

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002
NOVEMBER 6, 2023, 6:30 PM
AGENDA**

VISION STATEMENT

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

MISSION STATEMENT

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

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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 6, 2023, 6:30 P.M.**

Note Page

II. Revisions/Approval of Agenda

Recommended Motion:

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

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: (1.1) Global Ends

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

The report is divided into three segments and reported on as follows:

- High School Measures – October
- Middle School Measures – November
- Elementary School Measures – December

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

Certification

I hereby present my Monitoring Report on Ends Policy 1.1 (Middle School) in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of November 2, 2023.



Signature

November 2, 2023
Date

Monitoring Report

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1.1 POLICY LANGUAGE

Students demonstrate continuous improvement in the mastery of core curriculum standards with results approaching or exceeding the highest performing comparable districts.

Ends statement 1.1 was last revised by the Board on 12/14/2020. It's also noted that on 9/19/2023 the board added language to the introductory statement to capture the fact that Ends Statements are intended to be "long-range outcomes".

Interpretation

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

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

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

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

Continuous Improvement is interpreted to indicate our percentage of students proficient compared to our prior three-year average. "***Met Expectations***" means that our current year results are more than +2% above the prior three-year average for non-cohort data. "***Partially Met Expectations***" means that we are within the range of +2% to -2% compared to the prior three-year average. "***Did Not Meet Expectations***" means that our current year results are more than -2% below the prior three-year average for non-cohort data.

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

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relative to our comparable districts. “*Partially Met Expectations*” means that we are ranked third or fourth. “*Did Not Meet Expectations*” means that we are ranked below fourth relative to our comparable districts.

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

Report Overview

Monitoring Report 1.1 continues to be divided up into High School, Middle School, and Elementary School sections this year. While the data sources have minimal changes, the report is relatively unchanged.

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

We use multiple assessments to track student mastery for reporting purposes in MR 1.1. Included below is a table of assessments included in this report.

	Topical Area of Assessment	Grade Assessed			Local, State, or National based	Comparable Districts Information Available
		Elementary School	Middle School	High School		
Acadience	Literacy	K - 5			National	None
M-STEP Math / ELA	Math / ELA	3 – 5	6 – 7		State	Yes
M-STEP Science	Science	5	8	11	State	Yes
M-STEP Social Studies	Social Studies	5	8	11	State	Yes
PSAT 8/9 ^	Evidence based reading and writing (EBRW) / Math		8	9	National	Yes 8 th No 9 th
PSAT 10 ^	EBRW / Math			10	National	None
SAT	EBRW / Math			11	National	Yes

^ The PSAT series is now included (with historical data) in the monitoring report. The State continues to use this as a benchmark assessment and we include it as a reference point for our potential performance changes on our SAT.

Impacts of COVID on Data

The biggest impact is on our data authenticity. The State of Michigan suspended statewide assessments in the 2019-2020 school year. Thus, for the 2019-2020 school year, there is no M-STEP, PSAT, or SAT data available. In the 2020-2021 school year, there was no State-level accountability for the testing data. So while we were expected to assess our students, school districts were not required to meet the “95% of students tested” target. In the spring of 2021 PPS tested 86.6% of our 11th grade students on the SAT and 66% of our 9th and 10th graders on the PSAT. There is no accurate comparable district data available on the percentage of students tested within those districts. This is due to no accountability on any state measures, thus students were not required to complete the assessments. We don’t know what students our comparable districts tested, and we don’t know if those schools made these tests mandatory. Therefore, data from 2020-21 should not be used for any comparisons.

High School

The SAT and PSAT Assessment Suite

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

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

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

The redesigned SAT continues to be used for MME Mathematics and ELA components in 11th grade.

ACT continues to provide its WorkKeys assessment for all 11th grade students, and this assessment is still a part of the Michigan Merit Exam², as a part of a legislative requirement.

As is customary, Alternative High Schools data are not included for Portage nor for our comparable districts. Likewise, data is used by Community High School staff to improve student learning and their academic community.

¹ College Board website and MDE website and publications.

² MDE website and publications.

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PSAT Assessment

In the spring 2022, all 8th, 9th and 10th graders were expected to take the PSAT 8/9 and PSAT 10, respectively. 2016 was the first year of testing at 9th and 10th grades; the high school PSAT data began to be used for accountability, but due to COVID was not an accountable assessment in 2020 through 2022. Therefore, comparator school district data is not available for the 9th and 10th grade assessments.

Our 8th grade students will be tested on the PSAT this fall to provide them with exposure to the test and to see what areas of growth they need in preparation for the PSAT 8 in the spring of 2024.

The PSAT and SAT are vertically aligned, which gives us the ability to develop cohorts of students in the future and use assessment data to identify areas of growth and support.

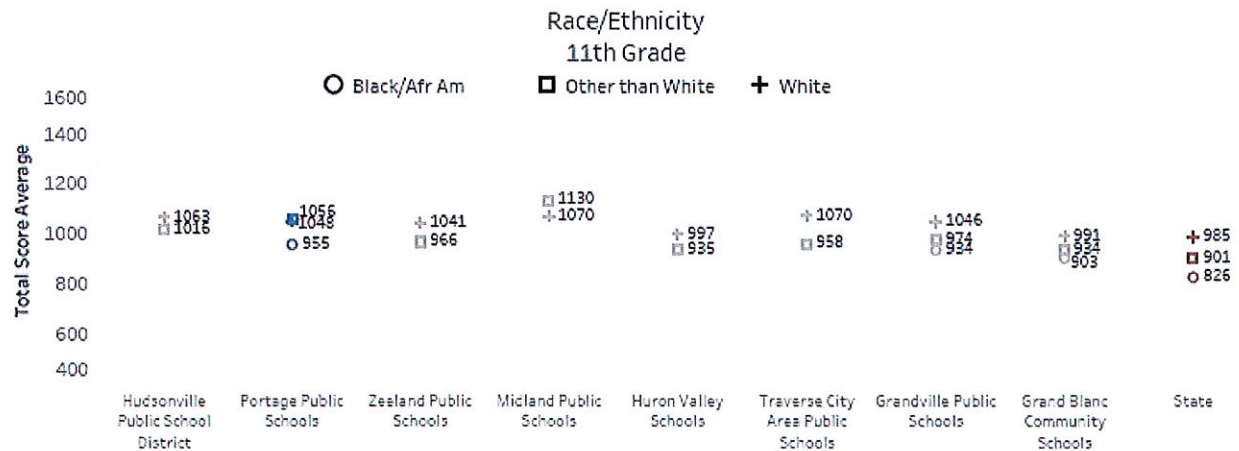
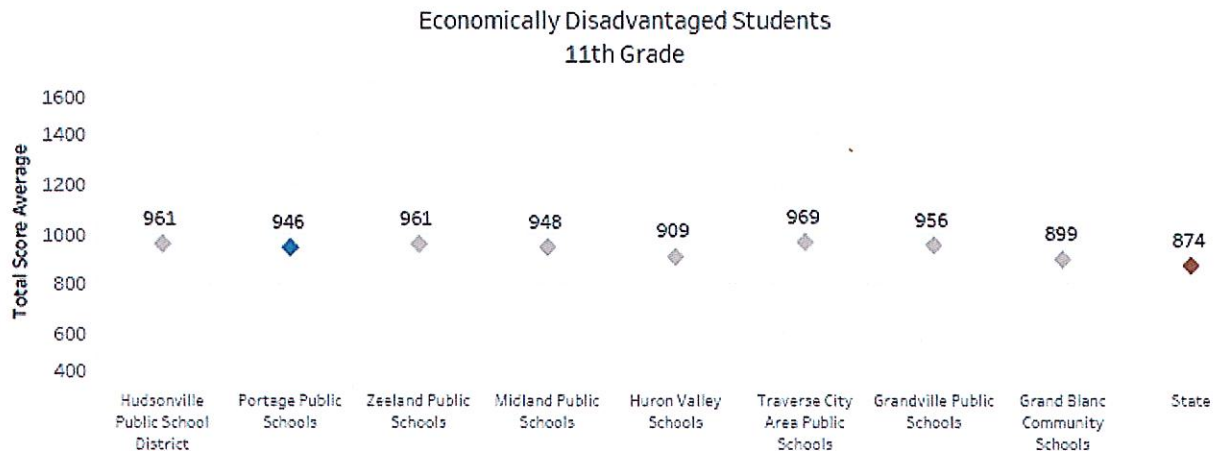
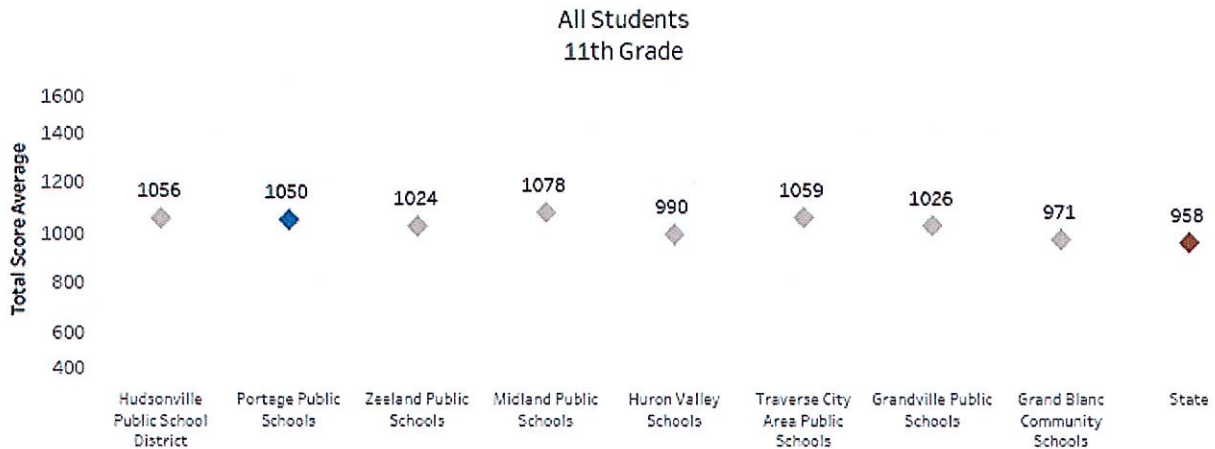
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2023 SAT Total Score Average
PPS vs. Comparator Districts
(Evidence Based Reading & Writing Score + Math Score)

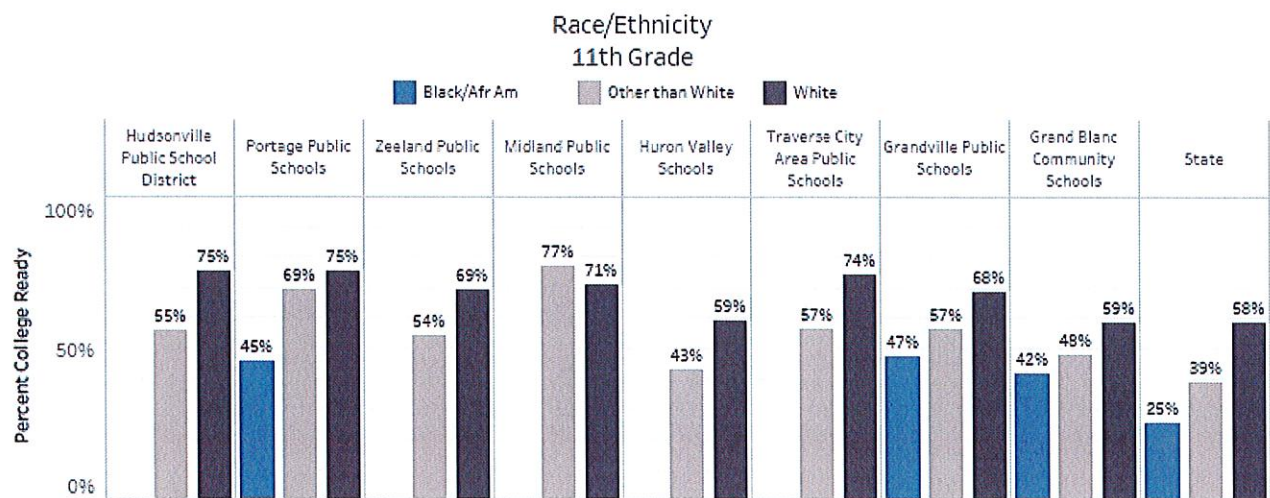
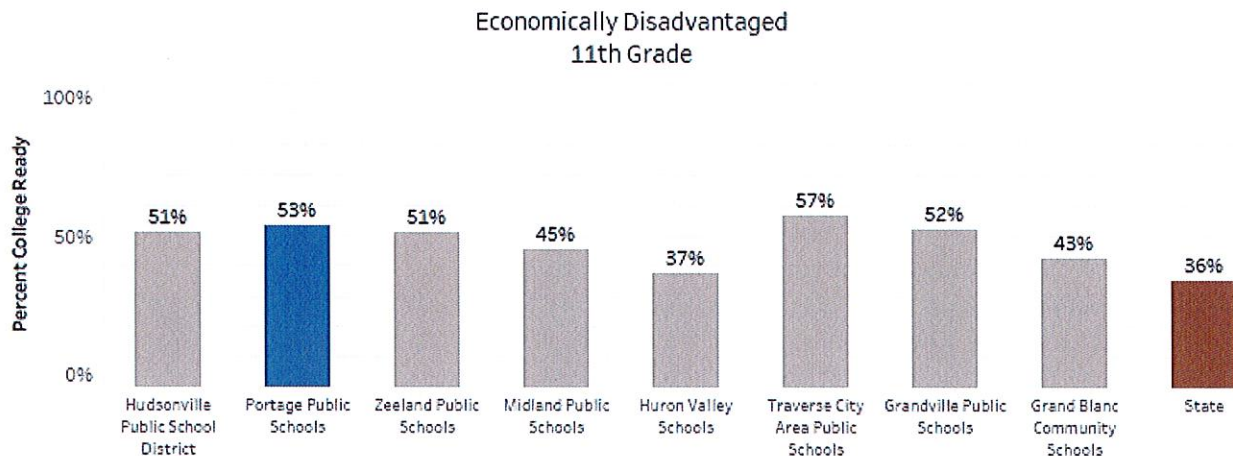
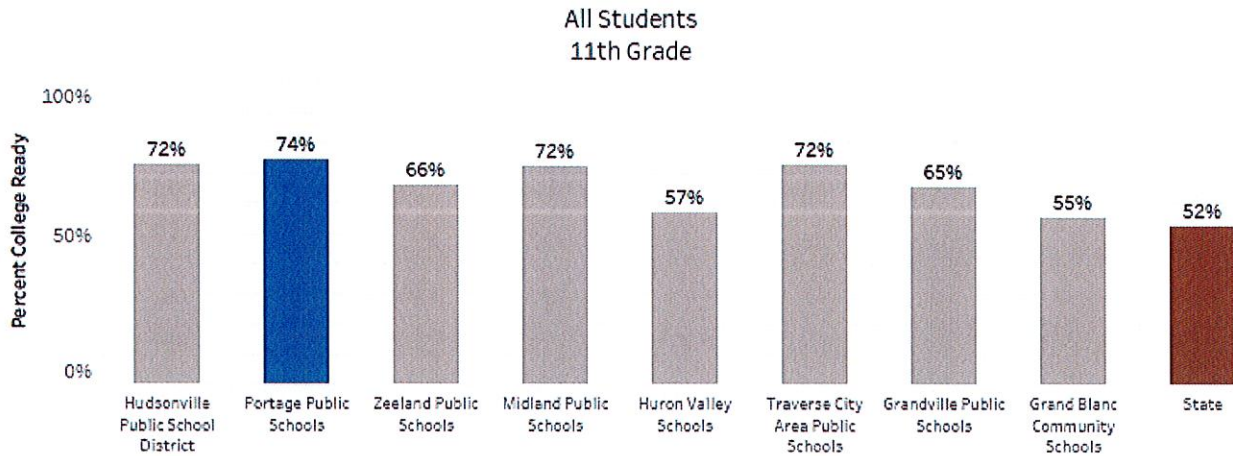


Notes:

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

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

2023 SAT Evidence Based Reading & Writing
PPS vs. Comparator Districts



Notes:

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

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

Monitoring Report

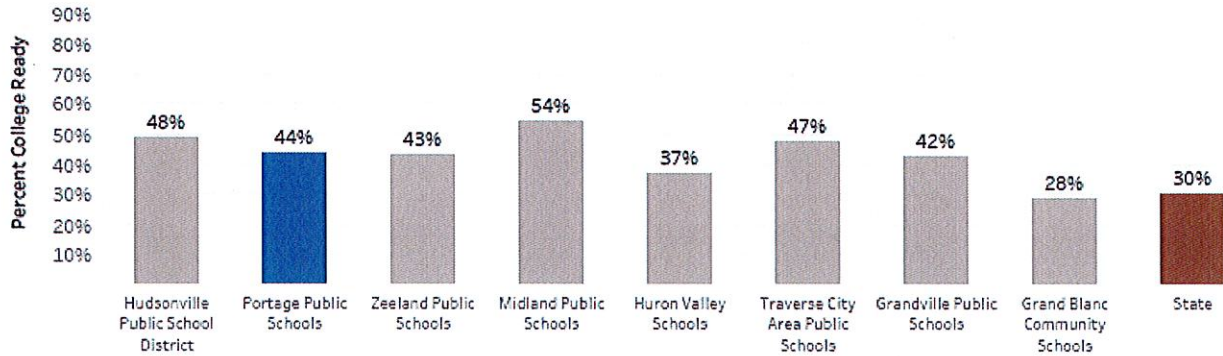
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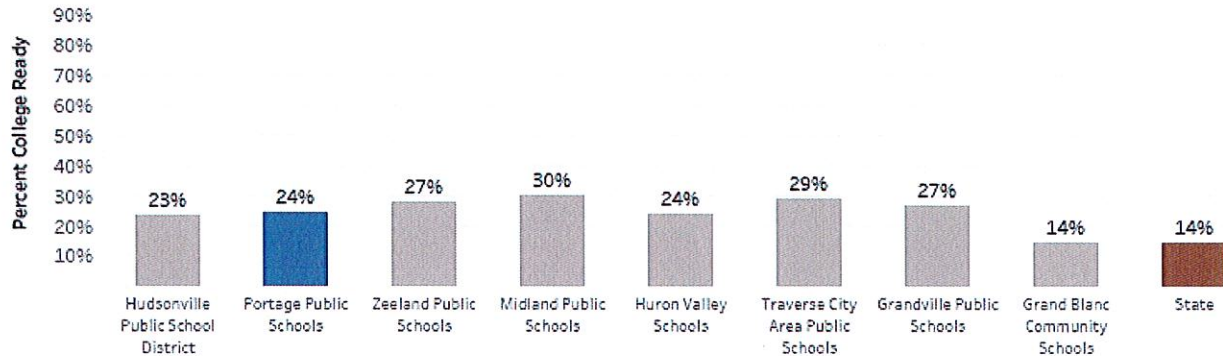
Policy Title: Ends Policy 1.1

2023 SAT Math
PPS vs. Comparator Districts

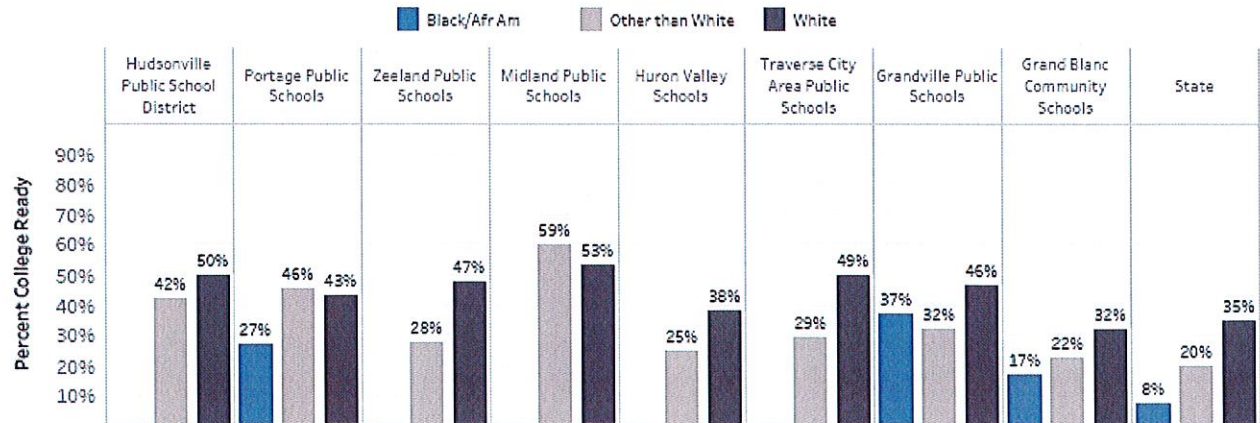
All Students
 11th Grade



Economically Disadvantaged
 11th Grade



Race/Ethnicity
 11th Grade



Notes:

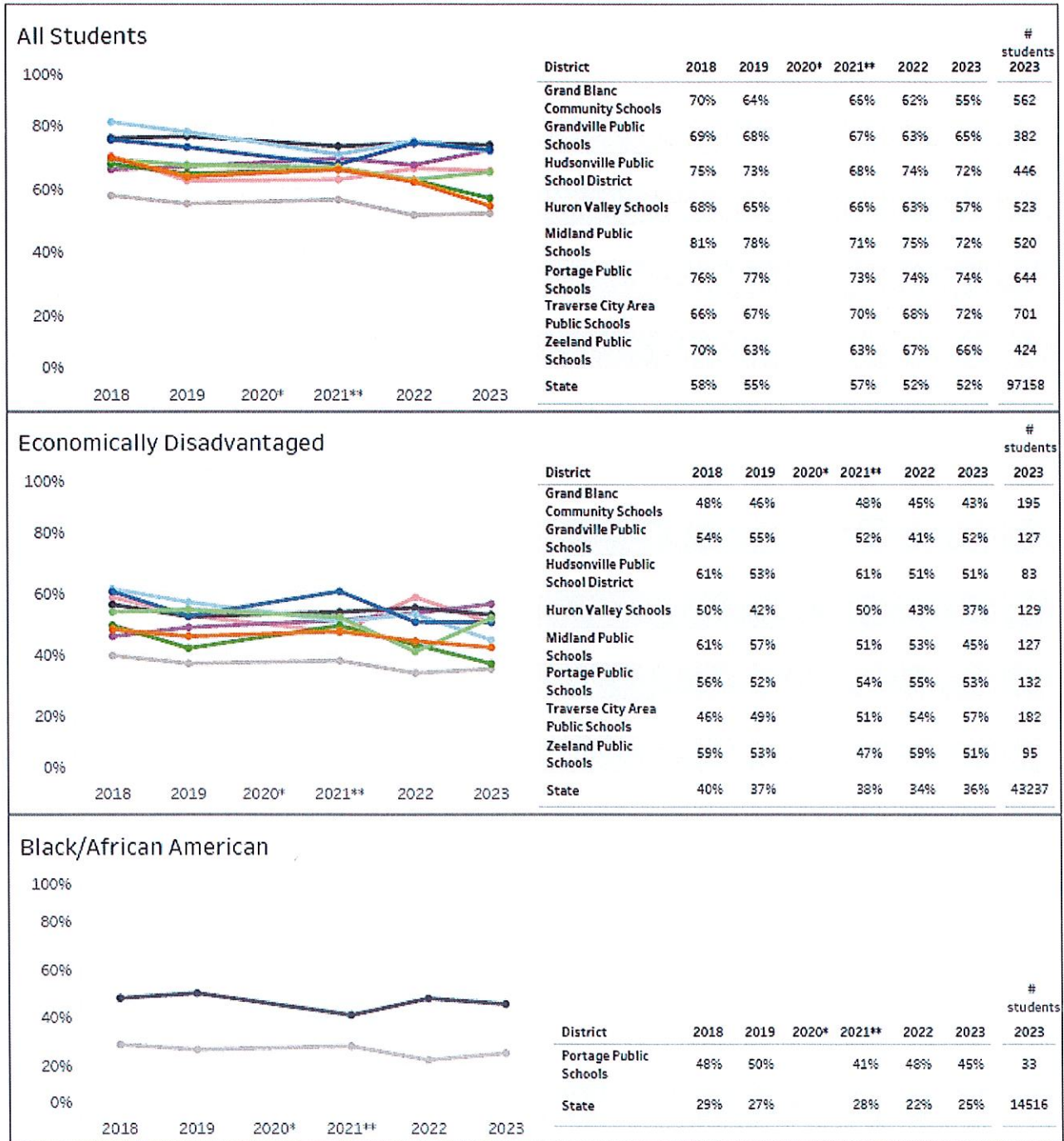
Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

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

Evidence Based Reading and Writing SAT Trends: Percent College Ready PPS vs. Comparator Districts

*2020: State Assessments were not given, resulting in no available data for that year.

**2021: Results may be skewed due to low participation.

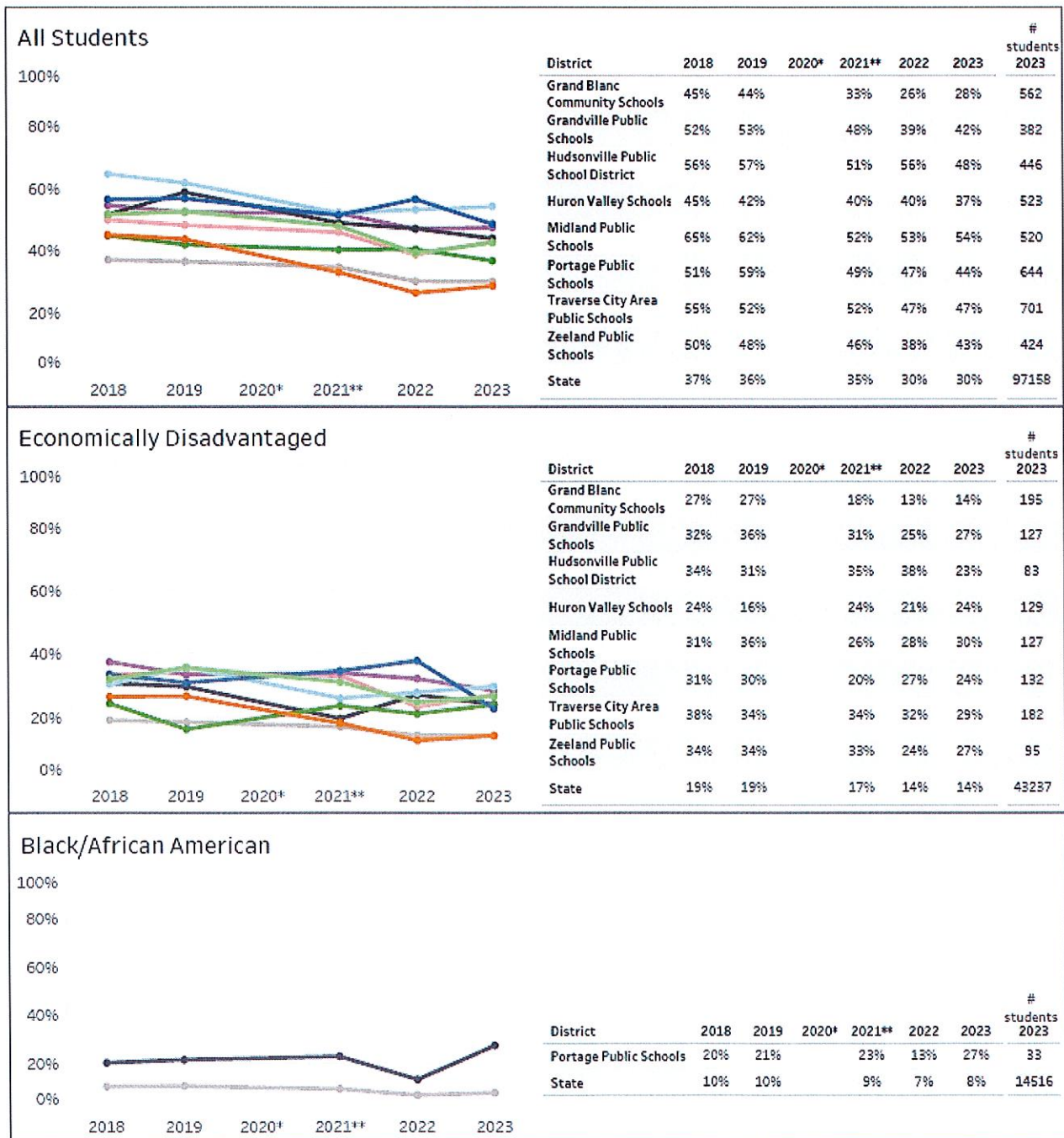


- Grand Blanc Community Schools
- Huron Valley Schools
- Traverse City Area Public Schools
- Grandville Public Schools
- Midland Public Schools
- Zeeland Public Schools
- Hudsonville Public School District
- Portage Public Schools
- State

Math SAT Trends: Percent College Ready PPS vs. Comparator Districts

*2020: State Assessments were not given, resulting in no available data for that year.

**2021: Results may be skewed due to low participation.

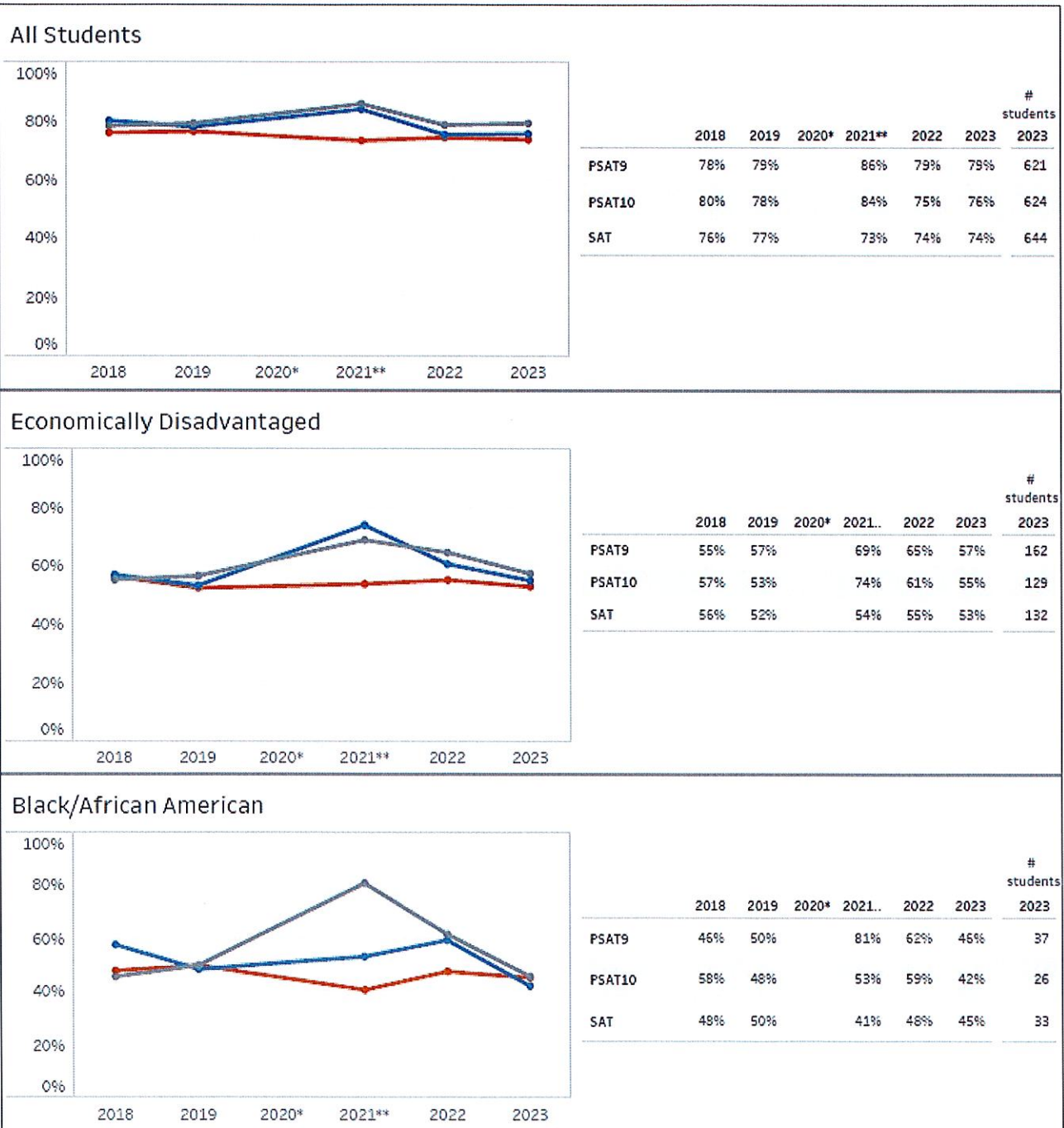


Evidence Based Reading and Writing PPS SAT/PSAT Trends: Percent College Ready

*2020: State Assessments were not given, resulting in no available data for that year.

**2021: Results may be skewed due to low participation.

■ PSAT9 ■ PSAT10 ■ SAT



Math

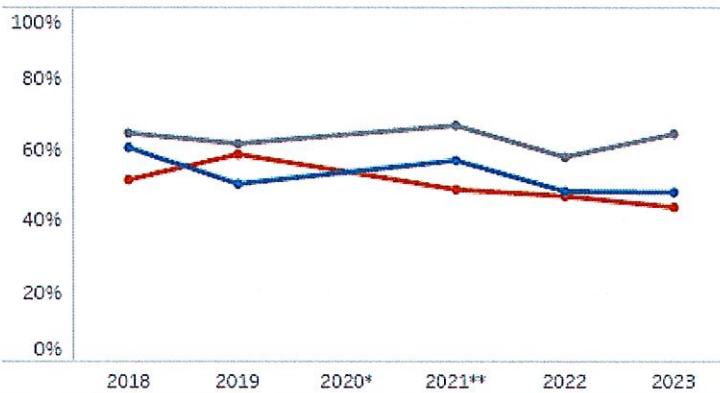
PPS SAT/PSAT Trends: Percent College Ready

*2020: State Assessments were not given, resulting in no available data for that year.

**2021: Results may be skewed due to low participation.

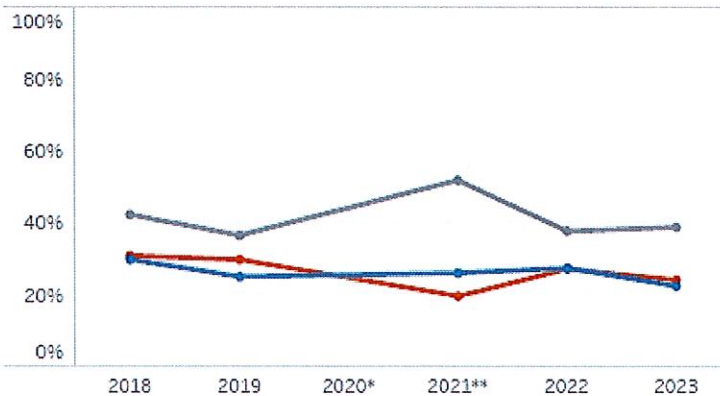
■ PSAT9 ■ PSAT10 ■ SAT

All Students



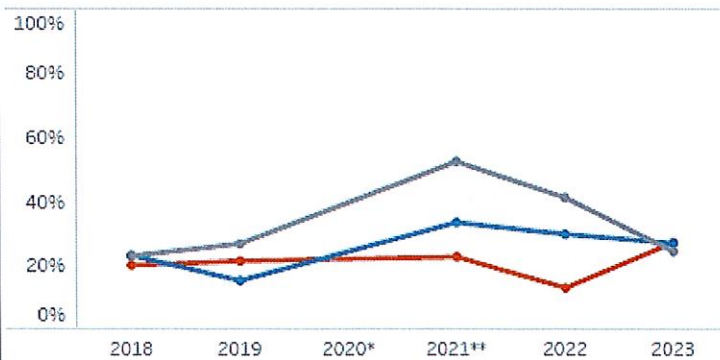
	2018	2019	2020*	2021**	2022	2023	# students 2023
PSAT9	65%	62%		67%	58%	64%	621
PSAT10	61%	50%		57%	48%	48%	624
SAT	51%	59%		49%	47%	44%	644

Economically Disadvantaged



	2018	2019	2020*	2021**	2022	2023	# students 2023
PSAT9	42%	37%		52%	38%	39%	162
PSAT10	30%	25%		26%	28%	22%	129
SAT	31%	30%		20%	27%	24%	132

Black/African American



	2018	2019	2020*	2021**	2022	2023	# students 2023
PSAT9	23%	27%		52%	41%	24%	37
PSAT10	23%	15%		33%	30%	27%	26
SAT	20%	21%		23%	13%	27%	33

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Narrative of Trends on High School Measures

For students being tested:

- We now have two consecutive years of accountable state testing for the first time since 2019. This means that we can compare Spring 2023 data to Spring 2022 data, instead of going back to Spring 2019 data (which we had to do for the previous two years).

For All Student SAT measures:

- Our average combined score decreased (1050 in Spring 2023 from 1062 in the Spring 2022). Our percent college ready in EBRW maintained at 74%, and moved downward by 3% to 44% in Mathematics.

For our Economically Disadvantaged students on SAT measures:

- Our overall SAT score for Economically Disadvantaged students decreased by 25 points to 946 points (132 students in the spring of 2023). Our percent college ready in EBRW for these students decreased by 2% to 53% and the Mathematics percent college ready declined 3% to 24%.

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

- Our Black/African-American overall average combined score increased from 893 to 955, with a cohort of 33 students in 2023 (23 students in the spring of 2022). At the same time, our percentage college ready in EBRW decreased by 3% to 45%, and our percentage college ready in Mathematics increased by 14% to 27%. Due to small cohorts of students, the majority of our comparable districts do not have data available publicly.

For our Trending on SAT measures:

- Our trend in EBRW has flattened out, but is still generally downward in Mathematics.
- For this year, we have only two comparable districts for Black/African-American data.
- Compared to the State trends:
 - PPS matched the state trend in EBRW of maintaining percent college ready. PPS declined more than the state in Mathematics percent college ready for all students. PPS declined 3%, while the state maintained.
 - For ED students, PPS declined 2% while the state increased 2% in EBRW percent college ready. In Mathematics, PPS decreased 3% while the state maintained.
 - For Black/African-American students, we improved in Mathematics compared to the State, but declined in EBRW. PPS declined 3% in EBRW, while the state improved 3%. PPS improved in Mathematics 14%, while the state improved 1%.

For our students on our PSAT 9 and PSAT 10 measures:

- For All Students (Cohort Size: PSAT 9: 621 students, PSAT 10: 624 students)

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- Static and positive trends on the EBRW assessment: 0% on PSAT 9 and +1% on PSAT 10.
 - Positive and static trends on the Math assessment: +6% on PSAT 9 and 0% on PSAT 10.
- For our Economically Disadvantaged students: (Cohort Size: PSAT 9: 162 students, PSAT 10: 129 students)
 - Negative trends on the EBRW assessment: -8% on PSAT 9 and -6% on PSAT 10.
 - Positive and negative trends on the Math assessment: +1% on PSAT 9 and -6% on PSAT 10.
- For our African-American/Black students: (Cohort Size: PSAT 9: 37 students, PSAT 10: 26 students)
 - Negative trends on the EBRW assessment: -16% on PSAT 9 and -17% on PSAT 10.
 - Negative trends on the Math assessment: -17% on PSAT 9 and -3% on PSAT 10.

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Middle School

The PSAT 8/9 Assessment

In 2018-19, the 8th grade M-STEP Math and ELA assessments were replaced by the PSAT 8/9 assessments. We continue to use the PSAT 8/9 as our key data for our middle schools in Monitoring Report 1.1. This data is available for our comparable communities and continues to be one of three components of data that we use internally for improvement.

We include the comparable community information on the PSAT 8/9 in MR 1.1. We also use M-STEP to PSAT 8/9 measures to calculate Student Growth Percentiles for students. This information isn't available for our comparable communities, but it is used internally to improve our work.

The M-STEP Assessment

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

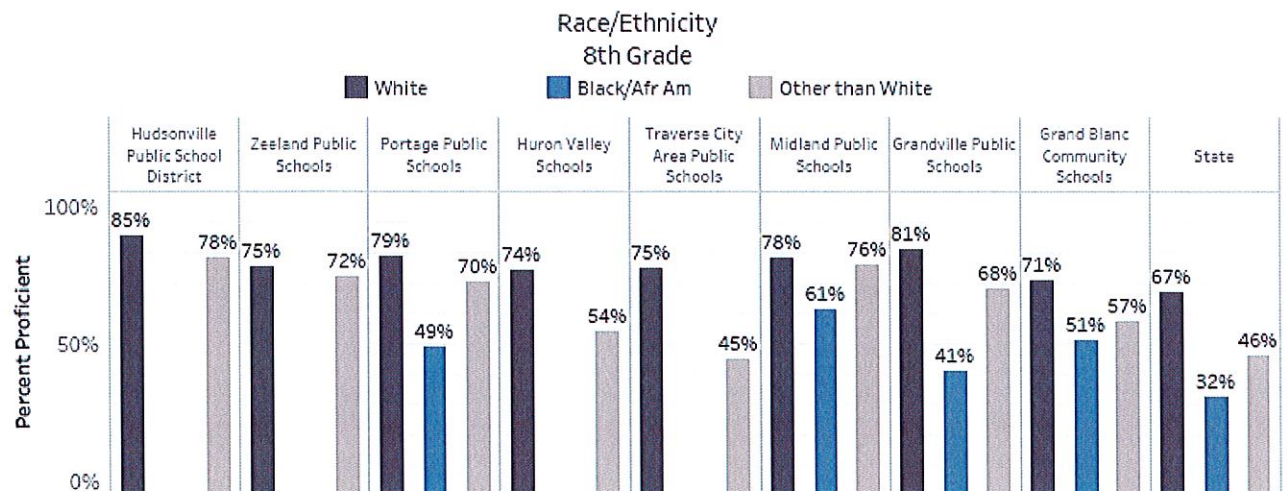
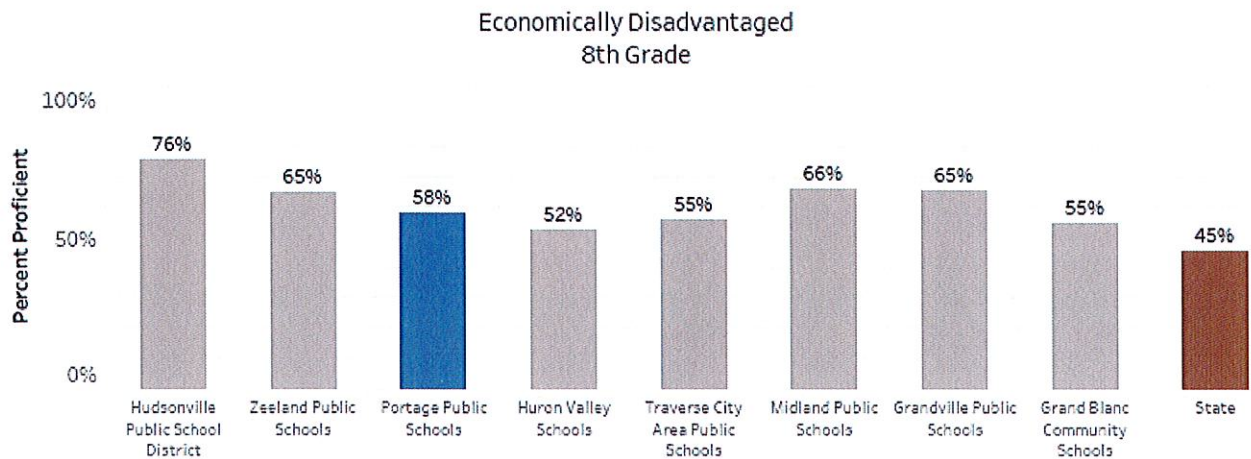
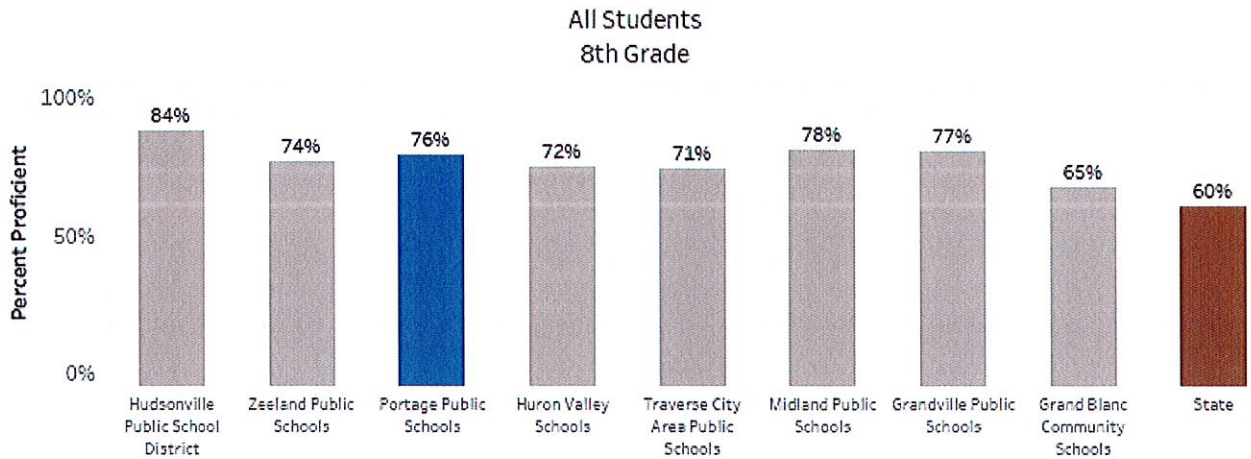
We are continuing to use our spring 2016 M-STEP results as our baseline, although the pandemic has caused a statewide disruption to this data. We currently use grades 5, 8, and 11 as our key measures of student progress; and our data is utilized by our MTSS teams, department teams, and grade teams to adjust curriculum and instruction. Internally, the M-STEP results are used for grades 3 through 7 for Math and ELA and grades 5 & 8 for Science and Social Studies.

We include M-STEP growth scores in MR 1.1 to show improvement over previous years. To identify our growth on the M-STEP assessment, we continue using the Student Growth Percentile (SGP) for our student groups and subgroups. Student Growth Percentiles are determined by first calculating growth between current and previous assessment scores, then comparing that to the growth of a statewide academic peer group.³ The 50th percentile is defined as median growth for a year of instruction. We use the percentage of our students scoring 40th percentile or higher as determining adequate growth as referenced by the MDE in the Michigan School Scorecard Guide.⁴

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

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

2023 PSAT 8/9 Evidence Based Reading & Writing PPS vs. Comparator Districts

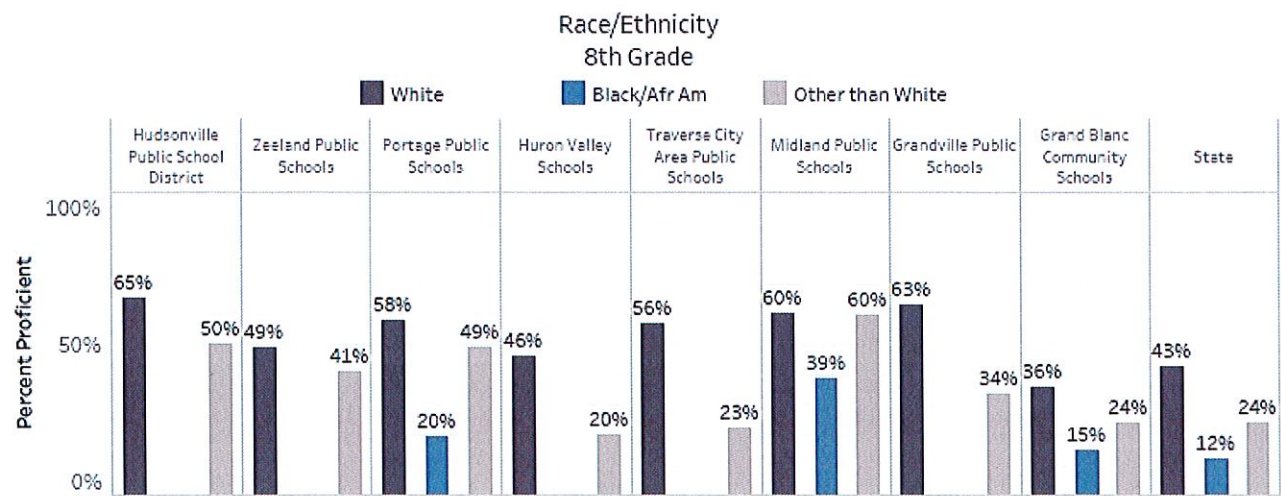
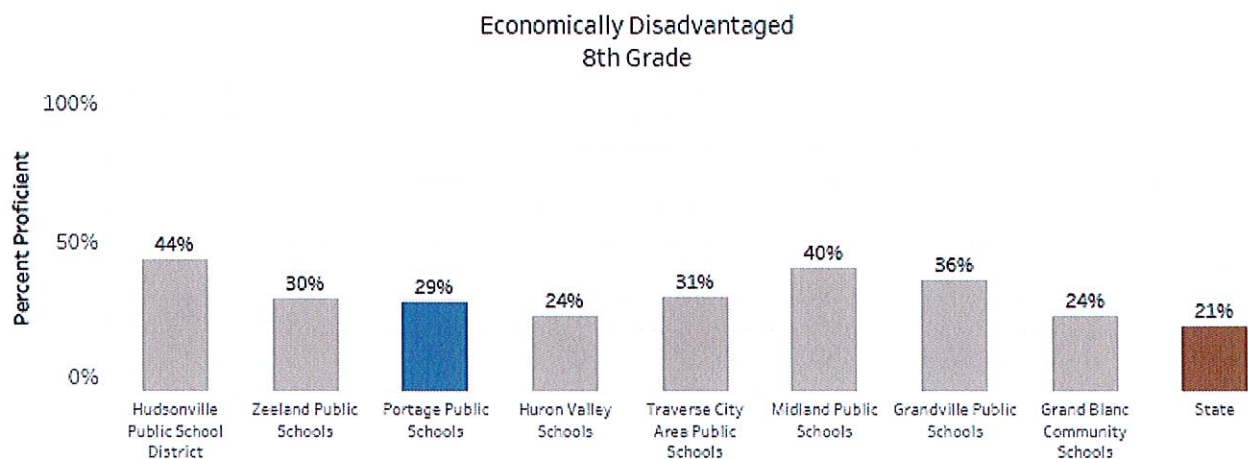
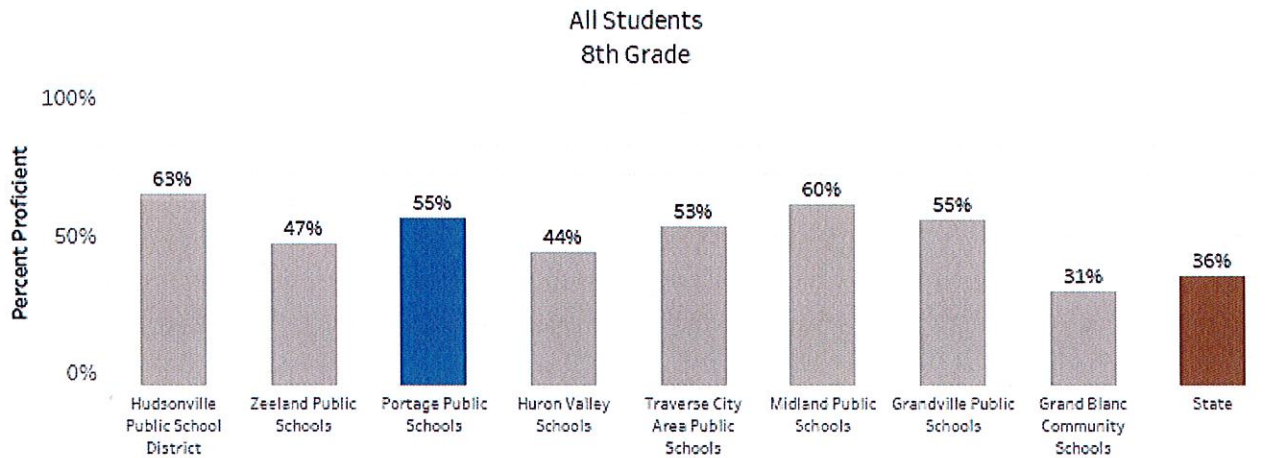


Notes:

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

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

2023 PSAT 8/9 Math PPS vs. Comparator Districts



Notes:
 Schools are listed in order of lowest to highest Percent Economically Disadvantaged.
 The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Traverse City, and Grandville school districts were too small for those scores to be available.

Three Year M-STEP (6th & 7th grades) and PSAT 8/9 (8th grade)

Percent of Students with Growth Percentile \geq 40

		ELA/EBRW			Mathematics		
		2019	2022	2023	2019	2022	2023
6th grade	All Students	51%	58%	75%	64%	40%	81%
	Economically Disadvantaged	41%	46%	75%	59%	32%	79%
	Black/Afr Am*	40%	50%	86%	64%	38%	74%
7th grade	All Students	56%	52%	82%	61%	42%	80%
	Economically Disadvantaged	56%	44%	77%	57%	38%	69%
	Black/Afr Am*	57%	48%	73%	70%	33%	83%
8th grade	All Students	75%	69%	75%	71%	58%	71%
	Economically Disadvantaged	70%	69%	62%	63%	58%	70%
	Black/Afr Am*	63%	62%	61%	59%	76%	77%

**In previous years, the Black Afr/Am subgroup has typically had <30 students, which made this a non-accountable subgroup (with the exceptions of 2019 7th grade (37 students) and 2022 7th grade (33 students)). In 2023, the Black Afr/Am subgroup is an accountable subgroup for all three middle school grade levels (6th grade: 35 students; 7th grade: 30 students; 8th grade: 38 students).*

Pandemic effects on data:

2020: State Assessments were not given, resulting in no available data for that year.

2021: Results may be skewed due to low participation.

2022 & 2023: 2021 assessment data was not used in SGP calculations.

Narrative of Trends on Middle School Measures

PSAT 8/9: 8th Grade Evidence Based Reading and Writing (EBRW) (See graphs on page 17.)

All Students:

- Our Percent Proficient dropped from 79% in 2022 to 76% in 2023.
- We rank 4th out of 8 comparable communities, in 2022 we ranked 2nd.

Economically Disadvantaged:

- Our Percent Proficient decreased to 58% from 61% in 2022.
- We rank 5th out of 8 comparable communities. In 2022 we were tied for 4th.

Black/African American:

- Our Black/African American subgroup is a typically small subgroup, with 41 students in 2023 and 33 students in 2022. Our Percent Proficient increased from 42% in 2022 to 49% in 2023.
- Three of the seven other comparable communities have data publicly available for their Black/African American subgroups, and comparably we rank 3rd (out of 4). In 2022, we ranked 4th (out of 5).

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PSAT 8/9: 8th Grade Mathematics *(See graphs on page 18.)*

All Students:

- Our Percent Proficient decreased to 55% from 56% in 2022.
- We are tied for 3rd out of 8 comparable communities. In 2022 we ranked 2nd.

Economically Disadvantaged:

- Our Percent Proficient decreased to 29% from 32% in 2022.
- We rank 6th out of 8 comparable communities. In 2022 we also ranked 6th.

Black/African American:

- Our Black/African American subgroup is a typically small subgroup, with 41 students in 2023 and 33 students in 2022. Our Percent Proficient increased from 15% in 2022 to 20% in 2023.
- Two of the seven other comparable communities have data publicly available for their Black/African American subgroups, and comparably we rank 2nd (out of 3). In 2022, we ranked 4th (out of 4).

Student Growth Percentile (SGP) *(See table on page 19.)*

Note: 2021 assessment data was not used for 2022 or 2023 SGP calculations. Therefore, 2022 SGPs are calculated using 2019 (and previous, if applicable) assessments and 2023 SGPs are calculated using only 2022 assessments.

ELA/EBRW:

- 6th grade: We had significant increases in the percent of students with average or above average growth in all of our subgroups.
- 7th grade: We had significant increases in the percent of students with average or above average growth in all of our subgroups.
- 8th grade: For All Students, we had an increase in the percent of students with average or above average growth. For our “Economically Disadvantaged” and “Black/African American” subgroups, we had a decrease in the percent of students with average or above average growth (although we are maintaining a high percent of students with average or above average growth).

Mathematics:

- 6th grade: We had significant increases in the percent of students with average or above average growth in all of our subgroups.
- 7th grade: We had significant increases in the percent of students with average or above average growth in all of our subgroups.
- 8th grade: We had increases in the percent of students with average or above average growth in all of our subgroups.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 6, 2023, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. October 6, 2023 Regular Business Meeting

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING
OCTOBER 9, 2023**

REGULAR BUSINESS MEETING

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, October 9, 2023 was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

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

Board Trustees Absent: Kimberly Larson

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mr. Crowell, seconded by Mrs. Novaria, that the Board of Education approve the agenda as amended to add MASB Delegate Assembly Handbook under Discussion Items.

The motion carried unanimously.

REPORTS

Superintendent's Report

Bond Project Update

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

At the Northern Campus, the parking lot is in use. The project will be complete once a section of fence is installed and a tree is planted.

At the new Central Elementary site, the playground relocation work is complete and the playground in use. Work continues on the water main and site grading. Footings and foundation work begins tomorrow. Some masonry work begins soon along with underground plumbing and electrical work.

At the new Haverhill Elementary site, work on Manhattan Street will be complete tomorrow. We appreciate the patience of the Manhattan Street residents and neighbors during this work. We also appreciate O-A-K for their efforts in making sure their mail and trash services were uninterrupted. In addition, footings and foundation work is ongoing.

President Van Antwerp thanked Mr. Edwards for the update.

Other

Per Superintendent Bielang, the signage at McCamley-Knight Field is in place. Nonie Knight is very appreciative of all the efforts put into recognizing her husband, Coach Bob Knight.

BOARD EDUCATION

Presentation of Monitoring Report 1.1 (HS)

Dr. Michael Pascoe, Assistant Superintendent of Instruction, presented the first in a series of presentations on Monitoring Report 1.1, which measures academic success. This report focuses on high school measures. (Upcoming reports will cover middle school and elementary measures followed by an overall report expected in January.)

Tonight's presentation included an overview of the assessments used, test score data vs comparator districts, trend data, and next steps.

Dr. Pascoe responded to questions from Trustees. Board members were appreciative of the report.

COMMENTS OR COMMUNICATIONS

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

Per Mrs. Novaria, last Friday's varsity football game was a great one, but the weather was terrible.

Mr. Van Antwerp acknowledged the recent passing of former Superintendent Jim Ridders and the positive impact he made here in Portage. Our condolences to the family. The recent Portage Invitation was a success! There were 234 teams that participated, approximately 6,100 athletes. Well done! Mr. Van Antwerp reminded Policy Committee members of their upcoming meeting.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: the September 25, 2023 Policy Governance Retreat, Regular Business Meeting & Closed Session minutes; and approve the purchase of acoustic panels for Central Middle School and North Middle School in the amount of \$77,369.00, the funds for which will come from the 2019 Bond Fund, Proposal #1, Unallocated Contingency.

There being no objections, the motion carried.

ASSURANCE OF DISTRICT PERFORMANCE

Monitoring Report 2.1, Treatment of Consumers

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

Superintendent Bielang highlighted the survey history and charts included in the report.

The motion carried unanimously.

Monitoring Report 2.5, Financial Condition and Activities

Motion offered by Ms. Hamilton, seconded by Mrs. Novaria, that the Board of Education accept Monitoring Report 2.5, Financial Condition and Activities, as a reasonable interpretation and evidence of compliance with policy.

Per Superintendent Bielang, his interpretation has not changed since the last report on 2.5. Data has been updated, our fund balance is expected to remain above the required level, and next month the auditor will provide his findings as the second part of monitoring 2.5.

The motion carried unanimously.

Monitoring Report 2.8, Conflict of Interest

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

Per Superintendent Bielang, he is not aware of any conflicts of interest.

The motion carried unanimously.

ACTION ITEMS

Administrative Compensation Change

Motion offered by Mrs. Novaria, seconded by Mrs. Crawford, that the Board of Education authorize administrator salary increases equal to four (4) percent for the administrative group, as presented.

Per Superintendent Bielang, previously the Board approved the extension of administrator contracts, and when that was presented, the Board was informed that once the PEA (teacher) bargaining agreement was settled and approved, a recommendation would come to the Board for an appropriate increase for the administrative group. While the approved PEA (teacher) agreement calls for a 4.5 percent pay increase, we felt a 4 percent increase is a fair and appropriate increase for the administrative group.

The motion carried unanimously.

National Principals Month Proclamation

Motion offered by Mr. Crowell, seconded by Ms. Hamilton, that the Board of Education approve the National Principals Month Proclamation, as presented.

Mr. Snyder read the proclamation aloud.

The motion carried unanimously.

Per President Van Antwerp, this proclamation is a salute to our principals and the important role they play in the success of this district. We appreciate you!

DISCUSSION ITEMS

MASB Delegate Assembly Handbook

Relative to the upcoming Michigan Association of School Board's (MASB) Delegate Assembly, President Van Antwerp wanted the Board to have access to the handbook. A link to the handbook was received via email just this morning, and that was forwarded to all board members. President Van Antwerp reviewed some of the material he felt was important, specifically the resolutions or bylaw proposals found on Pages 42-46 of the handbook. There were no questions or comments from the Board.

With no further business to come before the Board, the meeting was adjourned at 7:42 p.m.

Respectfully submitted,

Barb Atkinson, Recording Secretary



PROCLAMATION PRINCIPALS MONTH October 2023

WHEREAS, energetic and inspiring school leadership is essential to Michigan's schools in order to prepare students for success, both during their PreK-12 years and beyond; and,

WHEREAS, principals are entrusted with the educational development of young people and serve as educational visionaries, instructional leaders, assessment experts, community builders, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives; and,

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

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

WHEREAS, much of the success of PreK-12 students can be attributed to principals who act as the liaison between the school and the community it serves, ensuring that parents and the community are aware of student and school achievements; and,

WHEREAS, the celebration of Principals Month honors elementary, middle, and high school principals and recognizes the importance of school leadership in ensuring every child has access to a high-quality education; and,

WHEREAS, during this month, we join educators, parents, and students throughout Michigan to raise awareness of the importance of educational leadership and to recognize and thank the hard-working principals in Michigan schools who set exemplary standards of service;

NOW, THEREFORE, the Board of Education of Portage Public Schools hereby proclaims October 2023 as Principals Month in the Portage Public School District.

Proclaimed this 9th day of October, 2023
Portage Public Schools' Board Of Education

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 6, 2023, 6:30 P.M.**

Note Page

VII Assurance of District Performance

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

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 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 1, 2023.



Signature

11.1.2023

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. 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 depending on how many new/probationary teachers are in the system.

This year the District started a PPS Staff Academy for teachers new to PPS. The Academy is held periodically throughout the year to support new teachers and provide them with important background information about District practices, procedures, and expectations. The Academy is an outgrowth and continuation of our on-boarding process.

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.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

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 30/90-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 “Shout-outs” in our bi-weekly District Memo.

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?” “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 support 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 annually administer Studer Education’s **Employee Engagement Survey**. Over 600 employees typically participate during each survey administration. However, as has been the case with other surveys, participation rates have shown a decline. During the spring 2023 administration, 475 surveys were completed by employees. Yet, several hundred comments were 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.”

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

The 2017-18 school year results provided baseline data for Portage Public Schools, however; the survey’s item wording, content, and items included, were changed prior to the 2022-23 administration. As a result of these changes, the 2023 data will be used as a new baseline. 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.”

Notes

Because of the COVID-19 situation combined with the large number of other surveys being conducted by the District, the decision was made to hold off on administering this survey during the 2019-20 and 2020-21 school years. We resumed this survey in the spring of 2022, and we made the decision to conduct this survey one time each year.

Employee Engagement Survey						
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Spring 2022	Spring 2023
Top 2 Percentage	73.9%	74.1%	78.6%	74.9%	76.4%	69.1%
Net Promoter Percentage	89.3%	90.1%	87.6%	90.1%	80.89%	75.8%

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 the 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 years’ staff - teachers and administrators – 73% 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 receive 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. 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.

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.

Monitoring Report

Page -6-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

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.

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 an individual staff member alleging that Board Policy has been violated to his/her detriment will be forwarded to the Board President within 48 hours of receipt in the Superintendent's Office.

Monitoring Report

Page -7-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

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 individual written complaints about a policy violation detrimental to an employee 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.

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.

Monitoring Report

Page -8-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

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) at Northern High School the Principal has a brother who is teaching in that building and that teacher is supervised by another Administrator in that building; 3) at Transportation a bus driver has a spouse who is a Transportation Supervisor but that individual does not supervise the drivers; and 4) the spouse of the principal at WMS is a secretary in the district and a portion of her assignment is at WMS. Her evaluation is conducted by another district supervisor.

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

Conclusion Statement

The organization met expectations.

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.

Monitoring Report

Page -9-

Policy Type: Executive Limitation

Policy Title: (2.2) Treatment of Staff

Report

The District has selected the 5D+ evaluation instrument for teachers and the School Advance evaluation instrument for administrators. 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: _____

Adopted: 9/22/08

Revised: 5/25/09, 3/22/10, 2/26/18

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
NOVEMBER 6, 2023, 6:30 P.M.**

Note Page

VII Assurance of District Performance

2. Monitoring Report 2.3, Compensation and Benefits (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 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 1, 2023.



Signature

11.1.2023

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 13, 2022, The Board approved a one-year extension – through June 30, 2025 - with specified changes to benefits. These changes were incorporated into the signed contract with copies provided to Human Resources and Payroll.

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 grounds. 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 in southwest Michigan and 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. Adjustments were made to the hourly and daily rates of several employee groups during the past year in order to better attract and keep employees.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

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.

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 workforce 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 9, 2023.

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.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

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.

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 (five (5) remain employed at PPS 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.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.3) Compensation and Benefits

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: _____

Adopted: 9/22/08

Revised: 5/25/09, 3/22/10, 2/26/18

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VII Assurance of District Performance

3. 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 2022/23 Financial Report, Single Audit Act Compliance Report, and Management Letter, as presented.



To : Mark Bielang, Superintendent
From : Paula Johnson, Director of Finance
Date : November 1, 2023
Subj : Acceptance of 2022/23 Audit Reports

Recommendation

We are recommending that the Board of Education take action to accept the 2022/23 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. The Financial Report, Single Audit Act Compliance Report, and Management letter are included for the 2022/23 school year.

The Board Audit Committee will meet prior to the Board meeting with Kim Lindsay from Rehmann Robson on November 2nd to discuss the outcome of the audit for the year ended June 30, 2023. He will also be presenting at the Board meeting on the evening of November 6, 2023 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 2022/23 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 2022/23 year ended with excess revenues over expenditures in the General Fund of \$6,555,473. Included in this overage are the committed 11T funds in the amount of \$3,586,115 resulting in a net change of \$2,969,358. It was projected at the final budget amendment to have excess of revenues over expenses of \$2,897,675, but, again if the committed funds were to be removed, the final budget would reflect an excess of expenses over revenues in the amount of \$688,440. The variance of projected to actual in the amount of \$3,657,798 is approximately 3.1% on a budget of \$117.8 million of expenditures for 2022/23. See the Statement of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual on pages 36.
- The District’s total General Fund balance of \$22,303,113 stands at 18.9% of our 2022/23 actual General Fund expenditures. The unassigned fund balance is \$17,234,456 at June 30, 2023, or 14.6% 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. 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 pages 2-5 in the report. The auditors evaluated both the internal controls and the program requirements on two of our federal grants. The programs that were tested this year include the Child Nutrition Cluster and the COVID-19 Education Stabilization Fund under the Coronavirus Aid, Relief, and Economic Security Act. There were no findings that required reporting. See a summary of the work performed beginning on page 15 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:**

Management and the Board of Education are responsible for the fair presentation of the financial statements.

- A. 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 – Comments and Recommendations** – It was noted the District's food service was carrying fund balance in excess of the USDA requirement. The District has applied for spend down plan with MDE to correct this problem.
- **Attachment B - 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 C - 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.

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IX. Action Items

1. Approve Special Education Parent Advisory Committee Member (KRESA)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education approve Sarah Baird as a member of the Kalamazoo RESA Special Education Parent Advisory Board, as presented.



To: Mr. Mark Bielang, Superintendent
From: Jeanine Mattson-Gearhart, Director of Special Education
Date: November 6, 2023
Re: Kalamazoo Regional Educational Service Area (KRESA)
Parent Advisory Committee (PAC)

RECOMMENDATION:

It is recommended that the Board of Education approve the nomination of the following parent to the Special Education Parent Advisory Committee at KRESA. The appointment is for a three-year term, which will expire in 2026.

1. Sarah Baird

BACKGROUND:

The Parent Advisory Committee (PAC) was established by the Michigan Mandatory Education Act to ensure parents have input into the development of the countywide plan for special education programs and services. The Parent Advisory Committee works cooperatively with the local and intermediate school districts to help assure the continued high-quality special education programs and services in our county. The PAC is composed exclusively of parents of students with disabilities.

Parents are nominated by their local boards of education and appointed by the Kalamazoo RESA board of education to serve a three-year term. All PAC meetings are held at Kalamazoo RESA, 1819 E. Milham Ave. Portage, MI 49002. Meetings are open to the public and parents are encouraged to attend. The schedule of the 2023-2024 meetings are available at www.kresa.org.

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IX. Action Items

2. HAV/CEL Pilot Furniture Purchase (OP 6320)

Recommended Motion

Motion offered by _____, seconded by _____, that the Board of Education approve the purchase of pilot furniture for Central Elementary and Haverhill Elementary, in the amount of \$56,865.20 from Custer and \$2,039.00 from Great Lakes Furniture Supply, Inc., for a total purchase of \$58,904.20, the funds for which will come from the 2019 Bond Fund, Proposal #1 Unallocated Contingency.



To: Mark Bielang, Superintendent

From: Johnny Edwards, Assistant Superintendent of Operations

CC: Paula Johnson, Director of Finance

Date: November 6, 2023

RE: CEL and HAV Pilot Furniture

RECOMMENDATION

I recommend that the Board of Education approve the purchase of pilot furniture for Central Elementary and Haverhill Elementary Schools, in the amount of \$56,865.20 from Custer and \$2,039.00 for Great Lakes Furniture Supply, Inc. for a total purchase of \$58,904.20, the funds for which will come from the 2019 Bond Fund, Proposal #1 Unallocated Contingency.

BACKGROUND INFORMATION

The recommended pilot furniture will be dispersed between four classrooms at Central El and four classrooms at Haverhill. The furniture choices offer a variety of options for students and teachers to choose from. The goal of the pilot is to collect information from students and teachers on which furniture concepts are preferred before making a final furniture decision for the new schools.

BIDDING PROCESS

This purchase is being made through Custer who has already competitively bid the items through TIPS, Omnia Partners, and E & I Cooperative Services Group, which are similar to MiDeal contracts. These contracts satisfy the State's competitive bidding requirements. Custer has worked with the district's design team to research and provide the best options for pricing, warranties, and products. We also have a long standing, positive working relationship with Custer and are confident they will provide us with the appropriate items and in a timely manner.

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

Attachment

Furniture - Custer				
Manufacturer	Description	Quantity	Unit Price	Total Price
Smith System	Flavors Adjustable Chair w/ Casters	3	126.87	380.61
Smith System	Flowform Storage Unit w/ Whiteboard Back Panel	3	1,170.76	3,512.28
Steel Case	25 1/2" Lounge Height Personal Table	6	280.00	1,680.00
FomCore, LLC	3" Lily Pad Zippered Floor Cushion Varying Colors	26	56.35	1,465.10
FomCore, LLC	Cart to hold Lily Pad Cushions	3	98.00	294.00
Fleetwood	Storage Cart w/ Pull Out Trays (20) and Markerboard Side	3	1,085.76	3,257.28
Fleetwood	Storage Cart w/ Pull Out Trays (12)	3	907.57	2,722.71
Smith System	Flowform Learn Lounge Screen	2	788.33	1,576.66
FomCore, LLC	16" Chair - Upholstered	8	439.83	3,518.64
Smith System	16" Student Chairs	14	82.87	1,160.18
Smith System	14" Student Chairs	8	79.20	633.60
Steel Case	Ottoman/Stool "Buoy"	4	186.33	745.32
Smith System	24" Student Stool	4	119.16	476.64
Smith System	22" Student Stool	2	119.16	238.32
FomCore, LLC	16" Rok Ottoman	8	158.32	1,266.56
FomCore, LLC	14" Rok Ottoman	6	154.29	925.74
Steel Case	Groupwork Markerboard	3	438.67	1,316.01
Fleetwood	16" Soft Rock Stool	8	192.05	1,536.40
Fleetwood	14" Soft Rock Stool	8	185.12	1,480.96
Fleetwood	24-32" Adjustable Sidekick Student Table	9	260.69	2,346.21
Fleetwood	29-42" Adjustable Sidekick Student Table	2	289.12	578.24
Fleetwood	24-32" Adjustable Wedge Student Table	8	254.45	2,035.60
Fleetwood	24-32" Adjustable Triangle Student Table	8	248.91	1,991.28
Smith System	Elemental Student Desk	7	144.83	1,013.81
	3" Locking Casters Pack	4	37.40	149.60
	Whiteboard Finish	1	400.00	400.00
Smith System	Elemental Crescent Table	4	331.47	1,325.88
	3" Locking Casters Pack	4	46.20	184.80
Smith System	Elemental Ying Yang Table	2	370.69	741.38
	3" Locking Casters Pack	2	37.40	74.80
FomCore, LLC	Log Ottoman	10	119.41	1,194.10
Fleetwood	14" Half Round Table	2	267.63	535.26
FomCore, LLC	12" Half Dome Ottoman	3	216.01	648.03
Fleetwood	20-28" Adjustable Diamond Student Table	6	339.73	2,038.38
Fleetwood	14" Round Table	1	293.97	293.97
	Freight	1		750.00
	Custer Project Management, Design, Installation, Delivery Charges	1		10,860.00
	Warehouse Fee	1		1,083.47
	Recycle/Reuse Fee	1		433.38
	Total			56,865.20
Great Lakes Furniture Supply, INC				
VS	23-32" Adjustable Shift+ Fusion Table	2	620.00	1,240.00
VS	Hokki Stools	2	176.00	352.00
	Installation			144.00
	Shipping			303.00
				2,039.00
			Grand Total	58,904.20

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X. Discussion Items

1. Summer Tax Resolution (EL 2.4)



TO: Mark Bielang, Superintendent
FROM: Paula Johnson, Director of Finance
DATE: November 1, 2023
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 2024.

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 by December 31, 2023 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 95% of our operating 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 would be happy to answer any questions that you or Board members may have on this resolution.

Attachment

Annual Summer Tax Resolution

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

A regular meeting of the Board of Education of the District (the "Board") was held in Portage Central High School, Room #1136, 8135 S. Westnedge Avenue in Portage, MI, within the boundaries of the District, on the 20th day of November, 2023, at 6:30 o'clock in the p.m. (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 percent of annual school property taxes, including debt service, upon property located within the District within the City of Portage, and continuing from year-to-year until specifically revoked by the Board.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. Pursuant to the Revised School Code, MCL 380.1 et seq., the Board invokes for 2024 its previously-adopted ongoing resolution imposing a summer tax levy, with respect to the City of Portage, of 100 percent of annual school property taxes, including debt service, upon property located within the District within the City of Portage, and continuing from year-to-year until specifically revoked by the Board, and requests that the City of Portage collect those summer taxes.

2. The Superintendent, the Director of Finance and Treasurer, or a designee thereof, is authorized and directed to forward to the governing body of the City of Portage 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 of Portage agree to collect the summer tax levy for 2024 in the amount specified in this resolution. Such forwarding of the resolutions and the request to collect the summer tax levy shall be performed so that they are received by the City of Portage's governing body on or before December 31, 2023.

3. Pursuant to and in accordance with Revised School Code Section 1613(1), the Superintendent, the Director of Finance and Treasurer, or a designee thereof, is authorized and directed to negotiate on behalf of the District with the governing body of the City of Portage for the reasonable expenses for collection of the District's summer tax levy that the city and/or township may bill under Revised School Code Sections 1611 or 1612. Any such proposed agreement shall be brought before this 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 _____.



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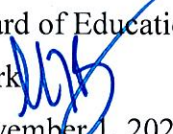
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X. Discussion Items

2. Policy Revisions (BL 0131.1)



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

To: Board of Education
From: Mark 
Date: November 1, 2023
Re: Policy 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 is included. The entire Policy language is available for review at the Administration Building.

Miscellaneous Policies

Policy 1540 – Administrative Staff Reduction/Recalls (New)

This policy has been added to address existing administrative staff reductions/recalls.

Policy 7217 – Weapons (Revised)

This policy has been revised to include references to Michigan Supreme Court decisions establishing that schools are not expressly restricted by existing legislature from regulating firearms.

Policy 7540.03 – Student Technology Acceptable Use and Safety (Revised)

This policy has been revised to include optional language addressing artificial intelligence (AI) and to include a cross reference to Policy 5500 – Student Conduct.

Policy 8531 – Free and Reduced-Price Meals (Revised)

This policy has been revised to address the free meal money allocation statutory policy reference (M.C.L. 388.1630d) that states the district must, to be eligible for the funding, take “all efforts to maximize and implement policies that require parents or guardians to fill out relevant family information...” to determine if they qualify for federal free or reduced cost meal reimbursement. In addition, the policy has been revised to include the stigma language moved from AG 8500D - Procedure for the Collection and Payment for Charged Meals.