32	549	7.83%	14.39%	← Top 2=44.6%
2. I am aware of what is occurring in our school system to meet these challenges.	3.09	549	9.84%	9.47%	
3. I am involved with providing input to overcome these challenges.	2.60	549	22.77%	4.55%	←
4. I am confident that our school system will overcome these challenges.	3.18	550	9.27%	10.91%	

Monitoring Report

Page -6-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

3. The District provides comprehensive professional development opportunities for staff. From computer-based tutorials to one-on-one instruction, Portage Public Schools staff have ample opportunities to learn and grow.

The District helps teachers track their professional development hours through KALPA Professional Development Management System. Teachers are provided this service to log and record their professional development hours.

This District tracks the number of professional staff who have completed degrees beyond their Bachelor's Degree. Of this year's staff - teachers and administrators – 77.7% have a Master's Degree or higher.

Conclusion Statement

This organization met expectations.

2.2.2 POLICY LANGUAGE

The Superintendent shall not operate without written personnel rules which: (a) clarify rules for staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions, such as nepotism and grossly preferential treatment for personal reasons.

Interpretation

I interpret this to mean that:

1. Written Operational Policies exist and are available for all staff.
2. Supervisory staff receives training related to new/revised Operational Policies when changes are made.
3. Master agreements with employees contain language addressing the grievance process.
4. Operational Policies and guidelines regarding nepotism and preferential treatment for personal reasons are in place and are shared with staff as appropriate.

Report

1. The District operates under Board-approved NEOLA Operational Policies. These Policies are available on-line and in print. Administration continues to develop and refine Administrative Guidelines to complement the Operational Policies.

Operational Policies are updated approximately twice each year (or as needed) as part of our affiliation with NEOLA. Changes (other than technical revisions) are brought to the Board for approval.

Monitoring Report

Page -7-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

In addition to these Operational Policies and Administrative Guidelines, the Board maintains its Governance Policies which includes Board Ends, Executive Limitations, Governance Process and the Governance-Management Connection policies.

2. Training on District Operational Policies and Administrative Guidelines is conducted at Administrative Team meetings and other meetings of District, Department and Building Administrators.
3. Master Agreements contain grievance procedures with clearly defined processes.
4. Operational Policies (3120 and 4120) that relate to employment of professional and support staff address nepotism and preferential treatment concerns and are available on-line. Print copies are available at the Administration Building.

Conclusion Statement

The organization met expectations.

2.2.3 POLICY LANGUAGE

The Superintendent shall not discriminate against any staff member for non-disruptive expression of dissent.

Interpretation

I interpret this to mean:

1. Fewer than five (5) employees (approximately .5% of the total employees at Portage Public Schools) find it necessary to utilize the formal grievance procedure in our Master Agreements to protest retaliation.
2. Fewer than five (5) employees (approximately .5% of the total employees at Portage Public Schools) or former employees find it necessary to seek resolution through the courts.

Report

1. No grievances of this nature have been filed.
2. No such actions have been taken.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -8-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.4 POLICY LANGUAGE

The Superintendent shall not prevent staff from addressing the board when (a) internal grievance procedures have been exhausted, and (b) the employee alleges that board policy has been violated to his or her detriment.

Interpretation

I interpret this to mean:

1. If complaints are not resolved through the grievance process, as outlined in the respective collective bargaining agreements, the staff member will be given guidance on how to address the Board of Education during Public Comment.
2. All written complaints by staff alleging that Board Policy has been violated will be forwarded to the Secretary of the Board within 48 hours of receipt in the Superintendent's Office.

Report

1. The grievance procedure is fully detailed in each of the Master Agreements. Grievances not resolved at the Superintendent level may be submitted for mediation to the American Arbitration Association or to the State Labor Mediation Board - depending on the employee group. The Board is not included in the grievance process. No request has been made by any employee to address the Board relative to this Policy.
2. No written complaints have been received in the past twelve months.

Conclusion Statement

The organization met expectations.

2.2.5 POLICY LANGUAGE

The Superintendent shall not allow staff to be uninformed or unaware of their protections under this policy as interpreted by the Superintendent.

Interpretation

I interpret this to mean that all staff members have access to electronic copies of master contract agreements and Board Governance and Operational Policies.

Report

All current collective bargaining agreements and District Policies are posted on the District's website.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -9-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.6 POLICY LANGUAGE

With respect to the treatment of paid staff; no District employee shall have a direct supervisory role of a family member. "Family member" means a person's spouse or spouse's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's spouse or parent's spouse, and includes relationships as created by adoption or marriage.

Interpretation

I interpret this to mean that the District may employ family members as long as there is no direct supervisory relationship between family members.

Report

The District, through its HR information system, maintains information on employees of the District who have family members working in the system. Administration has actively managed situations where this occurs to ensure that there is not a direct supervisory relationship in place. This includes the use of alternate Administrators to supervise in secondary buildings or the movement of affected staff when other supervisory arrangements cannot be made. New employees are asked if they have any relatives who serve as Board members, Administrators or other supervisors in the Portage Public Schools. This allows HR to ensure that any new conflicting placements are avoided should the individual be hired by the District. This limitation is also captured in Operational Policies 3120 and 4120.

The following situations currently exist where alternate supervisory arrangements have been made: 1) at Central High School the Principal's spouse is a teacher on staff and is being supervised by an Assistant Principal; 2) also at Central High School one of the Assistant Principals is married to a teacher in that building and that teacher is being supervised by the Principal; 3) at Northern High School an Assistant Principal has a brother who is teaching in that building and that teacher is supervised by another Administrator in that building; 4) at Transportation a bus driver has a spouse who is a Transportation Supervisor but that individual does not supervise the drivers.

Other familial relationships exist throughout the District; however, no alternate supervisory arrangements are necessary.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -10-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

2.2.6 POLICY LANGUAGE

The Superintendent shall not fail to administer an evaluation process for teachers and administrators consistent with state law.

Interpretation

I interpret that the current state law governing evaluation of teachers and administrators (professional staff) is Section 380.1249 of the Revised School Code and that District administrators are expected to follow the law.

Report

The District has selected the 5D+ evaluation instrument for teachers and the School Advance evaluation instrument for administrators. The District is in its fourth year of implementation of these evaluation instruments. All teachers and administrators have been trained, and continue to receive additional training, in the use of the evaluation tools. District principals and assistant principals continue to participate in Interrater Reliability Clinical Rounds to improve their evaluation skills and provide for more consistency across the District.

Conclusion Statement

The organization met expectations.

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

3. Monitoring Report 2.3 - Compensation and Benefits (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept as presented, the Monitoring Report on 2.3, Compensation and Benefits, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.3) Compensation and Benefits

Global Board Policy

With respect to employment, compensation, and benefits to employees, consultants, contract workers and volunteers, the Superintendent shall not cause or allow jeopardy to fiscal integrity or to public image.

Certification

I hereby present my monitoring report on Executive Limitation, 2.3, "Compensation and Benefits" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 4, 2020.



Signature

11.4.2020

Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding five sections. My interpretations of those sections, the report, and conclusion statements are presented below. There are no changes in interpretation. Reports have been updated. This Executive Limitation was last revised in February 2018.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

2.3.1 POLICY LANGUAGE

The Superintendent shall not change his or her own compensation and benefits, except as directed by the Board.

Interpretation

I interpret this to mean that only through Board action can there be a change to the Superintendent's Contract.

Report

The initial contract was entered into on July 2, 2013.

At its meeting on December 9, 2019, The Board approved a one year extension – through June 30, 2022 - with specified changes to benefits. These changes were incorporated into the signed contract with copies provided to Human Resources and Payroll offices.

Conclusion Statement

The organization met expectations.

2.3.2 POLICY LANGUAGE

The Superintendent shall not promise or imply permanent or guaranteed employment.

Interpretation

I interpret this to mean that our **Administrator Guidelines of Benefits and Working Conditions, Collective Bargaining Agreements, Employee Handbook** and **Operational Policies** do not contain language that implies permanent or guaranteed employment.

Report

Employees with Administrative contracts (Full-year, 11-month, or 41 weeks) receive contracts that are not longer than two years in duration - terms of which are outlined in the **Administrator Guidelines of Benefits and Working Conditions**. The individual contracts issued to administrators also contain language relative to termination; including termination due to a reduction in force. These contracts require Board approval and are signed by the Board's President and Secretary.

The **Collective Bargaining Agreements** entered into by the District contain management right language that allows the District to determine the size of the work force and to lay off employees. Relative to teachers; State statute outlines that all new teachers, regardless of their previous experience, are subject to non-renewal during their first five years of employment with the District.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

Upon completion of this five-year probationary period, teachers are subject to the Teacher Tenure Act and therefore, subject to dismissal only on statutory ground. Individual contracts issued to teachers allow for termination attributable to job performance, misconduct, or reduction in personnel.

Our **Employee Handbook** specifies, “Unless expressly proscribed by statute or contract, employment with Portage Public Schools is “at-will” and may be terminated with or without cause or notice.”

Operational Policies provide the framework for the development of agreements, handbooks and contracts relative to employment of staff and are consistent with this Executive Limitation.

Conclusion Statement

The organization met expectations.

2.3.3 POLICY LANGUAGE

The Superintendent shall not establish current compensation and benefits which deviate materially from the geographic or professional market for the skills employed.

Interpretation

I interpret this to mean that hourly rates, salaries and other benefits are competitive within the greater Kalamazoo County area. When comparisons within this area cannot be made or data is unavailable, districts within the State of Michigan which are of similar size and demographics will be used.

Report

Prior to the negotiations and the budget development process, the District’s Human Resources team reviews appropriate data to ensure that the compensation and benefit programs are in-line with both the geographic area and similarly situated school districts. This is done through local salary survey review (when applicable) and by inspecting contracts of like groups in other districts. When potential discrepancies are found, the District works to make modifications either through individual adjustments or through gradual increases and changes to salary scales. This ensures both fiscal responsibility and continued commitment by the District to achieve as much equity as possible for skilled groups.

Conclusion Statement

The organization met expectations.

2.3.4 POLICY LANGUAGE

The Superintendent shall not create obligations over a longer term than revenues can be safely projected, in no event longer than one year, and in all events subject to losses in revenue.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

Interpretation

I interpret this to mean that total compensation costs, including accrued benefits paid out on an annual basis, are analyzed and integrated into budget planning without creating a violation of the fund balance limitation stated in Executive Limitations Policy 2.5.3. Collective Bargaining Agreements and individual contracts extending beyond one year will require Board approval.

Report

The salary schedules used in the District provide the framework for compensation increases on an annual basis. These are referred to as “step” increases. Allowing step increases or increases to salary schedules is dependent upon actual or anticipated revenues, market analysis and where applicable, subject to the collective bargaining process.

As stated above (2.3.2), in the event of loss of revenue the District has the ability to reduce its work force and/or to request the reopening of collective bargaining agreements to reduce expenditures.

The organization was in compliance with Governance Policy 2.5 – Financial Condition and Activities as approved by the Board on October 12, 2020.

Conclusion Statement

The organization met expectations.

2.3.5 POLICY LANGUAGE

The Superintendent shall not establish or change pension benefits so as to cause unpredictable or inequitable situations, including those that:

- A. Incur unfunded liabilities.
- B. Provide less than some basic level of benefits to all full time employees, though differential benefits to encourage longevity are not prohibited.
- C. Allow any employee to lose benefits already accrued from any foregoing plan.

Interpretation

I interpret this to mean that procedures are in place within the Business Office and the Human Resources Department to ensure compliance with the State’s regulations related to Michigan Public School Employees Retirement System (MPSERS).

- Any other pension liabilities are identified and sufficient assets allocated to fund those liabilities.
- All full time employees employed by Portage Public Schools, in addition to MPSERS benefits, may receive additional pension benefits.
- For any additional pension plans that are established for employees, the contributions made to those plans belong to the employee.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

Report

The Michigan Public School Employee Retirement System (MPSERS) is regulated and directed at the State level. The State specifies the rates for each eligible employee. The Business Office and Human Resources Department have administrative procedures in place to ensure that funds are transmitted to the State to cover these liabilities.

The District maintains a Performance Pay Plan which meets the requirements of Section 457 of the Internal Revenue Code of 1986. This Plan applies to District Administrators, except the Superintendent, and was established to encourage administrative employees to achieve a high level of performance and to encourage longevity with Portage Public Schools. Contributions made by the District to this Plan are located in a trust account expressly for this purpose. There have been no contributions to this plan since 2010. In other words, Administrators hired since 2010 are essentially not part of the plan and all other Administrators have not had contributions made on their behalf to the plan since 2010.

On June 26, 2017, the Board approved a Resolution amending this plan. The amendment will automatically terminate the plan when all of the Administrators still vested (eight as of this date), terminate their employment with the District. In the meantime, there will be no loss of benefits already accrued from this plan.

All employees of Portage Public Schools, full and part time, belong to MPSERS.

The District provides to all Administrators, both 403B and 457 tax sheltered annuity programs. The Board contributes two percent of each Administrator's (excluding the Superintendent who is under an individual contract) annual salary into a program selected by the Administrator. The District also provides an additional annuity payment of one percent for those Administrators who are at the top step of their salary range. These payments go directly to the selected program and are under the control of the Administrator.

Conclusion Statement

The organization met expectations.

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

IX. Action Items

1. Reconfirmation - Extended COVID-19 Learning Plan (MCL 388.1698a))

Recommended Motion

Motion offered by _____, seconded by _____, that the Board of Education reconfirm the Extended COVID-19 Learning Plan, as presented.

ECLP Reconfirmation

November 9, 2020

Purpose:

According to SB927 changes in MCL 388.1698a section 2, subsection c (2), on a monthly basis, we will reconfirm our modes of instruction, two-way interaction rate, and any changes to the modes of instruction or number of students receiving support. We will also solicit comments monthly from parents and guardians of our students regarding our modes of instruction.

Current Modes of Instruction:

Elementary Y5 - 5 Grades

There are no major changes to the instructional modes of Portage elementary grade levels. There was an increase in the face-to-face enrollment, as families selected changes for the start of the second quarter. We continue to respond to COVID 19 cases in partnership with the Kalamazoo County Health and Community Services. We have quarantined classrooms in multiple elementary buildings in October, and November. We have also closed buildings due to staffing concerns and to prevent any potential spread of the virus.

Face-to-Face Instruction

- We continue to provide Face-to-Face instruction in all eight of our elementary buildings.
- We continue to deliver instruction using the PPS approved curriculum four days a week. The fifth day students participate in standards-based asynchronous activities at home using grade level packets and choice boards.
- Support services are provided for students who have been identified as needing Tiered Support, as well as those with IEPs, 504s, and English Learners.
- Current Enrollment: 2437 students

Portage Virtual

- We continue to provide virtual instruction to elementary students who have chosen to attend Portage Virtual.
- We continue to deliver virtual instruction using the PPS approved curriculum four days a week. The fifth day students participate in standards-based asynchronous activities at home using grade level packets and choice boards.
- Technology is provided for families to access the virtual instruction. This includes Chromebooks and WiFi hotspots for families that require them.
- Support services are provided virtually for students who have been identified as needing Tiered Support, as well as those with IEPs, 504s, and English Learners.
- Current Enrollment: 1393 students

KVIC

- We continue to have students participate in a virtual, asynchronous program partnership with KRESA.
- KVIC utilizes two PPS teachers to deliver the Lincoln Learning curriculum to PPS students.

- Technology is provided for families to access the program content. This includes Chromebooks and WiFi Hotspots for families that require them.
- Support services are provided by additional PPS building staff virtually for students who have been identified as needing Tiered Support, as well as those with IEPs, 504s, and English Learners.
- Current Enrollment: 38 students

Secondary 6 - 12 Grades

No changes to our instruction modes for secondary grades. We continue to provide in-building access for secondary students in all our secondary school buildings. There has been a marked decrease in students who are attending the in-building access since the beginning of the year. We have had a few staff cases of COVID. Only one of them led to any students being quarantined.

Virtual Instruction

- All of our secondary students are learning virtually in all six secondary buildings.
- We use our PPS approved curriculum for our secondary students to deliver instruction 4 days a week synchronously via Google Meet/Classroom. We have asynchronous elements in each class as the learning targets dictate.
- Technology is provided for families to access content. This includes Chromebooks and WiFi hotspots for families that require them.
- Support services for students with IEPs, 504s, and English Learners are provided virtually for our students in this mode of instruction. These are provided by a PPS staff member, sometimes in a hybrid instructional model, mostly with small groups of students.
- Current Enrollment: 3472 students

Virtual Instruction w/ In-Building Access

- Virtual instruction is identical for students who access our buildings for Internet, food service, and for explicit supports. These students attend courses while in large, safe spaces in each middle and high school building.
- Support services for students with IEPs, 504s, and English Learners are provided face-to-face for our students in this mode of instruction. These are provided in a hybrid instructional model, mostly with small groups of students and in teacher classrooms.
- Current Enrollment: 596 students

KVIC

- Students in our fully virtual, asynchronous program in partnership with KRESA continue to utilize Michigan Virtual for secondary curriculum. Teachers in this program are provided through Michigan Virtual.
- Technology is provided for families to access content. This includes Chromebooks and WiFi hotspots for families that require them.
- Support services for students with IEPs, 504s, and English Learners are also provided by PPS staff virtually to our students in this mode of instruction.
- Current Enrollment: 26 students

Weekly Two-Way Engagement / Attendance Rates:

This Table represents the percentage of our students that were present for at least 2 two-way communication components or attended class in any of our instructional modes during that week at that grade level. Attendance data is collected in Skyward SIS and reported here according to the guidance in 388.1698a and in the Pupil Accounting Manual. Average weekly attendance is defined as the sum of the daily attendance percentage for each day of the week divided by the number of days in that school week. A student is considered in attendance if they attend any portion of that school day.

	Average Weekly Attendance
Week of Nov 2	98%
Week of Oct. 26	98%
Week of Oct 19	98%
Week of Oct 12	98%
Week of Oct 5	98%
Week of Sept 28	98%
Week of Sept 21	98%
Week of Sept 14	98%
Week of Sept 7	99%
Week of August 31	99%

Special Populations of Students:

English Learners:

At the elementary level, we continue to support students both in person and virtually through individual and small group language and literacy instruction, as well as working with teachers to modify assignments and assessments. At the secondary level, since students are virtual, almost all support happens remotely. Students receive assistance with both content area and language learning. EL staff also continue to support successful home-school communication for EL families.

Special Education:

At the elementary level we are supporting students with disabilities in person and virtually through small group and individual instruction. Special educators are providing the direct instruction for students, as well as providing guided instruction to use our virtual tools. At the secondary level some students are receiving in person support if they are participating in the Virtual Instruction with In-Building Access. Students who are virtual only receive virtual support and instruction from special educators.

Recommendations:

According to data collected on secondary student performance, family surveys, and research, we will be making recommendations to changes to our Preparedness Plan and our secondary mode of instruction for the second semester.

Community Feedback and Response:

This is feedback from the community during the Board of Education Meeting held on Nov 9, 2020 at 6:30pm in the Portage Northern High School Auditorium.

Josh Bell -

We're concerned with staying on virtual learning. We need to be doing in-person instruction, our students are not engaged, not developing, and falling behind other students who are doing in-person learning. We believe that this school and staff have the ability to develop safe in-person learning. The 1000+ families desire to have their children learning in-person. Do the work that you need to do, PPS has the resources to accomplish this, we respectfully request that you move to in-person learning.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

IX. Action Items


2. Policy Revisions (BL 0131.1)

Recommended Motion

Motion offered by _____, seconded by _____, that the Board of Education approve the policy revisions, as presented.



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

TO: Board of Education
FROM: Mark T. Bielang, Superintendent 
DATE: November 4, 2020
RE: Operational Policy Revisions/Updates
COPY: Executive Team; Principals and Assistant Principals

The proposed new, revised and replacement Operational Policies included in this update have been prepared and reviewed by NEOLA's legal counsel for statutory compliance and further reviewed by appropriate District Administrators.

The following Operational Policies are being recommended for revision, update, inclusion or replacement. A brief explanation of the change, as provided by NEOLA, is included. The entire Policy language is available for review at the Administration Building.

On October 27, 2020, NEOLA provided revisions to the two policies shown below in response to regulations issued by the U.S. Department of Education regarding the Education Department General Administrative Regulations (EDGAR) that are effective November 12, 2020. Because of the effective date, board action to approve these policies would be appropriate at this time.

Policy 6114 – Cost Principles – Spending Federal Funds (Revised)

Policy 6325 – Procurement – Federal Grants / Funds (Revised)

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

IX. Action Items

3. Chromebook Purchase (OP 6320)

Recommended Motion

Motion offered by _____, seconded by _____, that the Board of Education authorize the purchase of 700 Chromebooks from Sehi of Rochester Hills, MI in an amount not-to-exceed \$143,850, the proceeds for which will come from the COVID-19 Relief Fund

November 9, 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: November 3rd, 2020
Re: November 2020 Chromebook Purchase

RECOMMENDATION

I recommend the Board of Education authorize the purchase of 700 Chromebooks from Sehi of Rochester Hills MI in an amount not to exceed \$143,850, proceeds coming from the COVID-19 Relief Fund.

BACKGROUND

Recently, the Board approved the purchase of 700 Chromebooks based upon an RFP released in October. Those Chromebooks are a touch screen variant, and the intent is to place them in kindergarten classrooms. Since approval, the awarded vendor has notified us that due to circumstances beyond their control, they will not be able to fulfill the order until April of 2021.

There have been additional developments since the approval of that purchase - as you are aware we have had to transition a number of classrooms to virtual learning. Parent requests for Chromebooks to support this learning has depleted our supply of Chromebooks available for loan. While we do have hundreds of Chromebooks on hand, they are awaiting repair and we are unable to secure the parts we need to do so. Part of this shortage is due to supply chain issues. The other is due to changing industry attitudes regarding Chromebooks - in many ways they are becoming disposable devices. When we can find parts, frequently the total cost of the parts and time to repair a Chromebook mirror the cost of a new one.

As the District has available COVID relief funds, we have determined the best course of action is to purchase additional new Chromebooks. We will place these in carts, freeing up older devices for at home use as per demand. I spoke with SEHI on October 30th, and they agreed to honor the cost of a standard (non-touch) Chromebook they quoted in response to the most recent RFP, and they have agreed to give us priority treatment in order fulfillment. With luck we will have these devices in December.

AWARD INFORMATION

As mentioned, this pricing comes from our most recent RFP. This was the near lowest quote for this model of Chromebook. As our history with Sehi is strong, and given their willingness to assist us with quick order fulfillment, I am recommending them for this award.

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

BID PROPOSAL FORM

(Pages 5 – 9)

NAME OF BIDDER

Firm Name: SEHT COMPUTER PRODUCTS INC
Address: 2930 BOND ST
ROCHESTER HILLS MI 48309
Telephone & Fax: 248 299 1580
Contact Name and E-mail: CRAIG SEHT CRAIG@SEHT.COM

PROJECT NAME

Project Name: 10682 Fall 2020 Chromebook Purchase

AGREEMENTS

The Owner reserves the right to accept or reject any or all Bids in whole or in part, or to waive any informalities therein. If in the Owner's opinion it is in their best interest, the contract may be awarded to other than the lowest bidder, for reasons of establishing uniformity, delivery time, etc.

The undersigned acknowledges the following are included with the Bid Proposal Form:
(please initial)

- Unit Pricing: ✓
- Detailed Product Specification Information (where applicable): ✓
- Warranty Specification Information (where applicable): ✓
- Legal Status of Bidder: ✓
- Iran Economic Sanctions Act Statement: ✓
- Familial Relationship Disclosure Statement: ✓
- Two (2) paper copies: ✓
- One (1) PDF of the Entire Proposal (including all materials in paper copies): ✓
- Inclusion of G Suite for Education Device Management License: ✓

Pricing Summary:

HP 1A762 UT CB 11 G8 EF
INTEL 4GB/32GB

2.1. Chromebooks

Unit cost per Chromebook

182⁰⁰

Unit cost per G Suite for Education

Device Management License

(enter \$0 if included in Chromebook cost)

23⁵⁰

Total cost for 700 Chromebooks w/licenses*

205⁵⁰ EACH / 143,850⁰⁰

Bidder must include technical specifics for all quoted units/configurations.

*In case of discrepancy, unit prices prevail

CALL FOR WARRANTY
UPGRADE PRICING

DELIVERY BY 12/15/2020

LEGAL STATUS OF BIDDER

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS. The Vendor and/or Bidder certifies to the best of its knowledge and belief that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; Have not within a three-year period preceding this agreement been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offences enumerated above in this certification; and Have not within a three-year period preceding this agreement had one or more public transactions (Federal, State, or local) terminated for cause or default; is not now or has been, within a three-year period preceding this date, been listed on the Excluded Parties List System website (EPLS).

Firm Name: SEHR COMPUTE PRODUCTS INC

Name, title and signature of individual duly authorized to execute contracts:

Name: CRAIG SEHR

Title: V. P.

Signature: [Handwritten Signature]

A Corporation organized and existing under the laws of the State of MICHIGAN

PORTAGE AFFILIATION (If it pertains):

Do you maintain a permanent office, factory, or other facility in Allegan, Barry, Branch, Calhoun, Cass, Kalamazoo, St. Joseph, or Van Buren counties with employees working in any of these counties? If yes, please provide the address:

No

Have you paid real or personal property taxes relating to said business in the previous tax year?

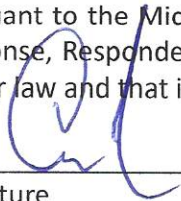
No

IRAN ECONOMIC SANCTIONS ACT

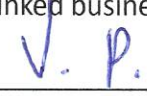
Effective April 1, 2013 all bids, proposals, and/or qualification statements received in the State of Michigan (MCL 129.313) must comply with the “Iran Economic Sanctions Act”. The following certification is to be signed and included at the time of submittal.

CERTIFICATION

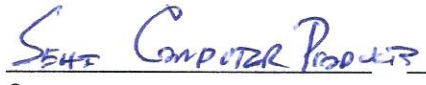
Pursuant to the Michigan Iran Economic Sanctions Act, 2012 P.A. 517, by submitting a bid, proposal or response, Respondent certifies, under civil penalty for false certification, that it is fully eligible to do so under law and that it is not an “Iran linked business”, as that term is defined in the Act.




Signature



Title



Company



Date

FAMILIAL RELATIONSHIP DISCLOSURE STATEMENT

As required by Public Act 232 of 2005, all bids shall be accompanied by a sworn and notarized statement disclosing any familial relationship that exists between the owner or any employee of the bidder and any employee of the Portage Public School District or member of the Portage Public Schools Board of Education. The Board of Education shall not accept a bid that does not include this sworn and notarized disclosure statement.

The undersigned, the owner or authorized officer of SEHS COMPUTER PRODUCTS INC (the "Bidder"), pursuant to the familial disclosure requirement provided in the Portage Public Schools advertisement for construction bids, hereby represent and warrant, except as provided below, that no familial relationships exist between the owner(s) or any employee of the company and any employee of the Portage Public School District or member of the Portage Public Schools Board of Education. If such a relationship exists, please explain:

N/A

Attach additional pages if necessary

By: [Signature] (Bidder Signature)
Title: V.P. CRAC SEHS (type or print)
Date: 10-5-2020

Subscribed and Sworn to Before Me:
This 5th day of Oct, 2020 A.D., in and for the
County of OAKLAND, Michigan.

My Commission expires _____
[Signature]
Signature of Notary

NOTARY PUBLIC, STATE OF MI
COUNTY OF OAKLAND
MY COMMISSION EXPIRES Aug 27, 2022
DONNA J. SLOWINSKI
ACTING IN COUNTY OF



DONNA J. SLOWINSKI
NOTARY PUBLIC, STATE OF MI
COUNTY OF OAKLAND
MY COMMISSION EXPIRES Aug 27, 2022
ACTING IN COUNTY OF

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
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NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

X. Discussion Items

1. Summer Tax Collection Resolution (EL 2.4)

November 9, 2020

Portage Public Schools

THE FUTURE LEARNS HERE

TO: Mark Bielang, Superintendent

FROM: Paula Johnson, Director of Finance

DATE: November 3, 2020

SUBJECT: Summer Tax Collection Resolution

Recommendation

That the Board of Education approve the attached resolution that authorizes the Portage Public Schools to continue our summer tax collections in 2021.

Background Information

Attached is a resolution regarding the authorization of summer tax collections, which was prepared by Thrun Law Firm. This resolution is similar to the resolution that has historically been approved by the Board each year. It facilitates the approval of a summer property tax levy.

The Board is still required to notify all taxing jurisdictions before January 1, 2021 of our intent to levy summer taxes. In previous years, we have limited our summer collection to the City of Portage due to the collection costs that the other tax units have proposed. In conjunction with the other Districts in Kalamazoo County who levy taxes in the City of Kalamazoo, we continue to analyze the possibility of collecting summer taxes with them as they have updated their charter with regard to tax collections.

As almost 96% of our tax collections come from the City of Portage, the summer tax collection allows the District to continue operating without state aid collections in the month of September. Without the summer tax collection, the District would need to borrow operating funds for cash flow purposes.

I'd be happy to answer any questions that you or Board members may have on this resolution.

Annual Summer Tax Resolution

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

A regular meeting of the board of education of the District (the "Board") was held in the Auditorium of Portage Northern High School, 1000 Idaho, Portage, MI 49002, within the boundaries of the District, on the 9th day of November, 2020, at 6:30 o'clock in the evening (the "Meeting").

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, this Board previously adopted a resolution to impose a summer tax levy to collect 100% of annual school property taxes, including debt service, upon property located within the District, with respect to the City of Portage, in which the District is located, and continuing from year-to-year until specifically revoked by the Board.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board, pursuant to 1976 PA 451, as amended (the "Revised School Code"), invokes for 2021 its previously adopted ongoing resolution imposing a summer tax levy of 100% of annual school property taxes, including debt service, upon property located within the District, with respect to the City of Portage (the "City"), and continuing from year-to-year until specifically revoked by the Board and requests that the City collect those summer taxes.

2. The Superintendent, Director of Finance, or a designee thereof, is authorized and directed to forward to the governing body of the City a copy of this Board's resolution imposing a summer property tax levy on an ongoing basis and a copy of this resolution requesting that the City agree to collect the summer tax levy for 2021 in the amount specified in this resolution. Such forwarding of the resolution and the request to collect the summer tax levy shall be performed so that they are received by the governing body of the City before January 1, 2021.

3. Pursuant to and in accordance with Section 1613(1) of the Revised School Code, the Superintendent, Director of Finance, or a designee thereof, is authorized and directed to negotiate on behalf of the District with the governing body of the City for the reasonable expenses for collection of the District's summer tax levy that the City may bill under MCL 380.1611 or MCL 380.1612. Any such proposed agreement shall be brought before the Board for its approval or disapproval.

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 the Meeting, 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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

X. Discussion Items

2. VDI Server Cluster Purchase (OP 6320)

November 9, 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: November 4th, 2020
Re: Recommendation to Purchase VDI Server Cluster

RECOMMENDATION

I recommend the Board of Education authorize the purchase of servers and related items for a replacement VDI server cluster from Dell, Inc. in an amount not to exceed \$234,758.70, proceeds coming from the COVID-19 Relief Fund.

BACKGROUND

Virtual Desktop Infrastructure, or VDI, refers to a class of technologies that allow for the operation of several virtual end-user workstations on a central set of clustered servers. When an end-user is connected to a VDI-based workstation, the computer they are physically using effectively acts as a remote control console, not dissimilar to the early days of terminal-based computing many of us experienced prior to the 'desktop' revolution in the 80's.

In certain circumstances, VDI-based computing offers several advantages. First, it offers the most secure method for end-users to interact with data stored locally in our datacenter. A number of our human resource, payroll, and transportation processes cannot be run from a web-browser - in this case the VDI system offers secure access when staff members in those departments are working remotely.

VDI-based workstations also save money in the long run. For applications that require windows-based workstations or special hardware for rendering graphics, we don't need to invest in expensive end-user hardware. Rather, users can run those applications on the VDI cluster from Chromebooks or other inexpensive devices. Some examples include our childcare software, computer-aided design (CAD) applications, or audio-visual editing software.

The District's existing VDI cluster is nine years old and long overdue for a replacement. Indeed, you can ask anyone who uses the existing system about their frustration with its performance.

AWARD INFORMATION

Pricing for this equipment is based on a state contract, as such no RFP was required. We have standardized on Dell servers to streamline maintenance and support. This purchase qualifies for COVID funding as it supports remote computing for staff and students.

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



A quote for your consideration.

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your [Premier page](#), or, if you do not have Premier, use this [Quote to Order](#).

Quote No.	3000072115341.2	Sales Rep	Wes Henry
Total	\$234,758.70	Phone	(800) 456-3355, 6180020
Customer #	1039513	Email	Wes_Henry@Dell.com
Quoted On	Nov. 02, 2020	Billing To	KAREN DENTLER
Expires by	Dec. 02, 2020		PORTAGE PUBLIC SCHOOLS
Solution ID	13184837		8107 MUSTANG DR
Deal ID	20467015		PORTAGE, MI 49002-5577

Message from your Sales Rep

Please contact your Dell sales representative if you have any questions or when you're ready to place an order. Thank you for shopping with Dell!

Regards,
Wes Henry

Product	Unit Price	Qty	Subtotal
Nvidia Quadro vDWS EDU Subscription License 3 yr, 1 CCU	\$123.52	180	\$22,233.60
PowerEdge R7525	\$35,420.85	6	\$212,525.10
Subtotal:			\$234,758.70
Shipping:			\$0.00
Non-Taxable Amount:			\$234,758.70
Taxable Amount:			\$0.00
Estimated Tax:			\$0.00
Total:			\$234,758.70

Special lease pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.

		Qty	Subtotal
Nvidia Quadro vDWS EDU Subscription License 3 yr, 1 CCU	\$123.52	180	\$22,233.60
Estimated delivery if purchased today: Nov. 20, 2020 Contract # C000000009850 Customer Agreement # 071B6600111			

Description	SKU	Unit Price	Qty	Subtotal
Nvidia Quadro vDWS EDU Subscription License 3 yr, 1 CCU	A9923520	-	180	-
			Qty	Subtotal
		\$35,420.85	6	\$212,525.10

Estimated delivery if purchased today:
Dec. 08, 2020
Contract # C000000009850
Customer Agreement # 071B6600111

Description	SKU	Unit Price	Qty	Subtotal
SAS/SATA Backplane	379-BDSS	-	6	-
PowerEdge R7525 Server	210-AUVQ	-	6	-
No Trusted Platform Module	461-AADZ	-	6	-
8X 3.5 Chipset SATA / SWRAID S150 with XGMI	321-BFFT	-	6	-
AMD EPYC 7F72 3.2GHz, 24C/48T, 192M Cache (240W) DDR4-3200	338-BWRK	-	6	-
AMD EPYC 7F72 3.2GHz, 24C/48T, 192M Cache (240W) DDR4-3200	338-BWRL	-	6	-
Heatsink for 2 CPU + GPU/FPGA/Full Length card configs configuration	412-AASZ	-	6	-
Performance Optimized	370-AAIP	-	6	-
3200MT/s RDIMMs	370-AEVR	-	6	-
No RAID with Embedded SATA	780-BCDM	-	6	-
No Controller	405-AACD	-	6	-
Performance BIOS Settings	384-BBBL	-	6	-
High Performance Fan x6	750-ACSN	-	6	-
Dual, Hot-Plug, Power Supply 2400W Redundant, D	450-AJEV	-	6	-
Riser Config 3, Full Length, 5 x16 slots	330-BBOT	-	6	-
Assembly BOSS Blank R7525	329-BERC	-	6	-
R7525 Motherboard with LOM	384-BCKH	-	6	-
Software System R7525 15G	384-BCKI	-	6	-
OpenManage Enterprise Advanced	528-BIYY	-	6	-
iDRAC9 Datacenter x5	528-CHZJ	-	6	-
Intel X710 Quad Port 10GbE SFP+, OCP NIC 3.0	540-BCRT	-	6	-
PowerEdge 2U Standard Bezel	325-BCHU	-	6	-
Quick Sync 2 (At-the-box mgmt)	350-BBYW	-	6	-
iDRAC,Legacy Password	379-BCSG	-	6	-
iDRAC Group Manager, Enabled	379-BCQV	-	6	-
No Operating System	611-BBBF	-	6	-
No Media Required	605-BBFN	-	6	-
ReadyRails Sliding Rails	770-BBBQ	-	6	-
Cable Management Arm, 2U	770-BDRQ	-	6	-
Fan Foam, HDD 2U	83 750-ACOM	-	6	-

No Systems Documentation, No OpenManage DVD Kit	631-AACK	-	6	-
PowerEdge R7525 Shipping	340-COFR	-	6	-
R7525 Shipping Material	481-BBFE	-	6	-
PowerEdge R7525 CE Marking , No CCC Marking	389-DUZE	-	6	-
ProSupport Plus Mission Critical 7x24 HW-SW Technical Support and Assistance 3 Years	829-7636	-	6	-
ProSupport Plus Mission Critical 4-Hour 7x24 On-Site Service with Emergency Dispatch 3 Years	829-7644	-	6	-
Dell Hardware Limited Warranty Plus On-Site Service	829-7738	-	6	-
Thank you for choosing Dell ProSupport Plus. For tech support, visit //www.dell.com/contactdell	951-2015	-	6	-
ProDeploy Plus Dell Server R Series 1U/2U - Deployment	804-6750	-	6	-
ProDeploy Plus Dell Server R Series 1U/2U - Deployment Verification	804-6751	-	6	-
ProDeploy Plus Training Credits 300 Redeem at education.dellemc.com Expires 1Yr from Order Date	812-4005	-	6	-
32GB RDIMM, 3200MT/s, Dual Rank	370-AEVN	-	192	-
480GB SSD SATA Read Intensive 6Gbps 512 2.5in Hot-plug AG Drive,3.5in HYB CARR, 1 DWPD, 876 TBW	400-AXRJ	-	6	-
PowerCord, 250V, 2FT, C19/C20, US	450-AEIT	-	12	-
QLogic 2692 Dual Port 16Gb Fibre Channel HBA, PCIe Low Profile	403-BBMS	-	6	-
PE R7525 Acceleration 12V Cable	470-AEFP	-	18	-
NVIDIA Quadro RTX 6000 24 GB, 250W, Dual Slot, PCIe x16 Passive Cooled, Full Height GPU	490-BFRQ	-	18	-

Subtotal:	\$234,758.70
Shipping:	\$0.00
Estimated Tax:	\$0.00
Total:	\$234,758.70

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

^Dell Business Credit (DBC):

OFFER VARIES BY CREDITWORTHINESS AS DETERMINED BY LENDER. Offered by WebBank to Small and Medium Business customers with approved credit. Taxes, shipping and other charges are extra and vary. Minimum monthly payments are the greater of \$15 or 3% of account balance. Dell Business Credit is not offered to government or public entities, or business entities located and organized outside of the United States.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
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NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

X. Discussion Items

3. VDI Storage Expansion Purchase (OP 6320)

November 9, 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: November 4th, 2020
Re: Recommendation - VDI Storage Expansion

RECOMMENDATION

I recommend the Board of Education authorize the purchase of additional data storage to support a new VDI server cluster from Rehmann in an amount not to exceed \$303,020.00, proceeds coming from the COVID-19 Relief Fund.

BACKGROUND

In order to support the VDI server cluster also under consideration by the Board, we will need to expand the total capacity of our storage area network (SAN). SAN storage is specifically engineered for the high speeds, capacity, and redundancy needed in modern data centers. This purchase supports that expansion.

It is worth noting, rarely do you purchase storage with server hardware, hence the two required action items to acquire a new VDI server cluster.

AWARD INFORMATION

Pricing for this equipment is based on a state contract, as such no RFP was required. This purchase qualifies for COVID funding as it supports remote computing for staff and students.

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

Rehmann

QUOTE

Rehmann.com

Quote Re VIA Channel - VDI Project

Quote To:			Ship To:			Quote #	
Portage Public Schools			Portage Public Schools			TGIQ76080	
Shane DeRidder			Shane DeRidder			Date	
8107 Mustang Drive			8107 Mustang Drive			10/29/20	
Portage MI 49002			Portage MI 49002			Account Mgr	
Tel # (269) 323-5111			Order Contact			Fred Helms	
Fax # (269) 323-5189			Tel # Ship to Address			Support	
<i>Here is the quote you requested.</i>						Becky Peuler	
						email	
						fred.helms@rehmann.com	
						Acct Mgr Ph:	
						616.301.6412	

Qty	Description	Unit Price	Ext. Price
	Dell MHEC-07012015 Contract Code 99AGZ		
	VIA Channel - VDI Project		
2	Dell Storage SC420 2.5 Enclosure SC420 Enclosure (add-on enclosure) SC420 Bezel Enclosure Mangement Module, Dual Rack rail, 2Us, Static Power supply, AC 600W, Redundant Dell Hardware Limited Warranty Parts Ground Delivery 3 Years ProDeploy Dell Storage SC Disk Series 400/420 2U Exp Enclosure - Deployment Verification ProDeploy Dell Storage SC Disk Series 400/420 2U Enclosure - Deployment SC, 3.84TB, SAS, 12Gb, RI SSD, 2.5" HD -- QTY 24 -- C13 to C14, PDU Style, 10 AMP, 6.5 Feet (2m), Power Cord -- QTY 2 -- 12Gb HD-Mini to HD-Mini SAS cable, 0.5m -- QTY 2 --	\$150,705.00	\$301,410.00
14	Dell ProSupport 24X7 w/Priority onsite 4 Hour - for SC420 - coterm 1-3 6 months	\$115.00	\$1,610.00
	SubTotal		\$303,020.00

Qty	Description	Unit Price	Ext. Price
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Please contact me if I can be of further assistance.

Total \$303,020.00

Prices do not include shipping charges, fees, insurance, or applicable taxes. Unless noted, prices do not include labor or install charges. Payment terms are governed by the Master Services Agreement or if one has not yet been executed, the Terms and Conditions of this Quote.

This Quote constitutes an offer which may be accepted on the terms and conditions stated herein and is subject to any specifications, drawings, or additional terms by reference thereto or pursuant to any attached document. In order to be effective, this quote must be signed and returned within fifteen (15) days. Any inconsistent terms or conditions contained in any form other than this Quote shall be of no force or effect. Any reasonable form of expression of acceptance by Buyer shall constitute acceptance exclusively of the terms and conditions stated in this Quote. Any monthly payment information provided is a proposal and is subject to credit approval. The proposal may provide an approximate monthly payment for hardware, software and services based upon the contract type and term in months. Any change in the amount financed will change this information. Pricing is valid for 15 days from the date the quote is initiated, except in the event that the provisioning manufacturer increases Rehmann's costs to impose on Rehmann any applicable price increase or tariff which goes into effect between the quote date and the date the quote is signed, in which case the applicable price to Client shall be automatically increased to pass along to the Client such increase.

To the extent any service items or changes contained in this quote amend any existing agreement provision or provided services between Rehmann and Client, such agreements are hereby amended by the signing of this quote. In all other regards, the original terms and conditions of such agreements shall remain in full force and effect until the expiration date(s) of their current term(s). Nothing contained in this quote shall be deemed to have amended any terms of either the Master Service Agreement or any Addendum.

If Client commits to purchase Rehmann Endpoint Protection Services via signing this Quote, then in addition to the terms and conditions contained herein, Client hereby agrees to and accepts the terms and conditions governing Client's use of such services, which are incorporated herein by reference and available at <https://www.carbonite.com/terms-of-use/carbonite-general-enterprise-terms-of-service>.

If Client commits to purchase any Microsoft-hosted Online Services ("Microsoft Online Services"), including Office 365 Services and Microsoft Azure Services, by signing this Quote, then in addition to the terms and conditions contained herein, Client hereby agrees to and accepts the Microsoft Customer Agreement governing Client's use of Microsoft Online Services, which is incorporated herein by this reference and available at <https://www.microsoft.com/licensing/docs/customeragreement>.

If Client commits to purchase any Duo multi-factor authentication products, including Duo MFA, Duo Access, and Duo Beyond (the "Duo Products"), by signing this Quote, then in addition to the terms and conditions contained herein, Client hereby agrees to and accepts the Duo Service Terms and Conditions governing Client's use of Duo Products, which are incorporated herein by this reference and available at www.duo.com/legal/pass-through-terms.

To place your order, please authorize and date below, include a Purchase Order Number, and fax this completed form to Rehmann at: **877-502-2301**

Title	_____	P.O. # _____
Signature	_____	Date _____
E-mail	_____	Fax # _____

TERMS AND CONDITIONS

ACCEPTANCE: Buyer's acceptance of these terms and conditions shall be evidenced by and effective as of the occurrence of any of the following: (a) Buyer's making an offer to purchase goods or services from Rehmann; (b) Buyer's authorization of this Quote; (c) Buyer's acceptance of any shipment of any part of the items specified for delivery; or (d) any other reasonable act of acceptance by the Buyer. Rehmann's offer is expressly limited to the terms and conditions set forth in this Quote and the Master Services Agreement (and any addenda and schedules attached thereto) in their entirety without any addition, modification, or proposal hereafter submitted by Buyer which is inconsistent therewith.

LABOR ESTIMATES: Unless labor charges are fixed hereunder, they are estimates which are subject to change based on the actual quantity of labor hours performed by Rehmann.

TERMS OF AGREEMENT: All prices are subject to shipping and handling fees, applicable taxes, and fees. Prices only remain valid for fifteen (15) days following the date of this Quote, unless changed according to the terms of Rehmann's manufacturer, in which case the pricing change shall be passed along to Buyer. Buyer shall pay Rehmann in full the amount of each invoice within fifteen (15) calendar days of the invoice date. Buyer shall pay to Rehmann a finance charge of one percent (1.0%) per month, subject to a twenty dollar (\$20) minimum handling charge, on balances for which payment has not been received within thirty (30) days of the invoice date, excluding balances for which Buyer has submitted a written notice. Buyer is liable to Trivalent for all reasonable fees and expenses, including reasonable attorney's fees and litigation costs, which Rehmann may incur to collect charges rightfully owed by Buyer to Rehmann.

PRICING: Prices displayed on this Quote shall be the amount payable for the specified goods or services. No price reductions will be accepted and no offset will be allowed for any reason unless and only to the extent specified herein. Rehmann's prices set forth in this Quote do not include government-mandated or similar taxes, fees, and charges. Exemption certificates must be presented prior to shipment if they are to be honored. To the extent any sales are made without prior receipt of a valid exemption certificate, Rehmann expressly reserves the right to separately invoice Buyer for all applicable taxes, fees, and charges, and these amounts shall be immediately due and payable.

SHIPPING CHARGES: Buyer shall assume all responsibility for shipping charges incurred on its behalf for this sale. This includes all charges incurred to ship products back to Rehmann or the manufacturer after manufacturer warranties have expired.

NO WARRANTIES: ALL GOODS SUPPLIED OR SERVICES PERFORMED PURSUANT HERETO ARE PROVIDED "AS IS" AND WITHOUT ANY WARRANTY OR CONDITION, EXPRESS OR IMPLIED, EXCEPT FOR ANY APPLICABLE MANUFACTURER WARRANTIES. REHMANN SPECIFICALLY DISCLAIMS THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

LIMITATION OF LIABILITY: Buyer's sole and exclusive remedy from Rehmann shall be the repair or replacement of a defective performance. In no event shall Rehmann be liable for any type of special, incidental, exemplary, punitive, indirect, or consequential damages arising out of or in connection with this Quote, including, without limitation, lost revenue, lost profits, replacement goods, loss of technology, rights, or services, loss of data, and interruption or loss of use of service or equipment, even if Buyer was advised of the possibility of such damages and however they arise whether under theory of contract, tort, strict liability, or otherwise.

INDEMNIFICATION: Rehmann and Buyer shall indemnify and defend each other against any claim or action brought by any third party for actual or alleged infringement of any patent, copyright, or trade secret based upon (a) in the case of Rehmann indemnifying Buyer, Buyer's right to use the software or third party materials in accordance with the Master Services Agreement (or applicable addenda or schedules); and (b) in the case of Buyer indemnifying Rehmann, Buyer's use of the services, software, or third party materials in violation thereof. The indemnifying party shall pay any damages and costs, including reasonable attorney's fees. The indemnifying party shall have the sole right to conduct the defense of any claim or action and all negotiations for its settlement unless the parties agree otherwise in writing.

ASSIGNMENT: Buyer shall not assign any rights or delegate any obligations under this Quote without Rehmann's prior written consent.

CANCELLATION OR MODIFICATION: In the event Buyer either (a) fails to make any payment within the time specified; or (b) becomes insolvent or the subject of proceedings under any law relating to bankruptcy or relief of debtors, Rehmann may cancel the whole or any part of this Quote and cease to perform its obligations hereunder without prejudice to any other rights it may have against Buyer and without liability on its part for such cancellation.

WAIVER: No waiver by Rehmann or Buyer of any right or remedy under this Quote shall constitute a waiver of any other right or remedy. No delay or failure on the part of Rehmann or Buyer in exercising any right or remedy under this Quote and no partial or single exercise thereof shall constitute a waiver of such right or remedy.

GOVERNING LAW: The transaction reflected by this Quote shall be governed by and interpreted in accordance with the laws of the State of Michigan.

PRODUCT RETURNS: Product recommended by Rehmann that is found to be defective within fifteen (15) days of delivery shall be repaired or replaced. Thereafter, the applicable manufacturer's warranties and maintenance agreements shall apply. A twenty-five percent (25%) or greater restocking fee and other rules may apply. Buyer shall consult with its Rehmann Account Manager to confirm that product can be returned to the manufacturer or distributor, time frames for return, and restocking fees. In some cases, product may not be returnable for refund, credit, or replacement. Product recommended by Rehmann that is deemed to be inappropriate or unusable can be returned for full refund within fifteen (15) days of delivery. Buyer shall make every effort to confirm the fitness and suitability of a product before placing an order. Product ordered but not recommended by Rehmann is subject to manufacturer's and distributor's rules for return. Opened software and maintenance packets which have not been recommended by Rehmann may not be returned for refund, replacement, or credit.

In the event of a conflict between the terms and conditions of this Quote and the terms and conditions of the Master Services Agreement or any addendum or schedule in effect between the parties, the terms and conditions of the Master Services Agreement, the addendum(s), or the schedule(s) shall control.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

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XI. Closed Session

- 1. Discuss Collective Bargaining Strategy

Recommended Motion:

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE NORTHERN HIGH SCHOOL AUDITORIUM
NOVEMBER 9, 2020, 6:30 P.M.**

Note Page

XII. Post-Closed Action

Recommended Motion:

To be provided at the meeting.