

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
CENTRAL HIGH SCHOOL ROOM #1136, 8135 S. WESTNEDGE, PORTAGE, MICHIGAN 49002  
APRIL 15, 2024, 6:30 PM  
AGENDA**

**VISION STATEMENT**

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

**MISSION STATEMENT**

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

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**PORTAGE PUBLIC SCHOOLS  
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APRIL 15, 2024, 6:30 P.M.**

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**II. Revisions/Approval of Agenda**

**Recommended Motion:**

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

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
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**III. Reports**

1. Superintendent's Report
  - a. Presentation of 2025 CHS Student Trip to France
  
  - b. Bond Project Update
  
  - c. Change Order Summary / Bond Budget Update



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

TO: Rachel Flachs, Central High School

FROM: Mark T. Bielang, Superintendent


CC: Michael Pascoe  
Eric Alburtus  
Janet Johnstone

DATE: May 7, 2024

RE: 2025 CHS Student Trip to France

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

Janet Johnstone  
*Coordinator of Instructional Services*  
Phone: 269.323.5140  
fax: 269.323.5141  
[jjohnstone@portageps.org](mailto:jjohnstone@portageps.org)

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

I have reviewed this proposal and support it.

JJ/MP  
Attachments

Portage Public School District

Advanced Activity Trips Custom Report

Trip Type Name	Trip ID	Account Name	Description	Start Date	End Date	Requested Adults	Requested Students	Purpose of Trip Event Description Educational Goals	No PPS Transportation Alternate Method	Overnight Trip must include attachments and costperson
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StartDate: 6/16/2025, EndDate: 6/25/2025

Field Trip Only (No PPS Transportation )	AT-01197	CHS Field Trips - IF	CHS French Club - France (Summer 2025)	6/16/2025	6/25/2025	4	24	France Trip 2025 Educational goals are listed in the attached file.	Airplane	Yes
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**Documents included:**

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

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

## **Specific Educational Goals of the Trip to France:**

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

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

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

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

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

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

**Tentative itinerary:**  
**Traveling with WorldStrides International**  
**Discovery Programs**

**Day 1 : Start tour**

**Day 2 : Paris**

Meet your tour director and check into hotel

**Day 3 Bonjour Paris**

**Day 4 Paris landmarks**

Paris guided sightseeing tour, Louvre visit

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

**Day 5 Paris**

Versailles Guided Excursion

LEAP Seize the Château!

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

Montmartre & Sacre Coeur night walking tour

**Day 6 Paris--Lausanne**

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

Geneva: Tour Director-led sightseeing tour

Travel to Lausanne

**Day 7 Lausanne**

Visit Montreux

Château de Chillon visit

Chocolate factory visit & Fondue dinner

**Day 8 Lausanne--Nice**

Travel to Nice via Chamonix

Nice Tour Director-led sightseeing tour

**Day 9 Nice**

St. Paul de Vence excursion

**Day 10 : Return Home**

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

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

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

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

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

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

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

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

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

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

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



Portage Public Schools: 2021 Bond Issue  
 Consolidated Construction Cost Summary  
 Change Order 003 - April 10th, 2024  
 Construction Manager: Owen-Ames-Kimball Co.



	Program Element	Central Elementary	Haverhill Elementary
Construction	Original Construction Cost (Building Site, Construction Trade Packages)	\$31,611,717	\$26,780,159
	Previous Change Order Construction Cost	\$252,135	\$160,755
	Change Order 003	\$187,552	\$115,206
	<b>Current Construction Cost:</b>	<b>\$32,051,404</b>	<b>\$27,056,120</b>

	Program Element	Central Elementary	Haverhill Elementary
Contingency	Original Project Contingency (10%)	\$3,055,748	\$2,595,228
	Previous Contingency Cost	(\$392,129)	(\$160,755)
	Change Order 003 Contingency cost	(\$187,552)	(\$115,206)
	<b>Current Contingency</b>	<b>\$2,476,067</b>	<b>\$2,319,267</b>

<b>Construction &amp; Contingency</b>	<b>\$34,527,471</b>	<b>\$29,375,387</b>
<b>Current Bond Projects</b>	<b>\$63,902,858</b>	

**Central Elementary**

	Description of work:	Total Cost:	# of Affected Contractors:
1	Bulletin 06 - Relocation of discus concrete pad, stud wall clarifications, added structural piers, clarified lintel bearing plate requirements, added exterior wall pack lights, miscellaneous. Mechanical/Electrical/Masonry updates.	\$95,441	10
2	Bulletin 07 - Updates to stud wall/framing tags, and masonry/mechanical clarifications.	\$31,328	6
3	Bulletin 08 - Revised window opening blocking details, door hardware revisions, and updated CMU screen wall.	\$9,925	4
4	WT Lentils & bearing plate install.	\$5,384	1
5	Award of the following bid categories: BC 02 - Asphalt Paving: Michigan Paving & Materials, BC 03 - Landscaping: County Line Nurseries, and BC 05 - Irrigation: County Line Nurseries	\$45,474	3
	<b>Central Elementary Change Order 003 Total:</b>	<b>\$187,552</b>	

**Haverhill Elementary**

	Description of work:	Total Cost:	# of Affected Contractors:
1	Bulletin 01 - Structural updates, adjustment of door hardware	\$51,183	7
2	Bulletin 02 - Updated egress distance and toilet room revisions per state code, and clarifications to lintel bearing plate requirements	\$56,606	11
3	Bulletin 03 - Updates to electrical receptables routing, adjusted electrical circuits, and control joint clarifications	\$7,626	8
4	Construction Road Phase 1- Allowances \$97,050- Additional temporary road around the building for crane and masonry access.	\$0	1
5	Bulletin 04 - Updates to plumbing fixture tags, door hardware revisions, and misc. mechanical updates	\$35,941	2
6	Construction Road Phase 2 - Allowance \$30,663 - Additional temporary road around the building for crane and masonry access.	\$0	1
7	Fire alarm vendor change. Allowance \$25,000 - Owner requested JCI fire alarm system during post bid.	\$29	1
8	Soil Removal - Allowance \$6,314 - Cost to load, haul and dispose of excess spoils from the access road/construction loop around the building.	\$0	1
9	Award of the following bid categories: BC 02 - Asphalt Paving: Rieth-Riley Construction, BC 03 - Landscaping: County Line Nurseries, BC 04 - Fencing: Justice Fence, BC 05 - Irrigation: County Line Nurseries, BC 22 - Resilient Athletic Flooring: Great Lakes Flooring Specialist, and BC 23 - Visual Display Units: Platinum Visual Display Solutions	(\$36,179)	6
	<b>Haverhill Elementary Change Order 003 Total:</b>	<b>\$115,206</b>	

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**Note Page**

**IV. Board Education**

1. Community Survey Report



**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

**VI. Consent Agenda**

1. Approval of Minutes
  - a. March 11, 2024 Regular Business Meeting & Closed Session
  
2. Policy Revisions

**Approve, as presented, the revisions to Policies 0144.2 – Board Member Ethics, 0617.3 – Public Participation at Board Meetings, document Public Comment at Board Meetings, Policies 9130 - Public Complaints, and 2521 – Selection of Instructional Materials and Equipment.**

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING  
MARCH 11, 2024**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, March 11, 2024, was called to order at 6:30 p.m. by President Van Antwerp. The meeting was held in Room #1136 of Portage Central High School. The Pledge of Allegiance was recited.

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

Board Trustees Absent: Kimberly Larson, Terri Novaria

**REVISIONS/APPROVAL OF AGENDA**

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

**The motion carried unanimously.**

**REPORTS**

**Superintendent's Report**

**Bond Project Update**

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

The Board can expect a recommendation in April for secure vestibules and other security enhancements.

**Elementary Bond Work**

At the new Central Elementary site, masons have nearly completed the second floor and will be moving to the northeast side of the school. Window block work will follow the masons. On the first floor level, radiant floor work is ongoing; concrete is being poured in the gym area and on top of areas where radiant has been installed. Later this week more veneer will be installed, next week stud layout will take place, and the following week more structural steel work will take place.

At the new Haverhill Elementary site, brickwork on the first floor is nearing completion. Window blocking will begin soon. Work on the second floor has just begun.

For the new Woodland Elementary, another schematic design meeting was held last week. We are nearing completion of the schematic design.

## COMMENTS OR COMMUNICATIONS

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

Mr. Snyder gave a shout out to the First Day Shoe Fund for their work in providing quality shoes to those in needs. He reminded Trustees of the upcoming Communiten Read event on March 19 at 6:30 p.m. in the Zhang Senior Center. In addition, he remarked about the positive experience he had reading to students in Ms. Higgason's class at 12<sup>th</sup> Street Elementary.

Mr. Van Antwerp congratulated Coach Higgason and the Portage Central boys varsity basketball team for a great season. He also acknowledged Trustee Snyder for achieving Level 2 – Award of Merit from MASB for completion of Level 1 CBA classes and education credits.

## CONSENT AGENDA

**President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: the February 26, 2024 Regular Business Meeting minutes and the March 6, 2024 special meeting closed session minutes which includes a copy of the Consent Judgment filed with the Ninth Circuit Court in the matter of Confront vs Portage Public Schools; and that the Board of Education also approve the Central High and Northern High student trip to Iceland scheduled for July 13-31, 2025, as presented; approve the contract for the North Middle School outdoor basketball court remodel from Hall Builders of Paw Paw, MI for a total of \$55,000, which includes a ten percent contingency, with the funding to come from the 2019 Bond Contingency funds; approve the contract for the 12<sup>th</sup> Street Elementary shingle roof replacement from Lyster Contracting, Inc. of Kalamazoo, MI for a total of \$243,900, which includes a ten percent contingency, with the funding to come from the Building Site Sinking Fund; pending approval from the Michigan Department of Education, the Board of Education approves the contract for the West Middle School server remodel from Hall Builders of Paw Paw, MI for a total of \$272,800, which includes a ten percent contingency, with the funding to come from the Lunch Fund Excess Fund Balance Spend Down Plan; and to approve the contract for district-wide access control upgrades to Buist Electric of Byron Center, MI in the amount of \$104,572, which includes a ten percent contingency, with the funding to come from carry over Section 97-Safety & Security funding.**

**There being no objections, the motion carried unanimously.**

## ASSURANCE OF DISTRICT PERFORMANCE

**Motion offered by Ms. Hamilton, seconded by Mr. Crowell, that the Board of Education accept Monitoring Report 1.2 - Ends, as a reasonable interpretation and evidence of compliance with policy.**

Per Superintendent Bielang, the report has been updated with the latest information, and there are no remarkable changes from his last report. The Student Experience Survey gives us a sense on the questions asked. The survey results are solid, without a lot of deviation over time, and they are where we would like them to be.

**The motion carried unanimously.**

## **DISCUSSION ITEMS**

### **Policy Revisions**

President Van Antwerp and Superintendent Bielang reviewed the proposed revisions. Board discussion followed.

## **CLOSED SESSION**

### **Discuss Collective Bargaining Strategy**

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

**Upon a roll call vote, the motion carried unanimously.**

The Board moved to Room #1140 of Central High School. The Board entered into closed session at 6:58 p.m. and returned to open session at 7:36 p.m.

With no further business to come before the Board, the regular meeting was adjourned at 7:37 p.m. from Room #1140.

Respectfully submitted,

Barb Atkinson, Recording Secretary



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

TO: Board of Education  
FROM: Mark Bielang, Superintendent  
DATE: March 6, 2024  
SUBJECT: Proposed Policy Revisions

A handwritten signature in blue ink, appearing to be "MB", is written over the "FROM" line of the header.

**Recommendation**

That the Board of Education approve, as presented, the revisions to Policies 0144.2-Board Member Ethics, 0167.3-Public Participation at Board Meetings, document Public Comment at Board Meetings, Policies 9130-Public Complaints, and 2521-Selection of Instructional Materials and Equipment.

**Background Information**

At the Board's February 12, 2024 Policy Governance Retreat, the Board reviewed each of the policies and the document noted in the above recommendation. Additional revisions were made based on that discussion. The enclosures reflect the latest proposed changes.

Enclosures

Book	Policy Manual
Section	0000 Bylaws
Title	draft 3.11.24 BOARD MEMBER ETHICS
Code	po0144.2
Status	
Adopted	September 14, 2015
Last Revised	October 22, 2018

#### 0144.2 - BOARD MEMBER ETHICS

As members of the Board of Education, Board members will strive individually and collectively to follow best behaviors and practices to advocate for Portage Public Schools and to improve public education, and to that end, we will:

- A. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the Board and consider resignation from the Board for any extended absence from the District (six [6] months or more);
- B. attend all regularly scheduled board meetings and become informed concerning the issues to be considered at those meetings;
- C. inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as sponsored by local, state, and national school board associations;
- D. recognize that they should endeavor to make policy decisions only after full discussion at publically held board meetings;
- E. encourage the free expression of opinions by all board members, and seek systematic communications between the board and students, staff, and all elements of the community;
- F. work with other board members in a spirit of harmony and cooperation to build trusting relationships, in spite of differences of opinion, which may arise during the discussion and resolution of issues at board meetings;
- G. communicate in a professional manner with and about fellow board members;
- H. honor all opinions with respect and understanding, even when there are disagreements or differing views;
- I. render all decisions based on the available facts, and independent judgment, and alignment with Board governance policies and bylaws, and refuse to surrender that judgment to individuals or special interest groups; ~~(Board members represent the owners, not a constituency or a vocal minority);~~
- J. Make decisions that are best for all students: all means all;
- K. express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board;
- L. work with the other board members to establish effective board policies and to delegate authority for the administration of the district to the superintendent;
- M. communicate to other board members and the superintendent expressions of public reaction to board policies and programs;
- N. support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;

- O. take no private actions, ~~act on behalf~~ without the authority of the board, or make promises as individuals that will compromise the board or administration, and respect the confidentiality of information that is privileged;
- P. avoid being placed in a position of conflict of interest, and refrain from using their board positions for personal partisan gain.
- Q. ~~recognize the only link that board members have to labor negotiations is through the Superintendent or with the board's bargaining team~~ contact and communication board members may have regarding labor negotiations is through the Superintendent and bargaining team ~~during a closed session to discuss collective bargaining strategy.~~
- R. ~~during public comment, always listen actively with respect, refrain from making judgments~~ separate owner issues from customer issues, and don't rush to judgment ~~until all the facts are in,~~ and distinguish between policy matters and ~~customer operational issues that~~ Customer issues belong to administration.
- S. ~~to make an informed decision, always~~ ask the Superintendent or the board president for additional information if you are unsure about supporting a matter before the Board, to avoid surprises, ~~and always inform the board president in advance if you cannot support a matter before the Board; make an informed decision; no surprises.~~

Revised 3/27/17

Book	Policy Manual
Section	0000 Bylaws
Title	draft 3.11.24 PUBLIC PARTICIPATION AT BOARD MEETINGS
Code	po0167.3
Status	
Adopted	September 14, 2015
Last Revised	January 10, 2022

### 0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board of Education meetings are held for the purpose of conducting the business of the school district, however, the Board recognizes the importance of letting the public express themselves on district matters and welcomes community input at our board meetings. ~~recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.~~

To permit fair and orderly public expression, the Board shall provide a period for public participation at public meetings of the Board and publish rules to govern such participation. The rules shall be administered and enforced by the presiding officer of the meeting. Respectful, civil conduct is expected of all those attending a board meeting in order to model the behavior expected of Portage students.

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business.
- B. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the designated public participation portion(s) of a meeting.
- C. Attendees must register their intention to speak during the public participation portion of the meeting by completing the Speaker Registration Form at the beginning of the meeting.
- D. Individuals may not register others to speak during public participation.
- E. Participants must first be recognized by the presiding officer and may not be called in the order in which they have signed the Speaker Registration Form.
- F. Each statement made by a participant shall be limited to three (3) minutes duration.
- G. Speakers may not yield any of their speaking time to others.
- H. No participant may speak more than once.
- I. Participants shall direct all comments to the Board and not to staff or other participants.
- J. The presiding officer may:
  - 1. interrupt, warn, or terminate a participant's session when they make comments that are repetitive, obscene, and/or comments that constitute a true threat (i.e., statements meant to frighten or intimidate one (1) or more specified persons into believing that they will be seriously harmed by the speaker or someone acting at the speaker's behest);
  - 2. request any individual to stop speaking and/or leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct and/or orderly progress of the meeting;

3. request that speakers provide a written copy of their comments and supporting documents to the Board Secretary if available;
4. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
5. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the conduct and/or orderly conduct of the meeting as to warrant such action;
6. request that signs be removed if they create an obstruction between the Board and the audience or if they are disruptive in the meeting;
7. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
8. **acknowledge and thank each speaker.**

J. **K.** The portion of the meeting during which the participation of the public is invited shall be limited to thirty (30) minutes, but the timeframe will be extended, if necessary, so that no one's right to address the Board will be denied.

K. **L.** Speakers should present comments in a respectful and **courteous** ~~professional~~ manner. Names of individuals should not be mentioned when bringing matters to the attention of the Board. Speakers should refrain from mentioning any student by name and should contact the Superintendent directly regarding personnel matters. **The District has a legal obligation to provide due process for both students and employees.**

The Board may permit individuals to attend meetings remotely through live broadcast; however, public participation will be limited to those who are in attendance at the meeting site only. The Board is not responsible for any technology failures that prevent or disrupt any individual from attending remotely.

Audio or video recordings are permitted subject to the following conditions:

- A. No obstructions are created between the Board and the audience, including signs.
- B. No interviews are conducted in the meeting room while the Board is in session.
- C. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment.

Revised 11/26/18

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Legal

M.C.L. 15.263(4)(5)(6), 380.1808

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION**

**PUBLIC COMMENT AT BOARD MEETINGS**

Board of Education meetings are held for the purpose of conducting the business of the school district.; ~~however,~~ The Board recognizes the importance of letting the public express themselves on District matters and welcomes community input at our board meetings. ~~And recognize the importance of allowing members of the public to express themselves on District matters.~~

To permit fair and orderly public expression, please conform to these guidelines when addressing the Board.

- Attendees must register their intention to speak during the public participation portion of the meeting by completing the Speaker Registration Form at the beginning of the meeting.
- Individuals may not register others to speak.
- Speakers will be recognized by the presiding officer and may not be called in the order in which they have signed up to speak.
- Speakers are requested to state their name, address, and group affiliation (if applicable).
- Limit comments to 3 minutes.
- Direct all comments to the Board and not to staff or to other participants.
- Speakers may not yield any of their speaking time to others.
- Provide a written copy of your comments and supporting documentation to the Board Secretary (if available).
- Present your comments in a respectful and courteous manner to model the behavior expected of Portage students.
- Refrain from mentioning any student or individual by name.
- Contact the Superintendent directly regard personnel matters
- The Board has a legal obligation to protect the due process rights of students and employees.

~~Board of Education meetings are held for the purpose of conducting the business of the school district and are not considered to be community meetings. Board members are not obligated to respond to issues raised during public comment. Normally, such issues are referred to or followed up on by our Administrators.~~

Typically, concerns raised by speakers during public comment are best addressed through the established chain of command. Board policy delegates resolution of operational concerns to the Superintendent for further action.

January 2022  
Board Approved February \_\_, 2024

Book	Policy Manual
Section	2000 Program
Title	draft 3.11.24 SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	po2521
Status	
Adopted	September 14, 2015

**2521 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school District.

The Superintendent shall develop administrative guidelines for the selection, and maintenance, and consideration of formal objections of all educational and instructional and library/media center materials and equipment. In addition s/he shall periodically, provide for a systematic review, by the Board, of the District's educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school continuous-improvement process.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop activities where the product becomes the property of the student.

Legal	M.C.L. 380.1274, 380.1277
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Book	Policy Manual
Section	9000 Relations
Title	draft 3.11.24 PUBLIC COMPLAINTS
Code	po9130
Status	
Adopted	September 14, 2015

**9130 - PUBLIC COMPLAINTS**

Any ~~person or group~~ **member of the public**, having a legitimate interest in the operations of this District shall have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed. **The District has an obligation to provide due process for both students and staff. If the school board is prejudiced against a staff member or student, has prior knowledge, or has made a judgment, then the staff member or student may not get a fair process and concerns could be dismissed. The Board will only review concerns (at the Fifth Level) that are unresolved after completing the complaint process through the chain of command as listed below.**

Any requests, suggestions, or complaints reaching the Board, **or individual** Board members, ~~and the administration~~ shall **refer the member of the public to the procedures described in this policy,** ~~be referred to the Superintendent for consideration according to the following procedure.~~

**Matters Regarding a Professional Staff Member**

**A. First Level (Informal)**

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it **promptly in a timely manner** with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and District administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation, which may require investigation or inquiry by school officials prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to their supervisor.

**B. Second Level (Informal)**

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor and in compliance with provisions of a collective bargaining agreement, if applicable.

**C. Third Level (Formal)**

If a satisfactory solution is not achieved by discussion **at the Second Level,** ~~with the principal or appropriate central office administrator,~~ a written **(Formal)** request for a resolution shall be submitted to the **appropriate next-level supervisor.** ~~Superintendent.~~ This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;

2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

**D. Fourth Level (Formal)**

If a satisfactory solution is not achieved ~~at the Third level, by discussion with the Superintendent,~~ a written request for a resolution shall be submitted to the Superintendent ~~(unless the Superintendent was the supervisor who responded at the Third Level. In that case, the matter shall move to the Fifth Level.)~~. This request should include ~~only the information submitted at the previous level:~~

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action be taken.

**E. Fifth Level (Formal)**

~~Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall request, in writing, a hearing by the Board.~~

~~The Board, after reviewing all material relating to the case, may, at the Board President's discretion, provide the complainant with its written decision or grant a hearing before the Board or before a committee of the Board.~~

~~The complainant shall be advised, in writing, of the Board's decision no more than ten (10) business days following the next regular meeting. The Board's decision will be final on the matter, and it will not provide a meeting to other complainants on the same issue.~~

~~If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.~~

~~If the complainant believes the policies and/or processes used for making the decision were incorrect, the complainant may request a review by the Board of Education, within ten (10) business days after receiving a response from the Superintendent.~~

~~Review by the Board, will be limited to whether the appropriate policies and procedures were followed during the process of reaching a decision on the matter.~~

~~After review of all material relating to the matter, the Board will provide its written decision to the complainant, within ten (10) business days following the next regular board meeting, to either:~~

1. ~~Uphold the decision of the Superintendent, or~~
2. ~~Return the matter to the Superintendent for further review if, and only if, the proper policies and procedures were not followed in reaching the decision.~~

~~The Board's decision will be final on the matter, unless the matter was referred to the Superintendent for further review, and it will not provide an additional review to other complainants on the same issue.~~

~~Individual Board members have no authority to act in their individual capacity to public complaints in matters regarding a professional staff member.~~

**Matters Regarding the Superintendent**

Should the matter be a concern regarding the Superintendent which cannot be resolved through discussion with the Superintendent, the complainant may submit a written complaint to the Board. This complaint should include:

- A. the specific nature of the complaint and a brief statement of the facts giving rise to it;
- B. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
- C. the reason that matter was not able to be resolved ~~with~~ the Superintendent;

D. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

The Board, after reviewing the complaint, may grant a hearing before the Board or a committee of the Board.

The complainant shall be advised, in writing, of the Board's decision within thirty (30) business days. The Board's decision will be final and not subject to appeal.

#### **Matters Regarding an Administrative Staff Member**

Since administrators are considered members of the District's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

#### **Matters Regarding a Support Staff Member**

In the case of a support staff member, the same procedure is to be followed as for "Matters Regarding a Professional Staff Member."

#### **Matters Regarding District Services or Operations**

If the request, suggestion, complaint, or grievance relates to a matter of District procedure or operation, it should be addressed, initially, to the appropriate Supervisor/Director and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

#### **Matters Regarding the Educational Program, Instructional Materials, Library/Media Center Materials, or Equipment**

If the request, suggestion, ~~or~~ complaint, ~~or grievance~~ relates to a matter of District program, **instructional materials, library/media center materials, or equipment**, it should be addressed, initially, to the appropriate central office administrator and then brought, in turn, to higher levels of authority in the manner prescribed in ~~"Matters Regarding a Professional Staff Member."~~ **Operational Policy 2521.**

#### ~~**Matters Regarding Instructional Materials**~~

~~The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection. (see AG 9130A)~~

~~If the request, suggestion, complaint, or grievance relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:~~

- ~~A. The criticism is to be addressed to the building administrator in writing, and shall include:~~
  - ~~1. author;~~
  - ~~2. title;~~
  - ~~3. publisher;~~
  - ~~4. the complainant's familiarity with the material objected to;~~
  - ~~5. sections objected to by page and item;~~
  - ~~6. reasons for objection.~~
- ~~B. Upon receipt of the information, the building administrator may, after advising the appropriate central office administrator of the complaint, appoint a review committee.~~
- ~~C. The Superintendent shall be an ex officio member of the committee.~~
- ~~D. Evaluation of the questioned material shall be guided by the following criteria:~~
  - ~~1. the appropriateness of the material for the age and maturity level of the students with whom it is being used~~
  - ~~2. the accuracy of the material~~
  - ~~3. the objectivity of the material~~

4. ~~the use being made of the material~~

- E. ~~The recommendation shall be reported to the Superintendent in writing. The Superintendent will advise the complainant, in writing, of the action taken or recommended.~~
- F. ~~The complainant may appeal this decision, within thirty (30) business days, to the Board through a written request to the Superintendent, who shall forward the request and all written material relating to the matter to the Board.~~
- G. ~~The Board shall review the case and advise the complainant, in writing, of its decision.~~

~~No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.~~

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**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

**VII Assurance of District Performance**

1. Monitoring Report 1.3, Ends (GP 4.4)

**Recommended Motion:**


**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education accept as presented, the Monitoring Report on 1.3, Ends, as a reasonable interpretation and evidence of compliance with policy.**

**Portage Public Schools  
Monitoring Report**

Policy Type: Ends  
Policy Title: Ends Policy 1.3

**Certification**

I hereby present my monitoring report on Ends Policy 1.3 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of April 10, 2024.

  
\_\_\_\_\_  
Signature

4.10.24  
\_\_\_\_\_  
Date

**1.3 POLICY LANGUAGE**

Students have social-emotional learning competencies including:

- Skills in self-management
- Self-awareness
- Social awareness
- Relationship skills, and
- Responsible decision-making to build resilience to navigate life

**Interpretation**

The Board has defined social-emotional learning competencies to include the five bulleted competencies listed above. By doing so, the administration has the latitude to include additional competencies. For the time being the listed competencies will be interpreted/defined and used for reporting purposes.

**Self-management** is defined as the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Self-awareness** is defined as the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Social awareness** is defined as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Relationship skills** are defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Responsible decision-making** is defined as the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Note: The definitions for these competencies come from the Michigan Department of Education and are derived from the Collaborative for Academic, Social, and Emotional Learning. (2015). Social and emotional learning core competencies. Chicago, IL: Author. Retrieved from [casel.org/social-and-emotional-learning/core-competencies/](https://casel.org/social-and-emotional-learning/core-competencies/)

### **Report Section**

The Michigan Department of Education (MDE) adopted the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies for student development in addition to academic standards that already exist for each grade. The five competencies are:

- Self-management
- Self-awareness
- Social awareness
- Relationship skills
- Responsible decision-making

Social Emotional Learning (SEL) is the process through which individuals learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. Within the student's natural environment and/or school setting, SEL can best be accomplished through a layered approach of skills lessons taught through the curriculum and infused into the environment including safety, respect, and caring. SEL competencies help support a well-rounded education that teaches the whole child. This focus creates an environment that enables teachers to teach and students to learn which research shows is necessary for school and life success (MDE, 2017). During the 2020-2021 school year, the MDE social-emotional learning competencies were adopted by the Portage Public Schools (PPS) Curriculum Instruction Council.

Starting in the 2022-2023 school year, we began unpacking the SEL competencies at the elementary level. The unpacking work will continue at the secondary level during the summer of 2024. The unpacking of the competencies includes:

1. Identifying and Prioritizing Learning Outcomes using the MDE Indicators K-12
2. Identifying Essential Questions
3. Developing Key Vocabulary, Questions, and Sentence Stems
4. Developing Sample Performance Tasks as Formative Assessments
5. Developing Learning Progression that Identifies Beginning Skills through Advanced Skills
6. Identifying Connections to Content Area Strategies
7. Cross-walking Competency with Student Experience Survey questions

As unpacking of the SEL competencies was completed by the elementary team in 2022-2023 the development of proficiency scales took place. Proficiency scales are necessary tools to provide the student, families, and teacher feedback on where the student's current skill level is and what their next steps in developing the skill may be. During the 2023-2024 school year the elementary team has delivered professional learning sessions on SEL at each of the professional learning days. The next step for the elementary team is to begin developing guidance around assessing and monitoring student growth in each competency. The secondary teams will begin following this same process during the summer of 2024.

Since the adoption of the K-12 SEL competencies, we continue to embed social-emotional learning experiences in our classrooms throughout the district. Active forms of learning, such as role playing and behavioral rehearsal, provide students with opportunities to practice these skills. SEL skills are best taught when infused throughout the school day and in all aspects of a students' experience (Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan, 2008). According to CASEL, research shows that embedding SEL strategies within school curricula promotes improved behavior, academic performance, and social skills (Wilson, Gottfredson, & Najaka, 2001; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). MDE (2017) provides examples of additional SEL activities that you might find occurring in PPS classrooms:

### **Self-Management**

- K-2 Show how a balloon deflates and see if students can copy that in their bodies for when they feel stressed
- 3-5 Students write a story showing positive choices; be sure the story shows the characters' thoughts as they are making the choices
- 6-8 Bring in successful community members to discuss the importance of integrity for their personal success

- 9-10 Students interview people they feel could help them meet a goal to learn from
- 11-12 Monitor progress toward achieving a goal, make adjustments in the plan as needed

### **Self Awareness**

- K-2 Students ID from pictures the emotions they are feeling
- 3-5 Students name the emotions felt by characters in a story and how they were affected by the emotions
- 6-8 Discuss the objectivity of a scientist and make connections when it is useful to show objectivity
- 9-10 Listen to various types of music and discuss the emotion each type triggers
- 11-12 Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end

### **Social Awareness**

- K-2 Give class jobs and have a discussion about how they are helpful for the group
- 3-5 Adopt a community service project
- 6-8 Students draw an “Impact web” of how their actions could potentially affect others, or how a historical figure's actions affected society
- 9-10 Participate in a research project to determine community need
- 11-12 Students select a topic of interest or concern in the local community and compare this to concerns on the national level, considering community reaction and involvement

### **Relationship Skills**

- K-2 Bring in a stuffed animal and ask the class what they could do to make that animal their friend
- 3-5 Provide children examples of problems and conflicts that previously arose in your classroom. Provide students with words they can use to solve problems and resolve conflicts. Allow time for students to practice
- 6-8 Hold class debates over a particular issue that must end in a win-win for the class to be successful
- 9-10 Students give advice to fictitious characters about how they could better maintain positive relationships
- 11-12 Students write scripts that they could use in order to make a request then do peer editing to evaluate the effectiveness

### **Responsible decision-making**

- K-2 Students identify bullying and teasing situations and then brainstorm strategies on how to handle each situation

- 3-5 Students role-play the different roles in bullying – bystander, “upstander”, a student who bullies, and target of bullying
- 6-8 Students role-play possible responses to peer pressure and other scenarios
- 9-10 Analyze the decisions made by characters in novels and short stories
- 11-12 Model advocating for personal needs in accomplishing goals

As part of Portage Public School District’s balanced assessment system, we began using a new social-emotional universal screener called the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) in the 2022-2023 school year. SAEBRS is designed as a universal screening tool to identify potential social-emotional learning needs and strengths. The creators of the screening tool developed it with the goal of providing teachers with an easy-to-use tool for identifying students who might need support to grow in particular social-emotional skills. As we become more experienced with this tool teachers may use it to inform their classroom practices and address specific student needs. However, the data gathered around individual students is not the right reporting tool for Ends Policy 1.3. Instead, we are looking at The Student Experience Survey, formerly the Student Satisfaction Survey, as a possible tool for reporting on Ends Policy 1.3 monitoring report.

The Student Experience Survey is administered each spring and the results are typically rolled out by the end of May or early in the following school year. This survey is administered to students Y5-12 at all of our PPS schools. The survey consists of 20 questions that students anonymously answer on a Likert scale. In the earlier grades, it can be read to the students and instead of words, there are faces representing their answers. As a next step in the unpacking process, we will crosswalk the competencies and the survey questions to identify connections. This will allow us to use the data from the survey to pinpoint how to support our students in Self-management, Self-awareness, Social awareness, Relationship skills, and Responsible decision-making. A few survey questions are as follows:

- I set learning goals and track my progress.
- My learning is important at my school.
- I feel safe at my school.
- My teachers challenge me to think.

As we analyze the data collected from The Student Experience Survey, we look forward to it possibly becoming our baseline data for future Ends Policy 1.3 monitoring reports.

<b>Student Experience Survey</b>	<b>2023</b>
Student participation, Y5-12	4,893
I set learning goals and track my progress	3.51
My learning is important at my school	4.22
I feel safe at school	3.82
My teachers challenge me to think	3.94

There are short-term and long-term benefits to embedding SEL skills in our curriculum. CASEL (2019) identifies several impacts on students such as the short-term benefits of improved attitudes about self, others, tasks, and classroom and school climate. There are also long-term benefits such as positive social behaviors and relationships, academic success, fewer behavior problems, less emotional distress, less drug use, increased high school graduation, college/career readiness, safe sexual behaviors, healthy relationships, improved mental health, reduced criminal behavior, and engaged citizenship (Borowski, 2019). As we continue our learning and implementation of the K-12 SEL competencies we predict the short-term and long-term benefits will positively impact our community.

#### Sources:

Borowski, T. (2019). Casel's framework for systemic social and emotional learning ... - AWG. Measuring SEL Using Data to Inspire Practice. Retrieved April 5, 2023, from <https://measuringSEL.casel.org/wp-content/uploads/2019/08/AWG-Framework-Series-B.2.pdf>

Durlak, J.A., Weissber, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.  
DOI:10.1111/j.1467-8624.2010.01564.x

Michigan Department of Education. (2017). Social-Emotional Learning (SEL). Retrieved April 5, 2023, from <https://www.michigan.gov/mde/services/health-safety/social-emotional-learning-sel>  
Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.  
Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. *Journal of Quantitative Criminology*, 17, 247-272.

## Monitoring Report Evaluation Form

Policy: \_\_\_\_\_

Is the Superintendent's interpretation reasonable? Yes  No

Comments:

Is evidence of compliance reasonable? Yes  No

Comments:

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For Ends Policies: Comments about long-term achievement of Ends Policy

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Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: \_\_\_\_\_

Adopted: 9/22/08

Revised: 5/25/09, 3/22/10, 2/26/18, 11/20/23

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

**IX. Action Items**

1. Teacher & Staff Appreciation Week Proclamation

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve the Teacher & Staff Appreciation Week Proclamation, as presented.**



## **TEACHER & STAFF APPRECIATION WEEK PROCLAMATION**

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

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

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

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

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

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

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

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

**IX. Action Items**

2. District-Wide Access Control Building Entrance Renovations (OP 6320)

**Recommended Motion**

**Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve the contract for district-wide access control building entrance renovations to Hall Builders of Paw Paw, MI in the amount of \$703,560 which includes a 10% contingency. These funds will come from carry over Section 97 - Safety & Security funding.**



To: Mark Bielang, Superintendent

From: Sammi Stevens, Business Manager

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

Date: March 18, 2024

Re: District Wide Access Control Upgrades - Renovation Package

---

### **RECOMMENDATION**

I recommend the Board of Education approve the contract for district-wide access control building entrance renovations to Hall Builders of Paw Paw, MI in the amount of \$703,560 which includes a 10% contingency. These funds will come from carry over Section 97 - Safety & Security funding.

### **BACKGROUND INFORMATION**

This contract will allow renovations to the entrances of Central High, Northern High, Moorsbridge Elementary and the corridors at West Middle School. The renovations align with the recommendations from the security assessment conducted by Secure Environments Consultants earlier this school year.

This is the second of two recommendations. The first recommendation was brought to the Board of Education in February 2024 for technology equipment and upgrades for building access to Central High, Northern High, Central Middle, North Middle, West Middle, 12th Street Elementary, Moorsbridge Elementary, and Lake Center Elementary. Both bid packages related to the district-wide access control project brought to the Board have additional associated fees from TowerPinkster in the total amount of \$78,500 for architectural and construction facilities management costs. This contract was not brought to the Board of Education for approval because it fell under the required contract bid threshold of \$100,000.

This project is expected to be completed over the summer of 2024.

### **BIDDING PROCESS**

This service was competitively bid through the formal bidding process, with assistance from TowerPinkster. In total, one response was received. For your reference, a copy of the bid tab has been included.

I would be happy to answer any questions that the Board may have on this contract. If the Board of Education is comfortable, it would be appreciated if this recommendation could be approved at the April 2024 Board meeting.

Enclosures



**Portage Public Schools  
 District Wide Access Control Upgrades – BP2  
 Motion Recommendation Architect: TowerPinkster**

**RECOMMENDED MOTION**

I move that Portage Public Schools be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by TowerPinkster of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

<b>Bid Category</b>	<b>Contractor</b>	<b>Award Amount</b>
Access Control	Hall Builders	\$639,600.00
Alternate 1 (not accepted)		<del>\$69,500.00</del>
10% Contingency		\$63,960.00
<b>Total</b>		<b>\$703,560.00</b>

**BID TABULATION**

<b>Project Name</b>	Portage Public Schools Districtwide Access Control Upgrades Project BP #2
<b>Project Number</b>	023-214.00
<b>Client Name</b>	Portage Public Schools
<b>Bid Opening Date and Time:</b>	March 5, 2024 11:00 am In Person at Portage Public Schools Administration Building

Bidders	Bid Bond	Familial Disclosure	Non-Collusion Form	Iran Sanctions	Bid Certification	Addendum #1	Addendum #2	Addendum #3	BASE BID	Alternate #1	Comments
Hall Builders	X	X	X	X	X	X	X	X	\$639,600.00	\$69,500.00	
JC Builders	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	No Bid Received
Schweitzer, Inc.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	No Bid Received

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

1. PA & Clock System Upgrades (OP 6320)



To: Mark Bielang, Superintendent

From: Sammi Stevens, Business Manager

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

Date: April 15, 2024

Re: Public Address (PA) and Clock System Upgrades

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### **RECOMMENDATION**

I recommend the Board of Education approve the contract for upgrades to the public address (PA) and clock systems at 12th Street Elementary, Lake Center Elementary, Central High School and Northern High School to Parkway Electric of Holland, MI in the amount of \$328,372 which includes a 10% contingency. These funds will come from 31aa - Mental Health and School safety state categorical funding.

### **BACKGROUND INFORMATION**

This contract will allow for the replacement of the PA and clock systems at 12th Street Elementary, Lake Center Elementary, Central High School, and Northern High School. These upgrades will bring the schools up to a similar caliber of what is used in our middle schools and will be the same specification as the new elementary buildings. The systems have also reached their lifespan, which is causing difficulty in finding parts if a component were to fail and need replacement.

This bid package has additional associated fees from TowerPinkster in the total amount of \$21,500 for architectural and construction facilities management costs. This contract was not brought to the Board of Education for approval because it fell under the required contract bid threshold of \$100,000.

The two high schools are expected to be completed in the summer of 2024 and the two elementaries are expected to be completed by January 2025.

### **BIDDING PROCESS**

This service was competitively bid through the formal bidding process, with assistance from TowerPinkster. In total, two responses were received. For your reference, a copy of the bid tab has been included.

I would be happy to answer any questions that the Board may have on this contract.

Enclosures

April 2, 2024

Board Members

Portage Public Schools

Re: Portage Public Schools – Clock & Paging Upgrades

A request for proposals was issued on March 14<sup>th</sup>, 2024 with associated drawings and specifications. The RFP includes upgrades to the paging and clock systems at Northern HS, Central HS, Lake Center Elementary, and Twelfth Street Elementary.

An advertisement for bid was posted on the State bids website, the PPS website, and MLive. The bid ad was also sent directly to several dozen contractors and plan houses. A pre-bid walkthrough was held on March 21<sup>st</sup>, 2024 at Central High School.

Bids were received and opened publicly at the PPS Administration building on March 28<sup>th</sup>, 2024 at 2:00pm. Two bids were received and read into record. After evaluation of the bids, TowerPinkster conducted a post-bid interview with the low bidder: Parkway Electric & Communications.

TowerPinkster, along with Mr. Edwards, recommends that the Board award work to the following contractor in the listed amount:

<b>Contractor</b>	<b>Award Amount</b>	<b>Contingency (10%)</b>	<b>Total Project Budget</b>
Parkway Electric & Communications	\$298,520.00	\$29,852	\$328,372.00

Sincerely,



TowerPinkster  
Cameron Drake

Portage Public Schools  
Johnny Edwards

Senior Technology Designer Asst. Superintendent - Operations

Portage Public Schools - Clock & Paging Upgrades

Project 21 237.100

Bid Evaluation



COMPANY	BID BOND	AD1	FAMIL -IAL	IRAN FORM	BASE BID	EXCEPTIONS
Parkway Electric & Communications	Y	Y	Y	Y	\$298,520.00	Noted that installation for high schools will be done before end of summer but elementary schools may need to be completed during Winter Break.
SVT - Sport View Television	Y	Y	Y	Y	\$380,718.38	None

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

- X. Discussion Items**
  - 2. CEL Construction Contracts (OP 6320)



To: Mark Bielang, Superintendent and Board of Education  
From: Johnny Edwards, Assistant Superintendent of Operations  
Cc: Paula Johnson, Director of Finance  
Date: April 15, 2024  
Subject: Bond Bid Package - Central Elementary School

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**Recommendation**

I recommend the Board of Education authorize Owen-Ames-Kimball Co. to issue Notices of Pending Award, in the amounts indicated for Central Elementary School, to contractors and suppliers listed on the Bid Summary Sheets, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, contracts will be awarded to these contractors and suppliers by Portage Public Schools, in an amount of \$706,000.

**Background Information / Recommendation**

This recommendation is a continuation to the construction for Central Elementary. The recommendation addresses contracts for asphalt paving, landscaping, and irrigation.

We accepted bids on April 8, 2024. The bids were read aloud that included the proper bid bonds and acknowledged the schedule. The analysis can be found on the attached bid tabulation summary information for each project. Approval of this recommendation will allow us to execute contract agreements and proceed with the work in these categories.

Attachments

Portage Public Schools  
 Central Elementary School BP 4: Construction  
 Owen-Ames-Kimball Co. - Construction Manager  
 Bid Opening: 4/8/24 at 10:00 AM



<b>Bid Category No. 02 -Asphalt Pavements</b>				
<b>Contractor</b>	<b>Bid Bond</b>	<b>Addendum</b>	<b>Base Bid</b>	<b>Notes</b>
Michigan Paving & Materials (Kalamazoo, MI)	Y	1,2	\$375,500	
Rieth Riley Construction (Benton Harbor, MI)	Y	1,2	\$455,634	

Portage Public Schools  
 Central Elementary School BP 4: Construction  
 Owen-Ames-Kimball Co. - Construction Manager  
 Bid Opening: 4/8/24 at 10:00 AM



<b>Bid Category No. 03 Landscaping</b>				
<b>Contractor</b>	<b>Bid Bond</b>	<b>Addendum</b>	<b>Base Bid</b>	<b>Notes</b>
County Line Nurseries (Bangor, MI)	Y	1,2	\$275,000	
Landscaping Plus (Kalamazoo, MI)	Y	1,2	\$299,264	
Naylor Landscape Management (Kalamazoo, MI)	Y	1,2	\$307,566	
Greenscape Services (Springfield, MI)	Y	1,2	\$314,699	
Procure Landscape (Grand Rapids, MI)	Y	2	\$320,115	
Twin Lakes Nursery, Inc. (Grand Rapids, MI)	Y	1,2	\$379,610	
Landscape Design Services (Holland, MI)	Y	1,2	\$384,480	



<b>Bid Category No. 05 Irrigation</b>				
<b>Contractor</b>	<b>Bid Bond</b>	<b>Addendum</b>	<b>Base Bid</b>	<b>Notes</b>
County Line Nurseries Inc. (Bangor, MI)	Y	1,2	\$55,500	
Schepers Lawn Sprinkling (Jenison, MI)	Y	1,2	\$56,470	
Landscaping Plus (Kalamazoo, MI)	Y	1,2	\$59,950	
Powers Property Management, LLC (Portage, MI)	Y	1,2	\$78,115	
Procure Landscape (Grand Rapids, MI)	Y	2	\$89,314	
Naylor Landscape Management (Kalamazoo, MI)	Y	1,2	\$113,265	



**Portage Public Schools  
 Central Elementary School  
 Motion Recommendation  
 Construction Manager: Owen-Ames-Kimball Co.**



**RECOMMENDED MOTION**

I move that Owen-Ames-Kimball Co. be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

<b>BC # Bid Category</b>	<b>Contractor</b>	<b>Award Amount</b>
2 Asphalt Paving	Michigan Paving & Materials	\$375,500
3 Landscaping	County Line Nurseries	\$275,000
5 Irrigation	County Line Nurseries	\$55,500

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

- X. Discussion Items**
  - 3. HAV Construction Contracts (OP 6320)



To: Mark Bielang, Superintendent and Board of Education  
From: Johnny Edwards, Assistant Superintendent of Operations  
Cc: Paula Johnson, Director of Finance  
Date: April 15, 2024  
Subject: Bond Bid Package - Haverhill Elementary School

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**Recommendation**

I recommend the Board of Education authorize Owen-Ames-Kimball Co. to issue Notices of Pending Award, in the amounts indicated for Haverhill Elementary School, to contractors and suppliers listed on the Bid Summary Sheets, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, contracts will be awarded to these contractors and suppliers by Portage Public Schools, in an amount of \$551,098.00.

**Background Information / Recommendation**

This recommendation is a continuation to the construction for Haverhill Elementary. The recommendation addresses contracts for asphalt paving, landscaping, fencing, irrigation, resilient athletic flooring and visual display units.

We accepted bids on April 8, 2024. The bids were read aloud that included the proper bid bonds and acknowledged the schedule. The analysis can be found on the attached bid tabulation summary information for each project. Approval of this recommendation will allow us to execute contract agreements and proceed with the work in these categories.

Attachments

Portage Public Schools  
 Haverhill Elementary BP6: Construction  
 Owen-Ames-Kimball Co. - Construction Manager  
 Bid Opening: 4/8/24 at 10:00 AM



**Bid Category No. 02 - Asphalt Pavements**

Contractor	Bid Bond	Addendum	Base Bid	Alt #1	Notes
				Tensile Fabric	
				Shade Structures	
Rieth Riley Construction (Benton Harbor, MI)	Y	1,2	\$175,207		
Michigan Paving & Materials (Kalamazoo, MI)	Y	1,2	\$215,000		
J. Allen & Company (Galesburg, MI)	Y	1,2	\$238,515		



**Bid Category No. 03 - Landscaping**

Contractor	Bid Bond	Addendum	Base Bid	Alt #1	Notes
				Tensile Fabric Shade Structures	
Procure Landscape (Grand Rapids, MI)	Y	1,2	\$157,395		Dropped - Did not price alternate
County Line Nurseries (Bangor, MI)	Y	1,2	\$169,000	\$47,000	
Greenscape Services (Springfield, MI)	Y	1,2	\$198,729	\$98,908	
Landscape Design Services (Holland, MI)	Y	1,2	\$201,985	\$73,800	
Twin Lake Nursery (Grand Rapids, MI)	Y	1,2	\$208,500	\$52,750	
Naylor Landscape Management (Kalamazoo, MI)	Y	1,2	\$213,119	\$114,800	
Landscaping Plus (Kalamazoo, MI)	Y	1,2	\$234,547		



**Bid Category No. 04 - Fencing**

Contractor	Bid Bond	Addendum	Base Bid	Alt #1	Notes
				Tensile Fabric	
				Shade Structures	
Justice Fence (Battle Creek, MI)	Y	1,2	\$29,956		
Naylor Landscape Management (Kalamazoo, MI)	Y	1,2	\$33,771		
Straight Line Fencing (Grand Rapids, MI)	Y	1,2	\$42,730		
American Fence Supply (Warren, MI)	Y	1,2	\$46,830		
RMD Holdings dba Nationwide Construction Group (Richmond, MI)	Y	1,2	\$57,373		



**Bid Category No. 05 - Irrigation**

Contractor	Bid Bond	Addendum	Base Bid	Alt #1	Notes
				Tensile Fabric Shade Structures	
County Line Nurseries (Bangor, MI)	Y	1,2	\$26,000		
Schepers Lawn Sprinkling (Jenison, MI)	Y	1,2	\$29,658		
Powers Property Management, LLC (Portage, MI)	Y	1,2	\$31,340		
Landscaping Plus (Kalamazoo, MI)	Y	1,2	\$45,650		
Procure Landscape (Grand Rapids, MI)	Y	2	\$45,830		
Naylor Landscape Management (Kalamazoo, MI)	Y	1,2	\$77,667		

Portage Public Schools  
 Haverhill Elementary BP6: Construction  
 Owen-Ames-Kimball Co. - Construction Manager  
 Bid Opening: 4/8/24 at 10:00 AM



**Bid Category No. 22 - Resilient Athletic Flooring**

Contractor	Bid Bond	Addendum	Base Bid	Alt #1	Notes
				Tensile Fabric	
				Shade Structures	
Great Lakes Flooring Specialist (Galesburg, MI)	Y	1,2	\$68,950		

Portage Public Schools  
 Haverhill Elementary BP6: Construction  
 Owen-Ames-Kimball Co. - Construction Manager  
 Bid Opening: 4/8/24 at 10:00 AM



**Bid Category No. 23 - Visual Display Units**

Contractor	Bid Bond	Addendum	Base Bid	Alt #1	Notes
				Tensile Fabric Shade Structures	
Platinum Visual Display Solutions (Bloomfield Hills, MI)	Y	1,2	\$34,985		
Divis10n (Wyoming, MI)	Y	1,2	\$39,250		



Portage Public Schools  
Haverhill Elementary School  
Motion Recommendation  
Construction Manager: Owen-Ames-Kimball Co.



**RECOMMENDED MOTION**

I move that Owen-Ames-Kimball Co. be authorized to issue Notice of Pending Awards, in the amount indicated, to contractors and suppliers listed below, pending confirmation that all requirements of the Contract Documents have been met. Furthermore, that upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, contracts be awarded to these contractors and suppliers by Portage Public Schools.

<b>BC #</b>	<b>Bid Category</b>	<b>Contractor</b>	<b>Award Amount</b>
2	Asphalt Paving	Rieth-Riley Construction	\$175,207
3	Landscaping	County Line Nurseries	\$216,000
4	Fencing	Justice Fence	\$29,956
5	Irrigation	County Line Nurseries	\$26,000
22	Resilient Athletic Flooring	Great Lakes Flooring Specialist	\$68,950
23	Visual Display Units	Platinum Visual Display Solutions	\$34,985

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

4. Purchase of Decodable Text & Literacy Library Materials (OP 6320)

To: Mark Bielang, Superintendent

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

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

Date: April 10, 2024

Re: Recommendation for Elementary Decodable Texts and Learning Library Texts

**RECOMMENDATION**

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

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

**BACKGROUND INFORMATION**

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

**BIDDING PROCESS**

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

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



**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION – REGULAR BUSINESS MEETING  
CENTRAL HIGH SCHOOL, ROOM #1136  
APRIL 15, 2024, 6:30 P.M.**

**Note Page**

**X. Discussion Items**

5. NEOLA Recommended 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: April 10, 2024  
Re: Policy Updates  
COPY: Executive Team; Principals and Assistant Principals

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

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

The draft policies mentioned below are enclosed.

**Policy 1240 – Evaluation of the Superintendent (Revised)**

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

**Policy 2410 – Prohibition of Referral or Assistance (Rescinded)**

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

**Policy 6320 – Purchasing (Technical Correction)**

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

**Policy 6350 – Prevailing Wage (New)**

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

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

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

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

Enclosures

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

#### 1240 - EVALUATION OF THE SUPERINTENDENT

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

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

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

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

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

- D. Uses the evaluations, at a minimum, to form decisions regarding all of the following:
  1. The effectiveness of the Superintendent, so that **the Superintendent** ~~he~~ is given ample opportunities for improvement.
  2. Retention and development of the Superintendent, including providing relevant coaching, instruction support, or professional development.
  3. Removing an ineffective Superintendent after **the Superintendent** ~~he~~ has had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.
- E. **Prior to July 1, 2024, the** ~~The~~ portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the entire District:

1. The Superintendent's training and proficiency in conducting teacher performance evaluations if ~~the Superintendent~~ he does so or ~~the his/her~~ designee's proficiency and training if the Superintendent designates such duties.
2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
3. Student attendance.
4. Student, parent and teacher feedback and other information considered pertinent by the Board.
5. **Beginning July 1, 2024, the portion of the evaluation that is not based on student growth or student learning objectives must be based on objective criteria.**

F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, ~~by the beginning of the 2016-2017 school year,~~ the District shall adopt and implement one (1) or more of the evaluation tools for teachers, or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications.

G. ~~The Beginning with the 2016-2017 school year,~~ the District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

H. ~~The District shall Beginning with the 2016-2017 school year:~~

1. ~~The District shall~~ provide training to the Superintendent on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided by a district or ~~by a~~ consortium consisting of two (2) or more districts, the intermediate school district or a public school academy.
2. ~~The District shall~~ ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide ~~the~~ training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

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

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

The evaluation program shall aim at the early identification of specific areas in which the Superintendent needs help so that appropriate assistance may be provided or arranged for. The Board shall not release the Superintendent from the responsibility to improve. If the Superintendent, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

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

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

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

**Rescind Policy - Vol. 38, No. 2**

**~~2410 PROHIBITION OF REFERRAL OR ASSISTANCE~~**

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

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

~~© Neola 2019~~

Legal M.C.L. 388.1766

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

### 6320 - **PURCHASING**

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

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

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

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

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

### **Competitive Bids**

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

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

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

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

- A. which use a Michigan-based business<sup>es</sup> as the primary contractor
- B. which use one (1) or more Michigan-based business as subcontractors

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

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

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

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

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

### **Bid Protest**

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

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

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

### **General Provisions**

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

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

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

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

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

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

- A. opportunity be provided to as many responsible suppliers as possible to do business with the school;
- B. a prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters;
- C. where the requisitioner has recommended a supplier, the Superintendent may make alternate suggestions to the requisitioner if, in the Superintendent's<sup>76</sup> judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order;

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

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

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

#### **Procurement – Federal Grants**

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

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

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

Cross References: po6350

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Legal

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

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

**6350 - PREVAILING WAGE**

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

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

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

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

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

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

## Definitions

*Commissioner* means the Department of Labor and Economic Opportunity.

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

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

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

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

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M.C.L. 480.1101, et seq.

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

## 8800 - RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES

### RELIGIOUS CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

The Board shall not conduct or sanction a baccalaureate service <sup>80</sup> in conjunction with graduation ceremonies.

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

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

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

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

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

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