

**PORTAGE PUBLIC SCHOOLS' BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL RM #1136, 8135 S. WESTNEDGE, PORTAGE, MI 49002
FEBRUARY 9, 2026, 6:30 PM
AGENDA**

VISION STATEMENT

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

MISSION STATEMENT

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

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE	
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**PORTAGE PUBLIC SCHOOLS
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PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 9, 2026, 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 – COMMITTEE OF THE WHOLE WORK SESSION
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III. Reports

1. Superintendent's Report
 - a. Bond Project Update

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
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IV. Board Education

1. MTSS & PBIS Update

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1. By Citizens
2. By Board Trustees
3. Board Committee Reports

**PORTAGE PUBLIC SCHOOLS
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VI. Consent Agenda

1. Approval of Minutes
 - a. January 26, 2026 Policy Governance Retreat & Regular Business Meeting

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**POLICY GOVERNANCE RETREAT & REGULAR BUSINESS MEETING
JANUARY 26, 2026**

POLICY GOVERNANCE RETREAT

The Policy Governance Retreat of the Board of Education of Portage Public Schools held on Monday, January 26, 2026, was called to order at 4:02 p.m. by President Van Antwerp. The meeting was held in Conference Room #1 of the Administration Building.

Board Trustees Present: Emily Crawford, Kimberly Larson, Terri Novaria, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Board Trustees Absent: None

Executive Leadership Present: Michael Pascoe, Assistant Superintendent of Instruction, and Kelly Jensenius, Director of Elementary Education

Others Present: Gary Goscenski of Perspectives Consulting

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Novaria, seconded by Mrs. Rohwer, that the Board of Education approve the Agenda as printed.

The motion carried unanimously.

COMMENTS OR COMMUNICATIONS

There were no comments.

DISCUSSION ITEMS

Mr. Gary Goscenski of Perspectives Consulting facilitated the discussion portion of the meeting. The topics discussed included monitoring of Ends Statement 1.1, review of Executive Limitations 2.1-Treatment of Consumers and 2.2-Treatment of Staff, and a review of Operational Policies 5112-Entrance Age and 5410-Promotion, Placement, and Retention.

With no further business to come before the Board, the retreat was adjourned at 6:25 p.m.

REGULAR BUSINESS MEETING

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, January 26, 2026, was called to order at 6:31 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, Kimberly Larson, Terri Novaria, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Board Trustees Absent: None

REVISIONS/APPROVAL OF AGENDA

Motion offered by Mrs. Rohwer, seconded by Dr. Stevenson, that the Board of Education approve the agenda as amended to add an action item – Designate Safety Deposit Boxes.

The motion carried unanimously.

REPORTS

Superintendent's Report

Board Recognition

January is Board Recognition Month. Superintendent Edwards expressed his appreciation to the Board for their service and presented each with a Certificate of Appreciation and laptop bag.

Bond Project Update

Per Mr. Russ Gerbers, Assistant Superintendent of Operations, work at the new Woodland Elementary site is progressing as expected considering the harsh winter weather we have experienced.

Mr. Gerbers along with representatives from TowerPinkster and Owen-Ames-Kimball provided an update on design for the new Amberly Elementary. The review included student and staff engagement sessions and feedback, design concept of the building, site constraints, proposed phasing of the construction work, and timelines for upcoming bid packages.

The presenters addressed Trustee questions.

Financial Report

Ms. Paula Johnson, Director of Finance, highlighted areas of the General Fund Budget Progress Report by Function and by Object for the six-month period ending December 31, 2025 compared to the same period in 2024.

Ms. Johnson also provided an overview of the recent State of Michigan's Consensus Revenue Estimating Conference. The Governor is expected to present her proposed budget later this winter. The House and Senate will then begin their budget work. They will go into conference this spring. We hope the state sets its budget before the end of this school year.

BOARD EDUCATION

Presentation on Monitoring Report 1.1 (Overall)

Dr. Michael Pascoe, Assistant Superintendent of Instruction, Dr. Tracy Speaker-Gerstheimer, Director of Curriculum and Systems 9-12, and Dr. Kelly Jensenius, Director of Elementary Education, presented on Monitoring Report 1.1. This is the third report in the series – the overall summary - that focused on the analysis of assessment data, next steps, and areas of focus.

The presenters addressed Trustee questions. Board members provided positive feedback.

In addition, Dr. Pascoe shared that a curriculum audit is being conducted in the District in early February. Auditors will be in the District February 2-5. They will report their findings and offer recommendations to Superintendent Edwards who in turn will share the report with the Board at a future meeting.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the floor to public comments.

Dennis Kozian, on behalf of the Portage Education Association, shared information about the many positive student/staff activities happening across the District.

President Van Antwerp thanked Mr. Kozian for his remarks and opened the floor to Trustee comments.

Mrs. Novaria shared positive remarks about the cup stacking competition referenced by Mr. Kozian during public comments.

Mr. Snyder expressed his appreciation to his colleagues for the productive discussion at today's Policy Governance Retreat.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda items for approval by the Board of Education: approve minutes from the January 12, 2026 Organizational Meeting/Committee of the Whole Work Session; approve, as presented, the awarded contract with Verita Telecommunications Corporation for the purpose of replacing and burying fiber optic cabling that connects all Portage Public School buildings for a total project cost of \$433,654.52, the funds for which will come from the 2025 Bond Fund (the third series from the 2021 vote); approve, as presented, the awarded contract with Fiber Link Inc. for the purpose of installing supplemental fiber optic cabling at the Portage Central High and Northern High outdoor athletic facilities for a total project cost of \$26,547.86, the funds for which will come from the 2025 Bond Fund (the third series from the 2021 vote); and approve the 2026-2027 Programs of Study for our elementary, middle and high schools, as presented.

As there were no objections, the consent agenda was adopted as presented.

ASSURANCE OF DISTRICT PERFORMANCE

Monitoring Report 1.1 (Overall) (GP 4.4)

Motion offered by Mrs. Novaria, seconded Ms. Larson, that the Board of Education accept Monitoring Report 1.1 Global Ends, as a reasonable interpretation and evidence of compliance with policy.

The motion carried unanimously.

ACTION ITEMS

Approve Bank Depositories - Revised

Motion offered by Mr. Snyder, seconded by Mrs. Crawford, that the Board of Education designate the following depositories for schools funds, as presented: Comp One, Flagstar Bank, First National Bank, Horizon Bank, Huntington Bank, Independent Bank, JP Morgan Chase, Macatawa Bank, Mercantile Bank, Michigan Class, PFM Investment Management, and Southern Bank & Trust.

The motion carried unanimously.

Designate Safety Deposit Boxes

Motion offered by Mr. Snyder, seconded by Mrs. Rohwer, that the Board of Education designate Comerica Bank located at 7941 S. Westnedge Avenue, Portage, MI 49002 to be our depository for safety deposit boxes. Furthermore, Superintendent Johnny Edwards, Assistant Superintendent of Operations Russell Gerbers, Director of Finance Paula Johnson, and Board Secretary Terri Novaria are designated as persons authorized to access the safety deposit boxes.

The motion carried unanimously.

DISCUSSION ITEMS

Generator Purchase

Mr. Russ Gerbers reviewed the recommendation to purchase a generator and related equipment for use at West Middle School.

The Board opted to move this discussion item to action.

Motion offered by Dr. Stevenson, seconded by Mrs. Novaria, to move the Generator Purchase discussion item to action.

The motion carried unanimously.

Motion offered by Mrs. Rohwer, seconded by Mrs. Crawford, that Owen-Ames-Kimball Co. be authorized to issue a Notice of Pending Award in the amount indicated to the contractor/supplier listed below, pending confirmation that all requirements of the contract

documents have been met. Furthermore, upon receipt by Owen-Ames-Kimball Co. of the appropriate documentation, a contract, in the amount of \$89,300.00 be awarded by Portage Public Schools to Hi-Tech Electric Company for the purchase of a generator and related equipment for West Middle School, the funds for which will come from the Lunch Fund Excess Fund Balance.

The motion carried unanimously.

With no further business to come before the Board, the meeting was adjourned at 8:00 p.m.

Respectfully Submitted,

Barb Atkinson
Recording Secretary

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
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VII. Assurance of District Performance

1. Monitoring Report 1.5, Ends (GP 4.4)

Recommended Motion:

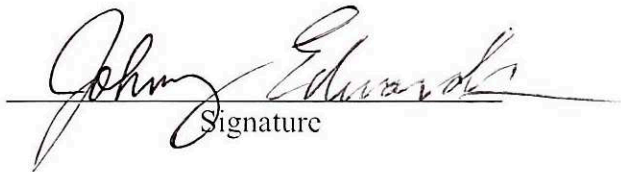
Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 1.5, Ends, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: Ends Policy 1.5

Certification

I hereby present my monitoring report on Ends Policy 1.5 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of February 4, 2026.


Signature

February 4, 2026
Date

Note: Prior to 2021, when some Ends Policies were re-ordered, this Ends Policy (1.5) was Ends Policy 1.4.

1.5 POLICY LANGUAGE

Students demonstrate good citizenship through ethical behavior and respect for individual differences and cultures other than their own.

Interpretation

“Good citizenship” is defined by the Board to mean that students exhibit:

1. Ethical behavior
2. Respect for individual differences
3. Respect for cultures other than their own

These attributes are developed through instruction, modeling, and participation in the school community.

The interpretations follow.

Ethical behavior means that students develop the ability to discern right from wrong as outlined in the Student Code of Conduct.

The following information helps us better understand and address student behavior. (Please note that some of these terms and definitions differ from those in reports presented prior to the 2023-2024 school year to better align with state and national terms and definitions. That change also provides us with data that can offer perspective. The accompanying charts on pages 6-12 reflect these changes.)

- **Chronically Absent** - A student is considered chronically absent when he or she has missed 10% or more possible days during the scheduled school year. (Source: MISchoolData)
- **Victims of Violent Crimes** - This data tracks the number of students who have been victims of violent criminal offenses on school property or at a school-sponsored event. (Official written complaints must be submitted to law enforcement and to school officials.) (Source: MISchoolData)
- **Illegal Possession** - Illegal possession is the distribution, possession, or use of illegal drugs; or the inappropriate distribution, possession, or use of prescription drugs on school property or at a school-sponsored event. [Source: National Center for Education Statistics (NCES); Skyward]
- **Theft** - An incident of theft is one that occurs on school property or at a school-sponsored event and involves the taking of things worth over \$10 without personal confrontation (the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm). (Source: National Center for Education Statistics (NCES); Skyward)

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

- **Student Attendance** – The average daily attendance rate for all students K-12. (Source: MISchoolData)
- **Bullying** - Written, verbal, or physical acts, or any electronic communication, including but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly. (Source: MISchoolData)
- **Expulsions** - The number of students who have been expelled from school (180 days or more). (Source: MISchoolData)

Note about NCES data:

NCES data is taken from the *Crime, Violence, Discipline, and Safety in U.S. Public Schools Findings From the School Survey on Crime and Safety* reports. These reports are based on collected data from public school principals about violent and nonviolent crimes in their schools. The national sample for 2022 was made up of 4,800 U.S. public schools. Data collection was conducted primarily through the use of an online questionnaire, with a paper questionnaire provided in mailings sent later in the data collection period. The tables in the report contain counts and percentages produced from data that have been weighted to represent U.S. public schools. These reports were published every two years from 2016 to 2022. We recently learned that 2022 was the final planned collection.

Respect for individual differences.

I interpret “**respect for individual differences**” to mean that students recognize differences between individuals, understand their significance, and respond to others with interest, politeness, and care.

Respect for cultures other than their own.

I interpret “**respect for cultures other than their own**” to mean that students recognize different cultures, understand their significance, and respond with interest, politeness, and care.

While these skills are not measured by a single quantitative metric, the District monitors student growth through school climate data, participation in programming, and observed student interactions within the school community.

Report

Ethical Behavior

The District provides and incorporates a number of activities, events, and practices to help students develop the ability to discern right from wrong.

Behavioral expectations are clearly outlined in the Student Code of Conduct, which is published in student handbooks at all levels. Expectations are regularly discussed and clarified in the classroom, at assemblies, and through one-on-one and small-group meetings.

The District maintains a positive behavior support framework focused on kindness, respect, responsibility, and safety. Behavioral expectations are explicitly taught, reinforced, and revisited through classroom instruction, assemblies, and individualized supports. When students struggle, staff prioritize prevention, re-teaching, restorative practices, and targeted interventions.

Administrators strive to provide swift, immediate, and personalized interventions for students who struggle to follow school rules and otherwise disrupt the learning environment. The focus is less on consequences and more on prevention, re-teaching, behavior modification, and restorative practices. We also have a partnership with Gryphon Place to help facilitate restorative circles and provide other mediation services.

The District employs two School Resource Officers who work to build relationships with students and serve as a visible presence that ethical behavior is an expectation by our District and the greater Portage community.

Students who reach certain benchmark absences are referred into our MTSS/PBIS process to receive appropriate assistance. When necessary, referrals are made to the truancy office at KRESA (Kalamazoo Regional Educational Service Agency). Unexcused absences are reported to parents/guardians via a phone call on a daily basis. Also, parents/guardians have 24/7 access to their child's attendance record through Skyward.

Essential life skills that promote ethical behavior are embedded throughout our K-12 curriculum. Sixth graders participate in Family and Consumer Science (FACS), an exploratory course that introduces a wide variety of essential life skills, helping students develop ethical awareness and cultural sensitivity.

Students and families at the elementary level are supported by building-level Engagement Specialists. Engagement Specialists help link students and families to district and community resources to ensure appropriate services are provided. In the fall of 2022, the District created the position of a Coordinator of School Mental Health Initiatives to assist students, staff, and families with mental health needs. Simultaneously, the District began contracting with community therapists who provide services in each building to support students who may encounter barriers in accessing therapeutic services outside of school. Beginning in the fall of 2025, a substance use therapist has been available to meet with students interested in substance cessation.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

Examples of opportunities that support this End include, but are not limited to:

- Participation in the Michigan Cyber Safety Initiative Program
- Voter registration drives
- Blood Drives
- Breadlift
- Canned food drives
- Service through the International Baccalaureate Program
- Service through National Honor Society and other student organizations
- Day of Kindness activities
- Study Tables
- Volunteering opportunities
- Anti-bullying assemblies and activities
- PC Ambassadors
- Day of Facts: International Human Rights Day Activities
- Dangers of social media educational events
- School-sponsored events promoting empathy & foster a desire to actively assist others in the community
- Online Digital Citizenship Classes
- S.A.V.E. – Students Against Violence Everywhere.
- Each elementary school highlights and teaches Character Traits each month.
- SEL Competencies
- Schoolwide PBIS practices that explicitly teach, model, and reinforce respect, responsibility, and kindness across all settings
- Hive Families (multi-age groupings) that foster relationships, mentorship, and a shared sense of responsibility among students
- Social-emotional learning instruction aligned to district SEL competencies and reinforced through daily classroom practice
- Restorative conversations and problem-solving supports that help students reflect on behavior, repair harm, and rebuild relationships
- Engagement Specialist support connecting students and families to school and community resources
- School-sponsored service projects and kindness initiatives that promote empathy and community responsibility

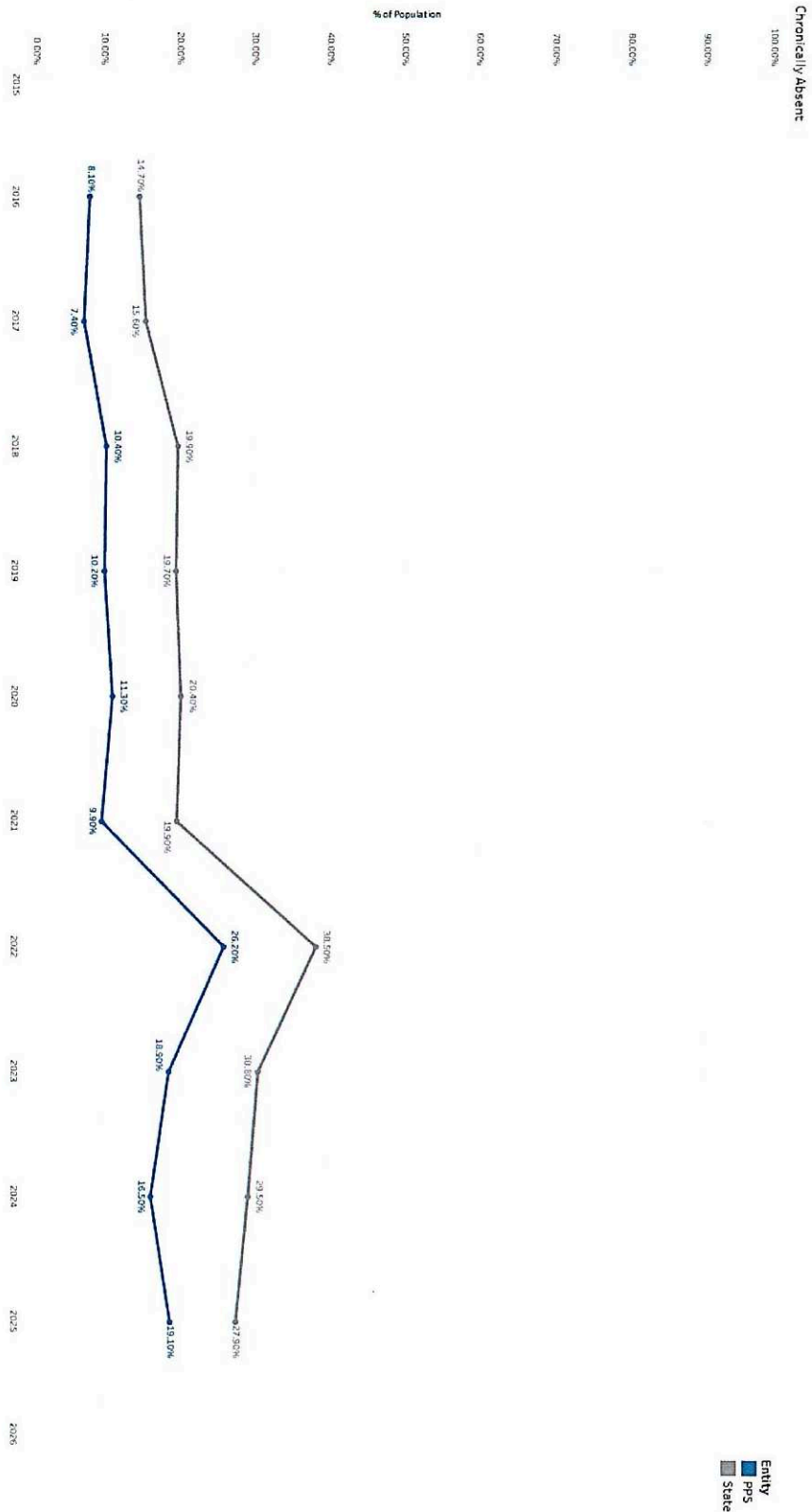
Below is the data relative to ethical behavior. *(Please note, during the 2020-21 school year numbers and percentages were impacted due to many students being in a virtual environment. Caution is given about drawing conclusions.)*

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

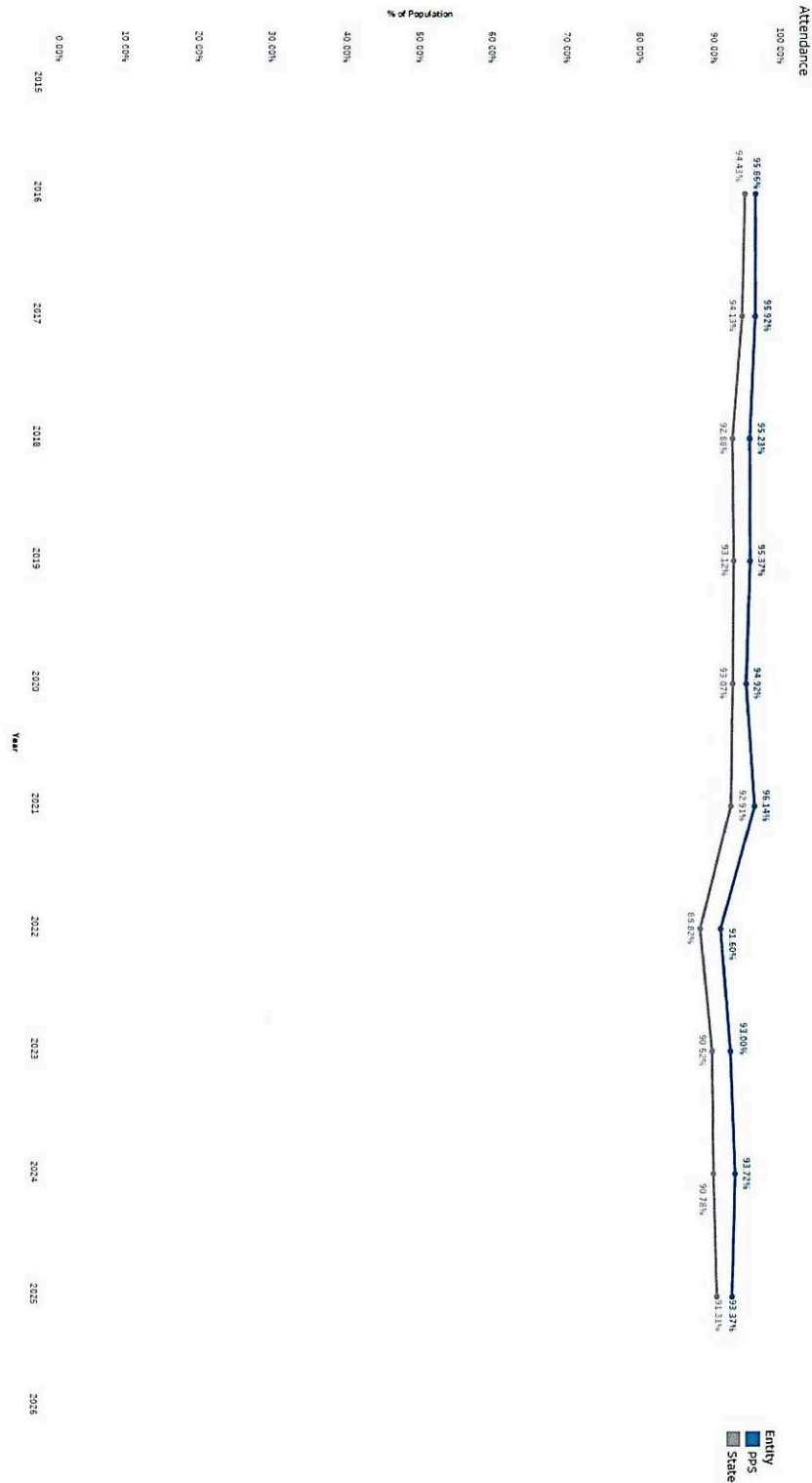


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Policy Title: Ends Policy 1.5

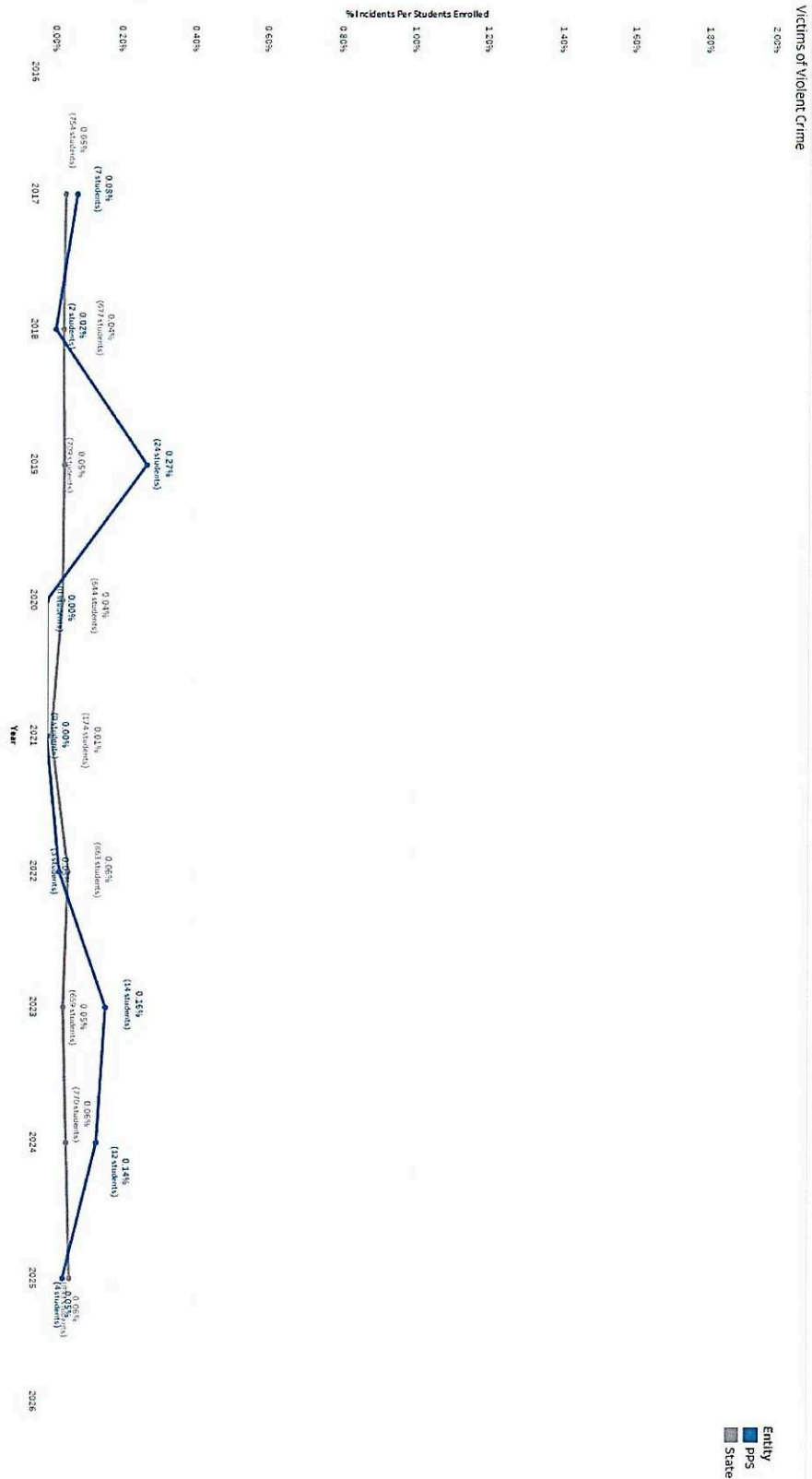


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Policy Type: Ends

Policy Title: Ends Policy 1.5

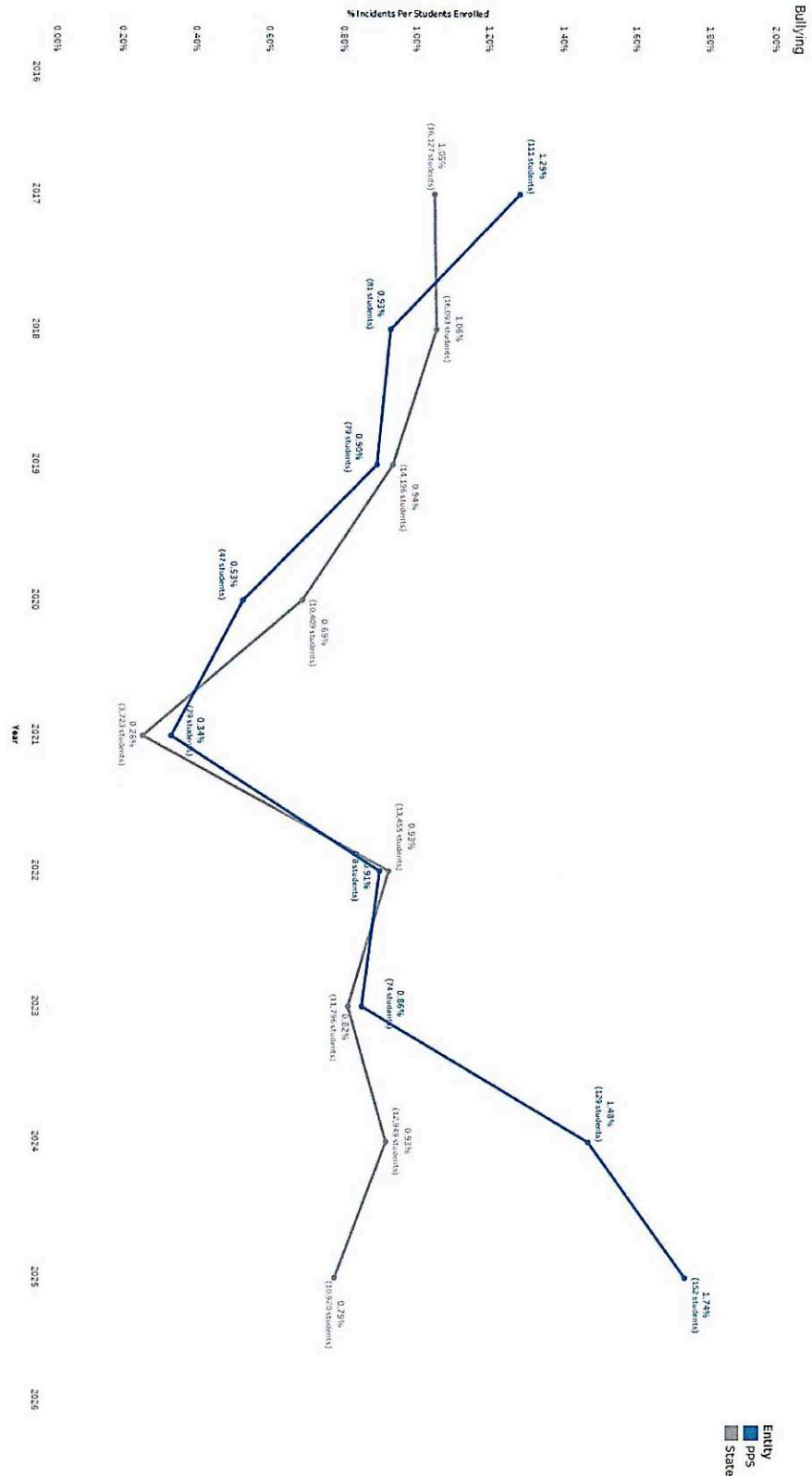


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Policy Type: Ends

Policy Title: Ends Policy 1.5

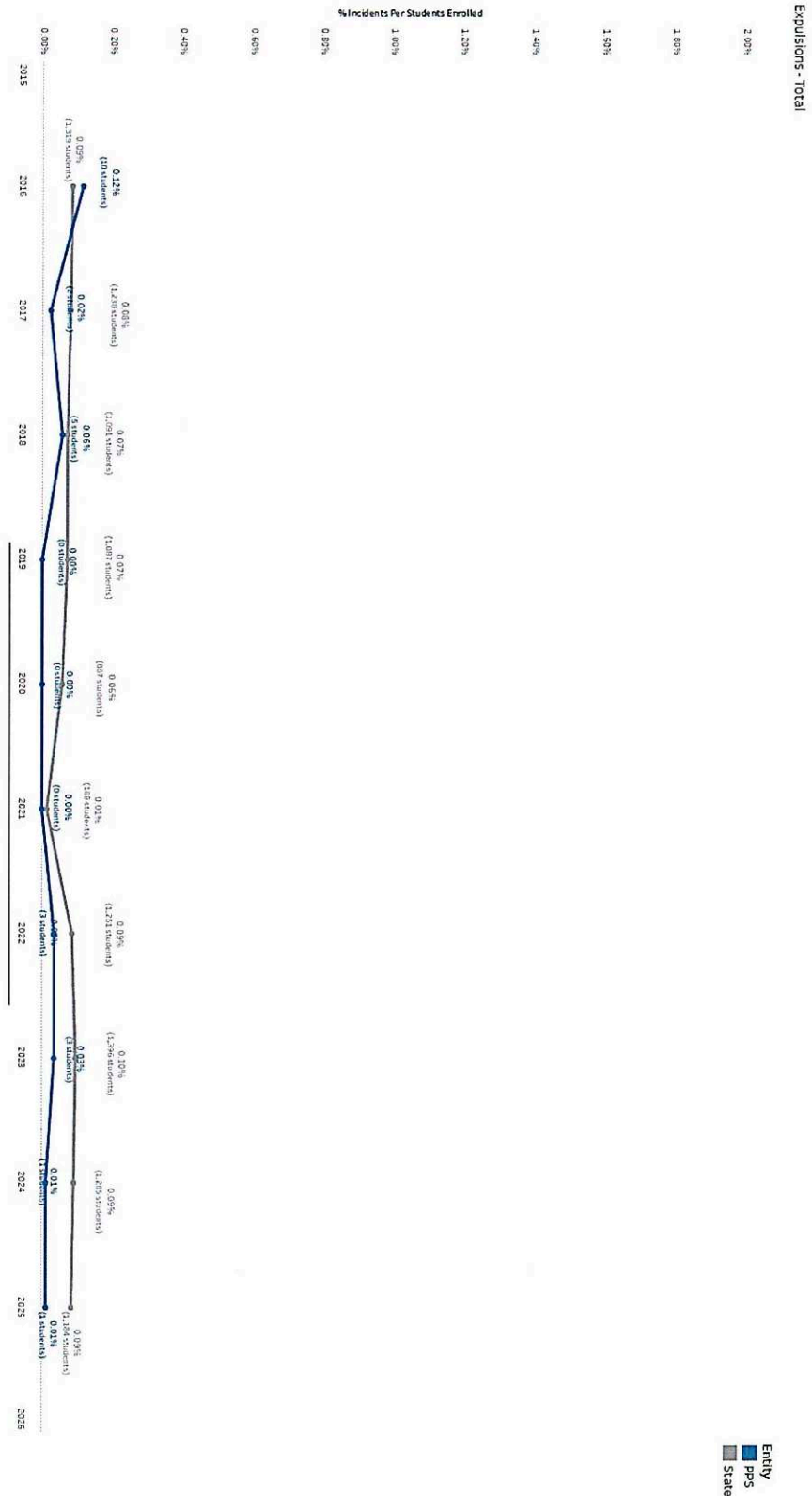


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Policy Type: Ends

Policy Title: Ends Policy 1.5

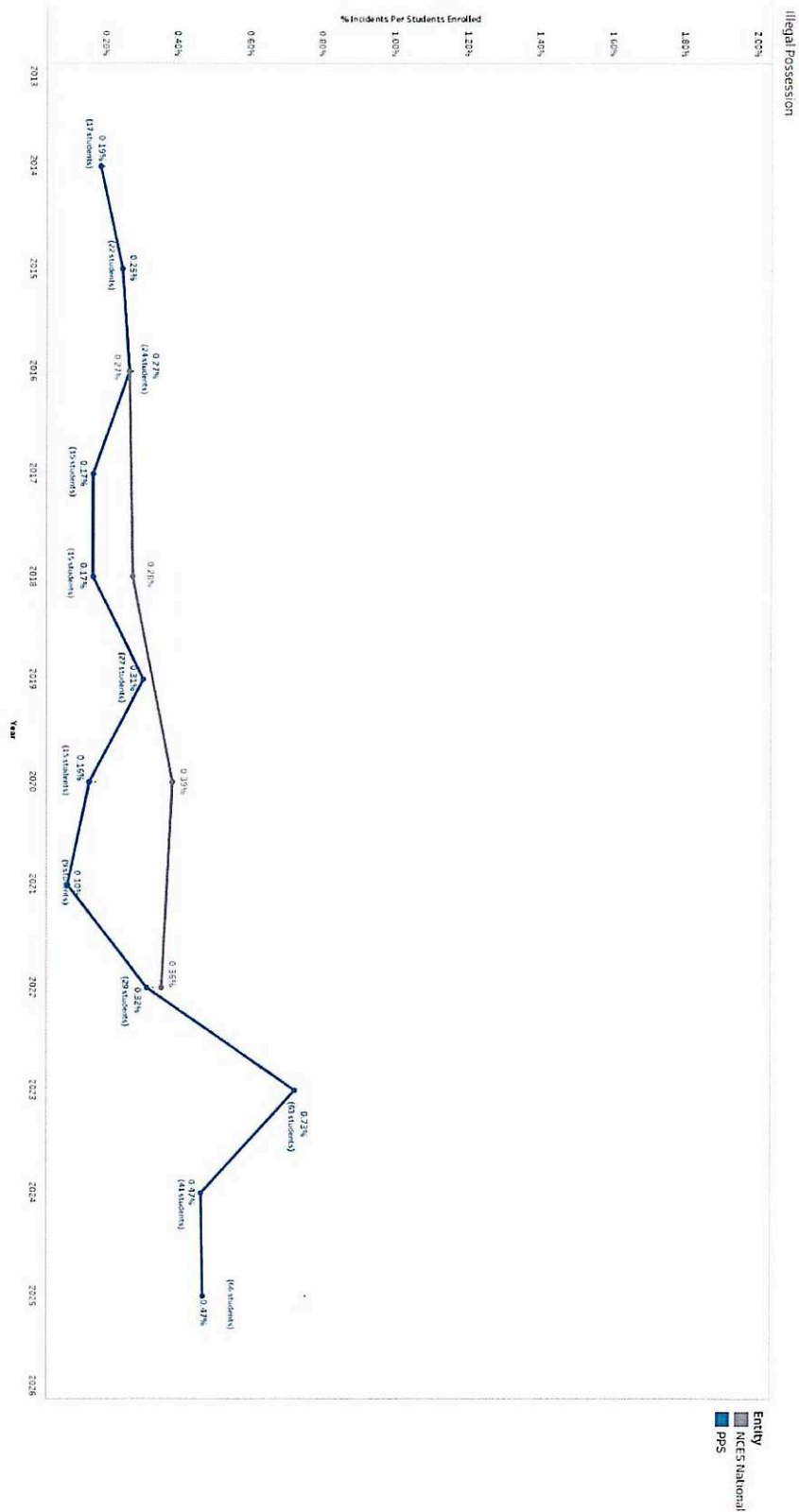


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Policy Type: Ends

Policy Title: Ends Policy 1.5

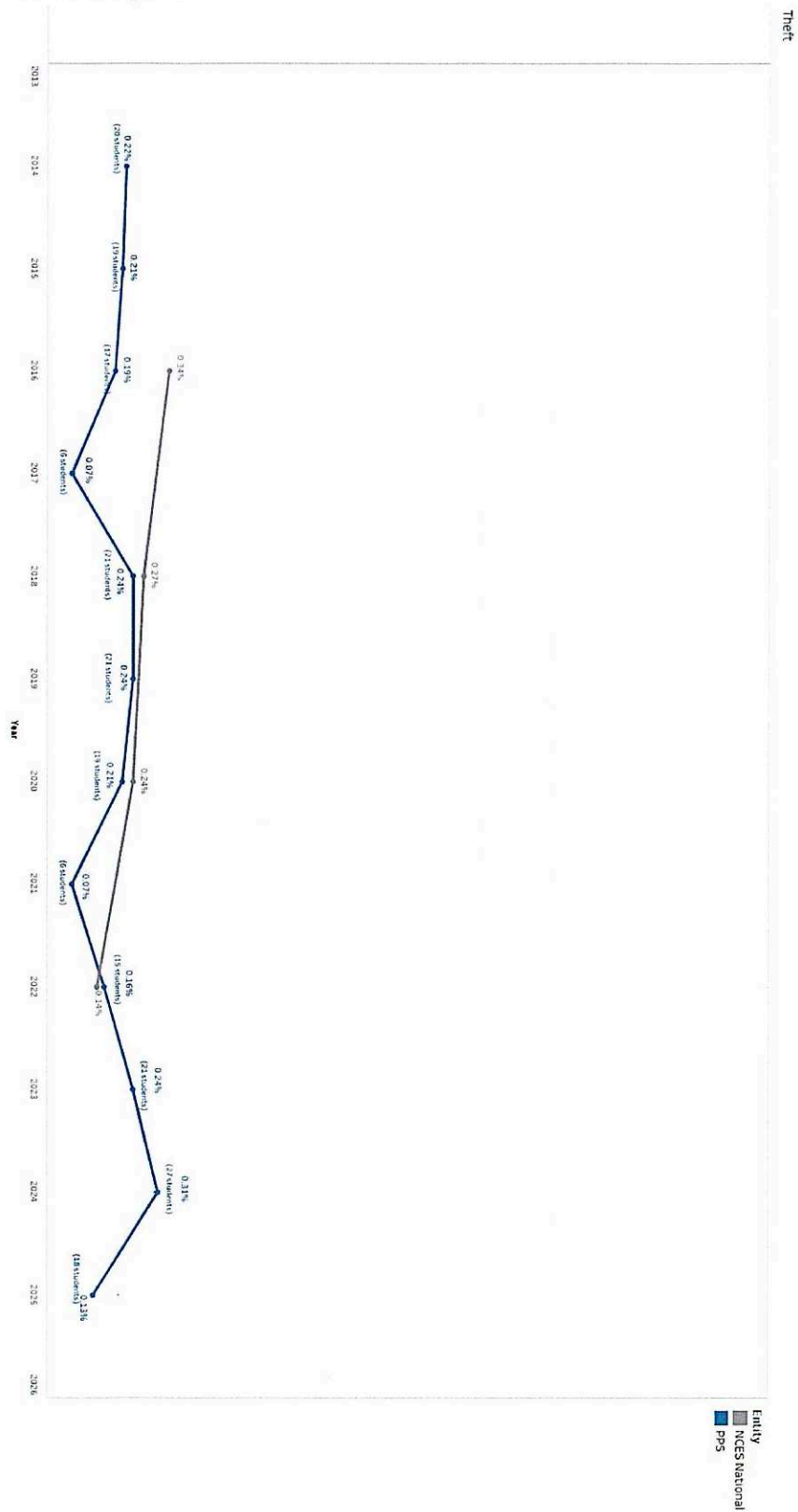


Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5



Respect for Individual Differences

The District supports a number of activities, clubs, and programs that help students become more aware of the various differences that exist among their peers and in society. Many of these activities, clubs, and programs are the same ones that contribute to students respecting cultures other than their own. Through them, students are able to interact with others who are different from themselves. Additionally, the English Language Arts curriculum being implemented in the district contains instructional materials that support this goal.

The following list is a sampling of what's available to students to further this end:

- Moose Club
- Link Crew
- Peer to Peer
- Clothing drives
- Mix it up days
- Middle School WEB...Where Everyone Belongs
- Anti-bullying programs
- Be the Change activities
- Superintendent's Student Advisory Board
- JEDI Club
- Empowerment Club
- Hive Families
- Monthly Family Nights
- Girls on the Run
- Battle of the Books
- Robotics Club
- Student Council
- 5th-Grade Safeties
- High School Bigs (Big Brothers Big Sisters)
- Kids Hope
- Sherman Lake Camp for 5th Grade
- Junior Achievement

Respect for Cultures Other Than Their Own

The District supports a number of activities and events and incorporates several practices to help students become culturally sensitive.

Among these are:

- Embedded in the English Language Arts, Social Studies, Music, and Art Curricula are many lessons and activities that help students recognize cultural diversity and to practice acceptance of all people. Of particular note is the nine-week middle school elective called Cultural Studies. Students study the cultures of five ethnic groups to develop a deeper understanding of Native Americans, African Americans, Hispanic Americans, Asian Americans and Middle-Eastern Americans.
- Textbooks, novels, and other instructional materials are selected with cultural sensitivity in mind.
- International Human Rights Day: Day of Facts sponsored by the DREAMS Club WMS.
- Various World Languages are offered to students along with clubs to support deeper understanding of the culture these languages represent. Travel to other countries is commonplace in the District.
- Woodland has monthly meetings with our Circles group. This group consists of parents and staff members. The group works to address specific awareness days/months by doing a bulletin board and coordinating volunteer readers to visit classrooms and read books about various cultures/holidays.
- Culture and Climate Representatives ensure that teachers receive monthly resources to incorporate opportunities for students to learn about or honor various cultures.
- Family cultural survey shared with Haverhill families, inviting parents and caregivers to share traditions, customs, and experiences from their culture. Submissions are highlighted and celebrated through schoolwide Class Dojo communications to help students learn about the diverse cultures represented within the Haverhill community.
- Classroom read-alouds, texts, and projects at the elementary level that intentionally highlight diverse cultures, traditions, and perspectives throughout the school year
- Schoolwide celebrations and learning connected to heritage and awareness months, such as Black History Month and Martin Luther King Jr. Day, through classroom instruction, displays, music, and student projects
- Guest readers and volunteers who share stories and traditions connected to cultural celebrations and holidays represented within the community
- Visual displays and student work throughout the building that reflect cultural diversity and promote inclusion and belonging
- Schoolwide conversations and activities during Morning Meetings and Family Time (Hive Families) that encourage students to listen to, learn from, and respect perspectives different from their own.
- The Great Start Readiness Program sponsors a “Family Diversity Night,” where families share traditions from their culture.
- Many of our classroom teachers offer time to parents/volunteers to teach family traditions to students.

- The District annually hosts several foreign exchange students representing a number of different countries. Additionally, we annually host students from our IB Sister School in Denmark.
- Many of our buildings/teachers create activities to support diversity awareness during designated holidays/months such as Hispanic Heritage Month, Dr. Martin Luther King Jr. Day, The Holocaust Remembrance Day, Black History Month, Women's History Month, etc.
- Several of our buildings host KRESA off-site programs, where students learn more about students in programs such as ASD and Deaf Education.
- At West Middle School, world religion presentations on Judaism, Hinduism, Buddhism, Christianity and Islam are given. Social Studies staff have practitioners of these religious traditions speak to the seventh grade students about the tenants of each practice, common assumptions, misconceptions and myths about them.
- Our Art Club and Comic Book clubs are working with students to better communicate stories and social/cultural issues through the medium of the arts.

The District continues to hold various events and activities for Dr. Martin Luther King Jr. Day and during Black History Month.

At the elementary level, teachers incorporate textbooks and other reading materials to promote thinking and discussion; video clips of Dr. King's speeches are used to facilitate discussion; hallway and classroom displays depict projects growing out of the work of Dr. King; music teachers utilize vocal selections written to honor Dr. King. Many of these activities occur over an extended period of time.

At the secondary level speakers come in to talk about Dr. King, civil rights, current movements, etc. and students display projects about noteworthy African-Americans (brochures, posters, compositions, Hall of Fame posters).

Students do reflective writing about Dr. King's contributions to society; books and other related resources are on display in our media centers; videos and other media resources are used to spark classroom discussion; many of our classes have embedded in them research, units, discussion, etc., throughout the year that focus on issues related to diversity, civil rights, and social justice; and Portage Northern High School holds a Black History Month celebration which is run by students incorporating an all-school assembly. Other events and activities include A Million Steps for Martin and the showing of "Selma".

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

West Middle School has several interactive activities: Reflection Points (Mirrors & Windows) throughout the school which allows students to interact with the social/cultural aspects of being a person of color, a field trip to the Underground Railroad House in Schoolcraft, after school culture activities – Step Dancing, The Green Book, sale of BHM t-shirts with historical and relevant facts, and a kick-off speakers addressing the themes of GRIT, Resilience and Perseverance.

The District recently created a definition of what equity means at PPS: **PPS is an inclusive environment providing each individual access to resources and opportunities for success.** This process also had us identifying the common values we want to operate under: **Respect, Honesty, Accountability, Growth, Integrity, and Compassion.**

Conclusion Statement

The organization met expectations.

Also included in this report on the following pages, as information only, is a graphic representation of diversity in our schools and workforce. As a District, we continue to look more closely at this information and how it impacts teaching and learning. To advance this goal we have created and filled the position of Recruitment and Retention Specialist in our Human Resources Department.

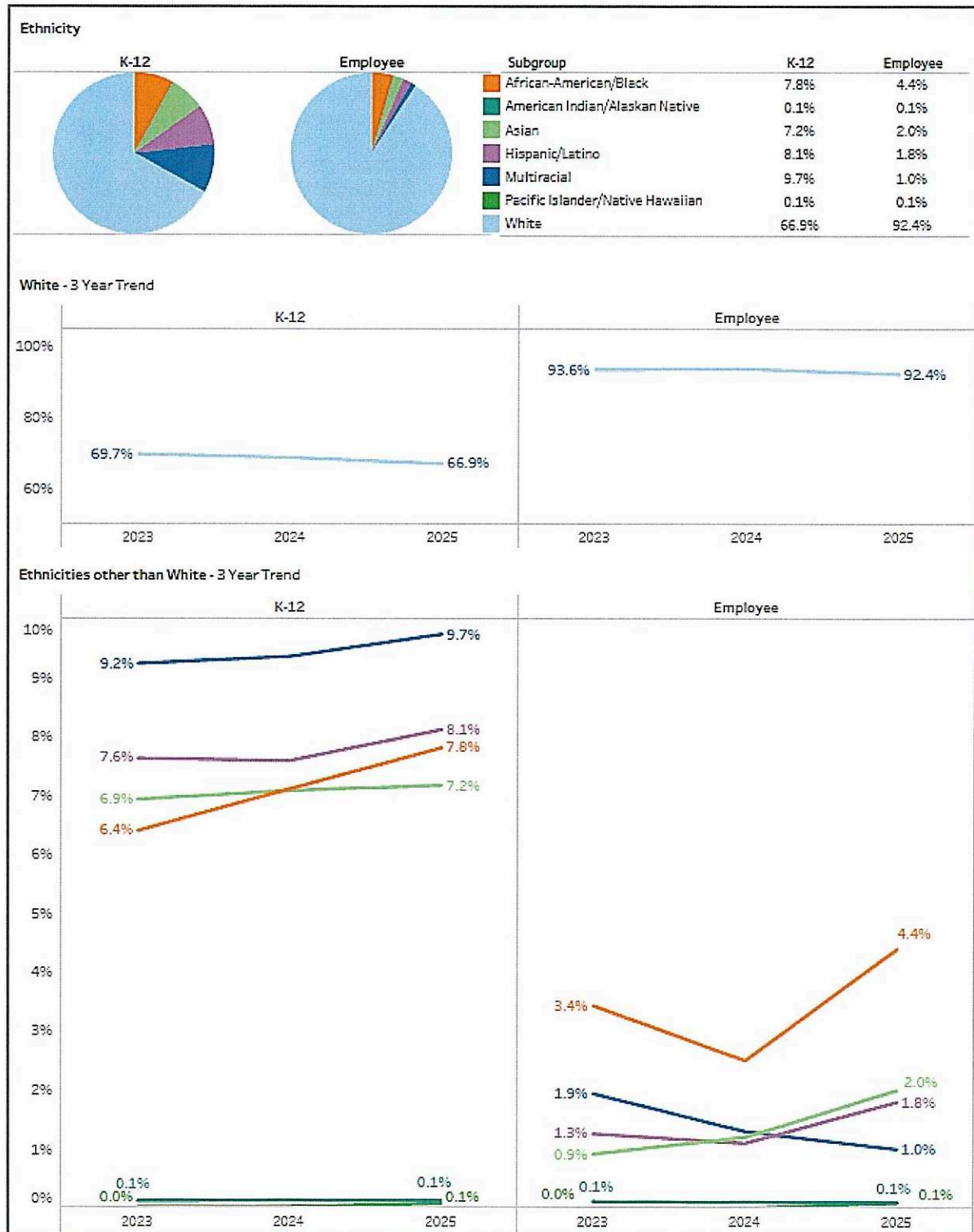
Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

Diversity in our Schools and Workforce



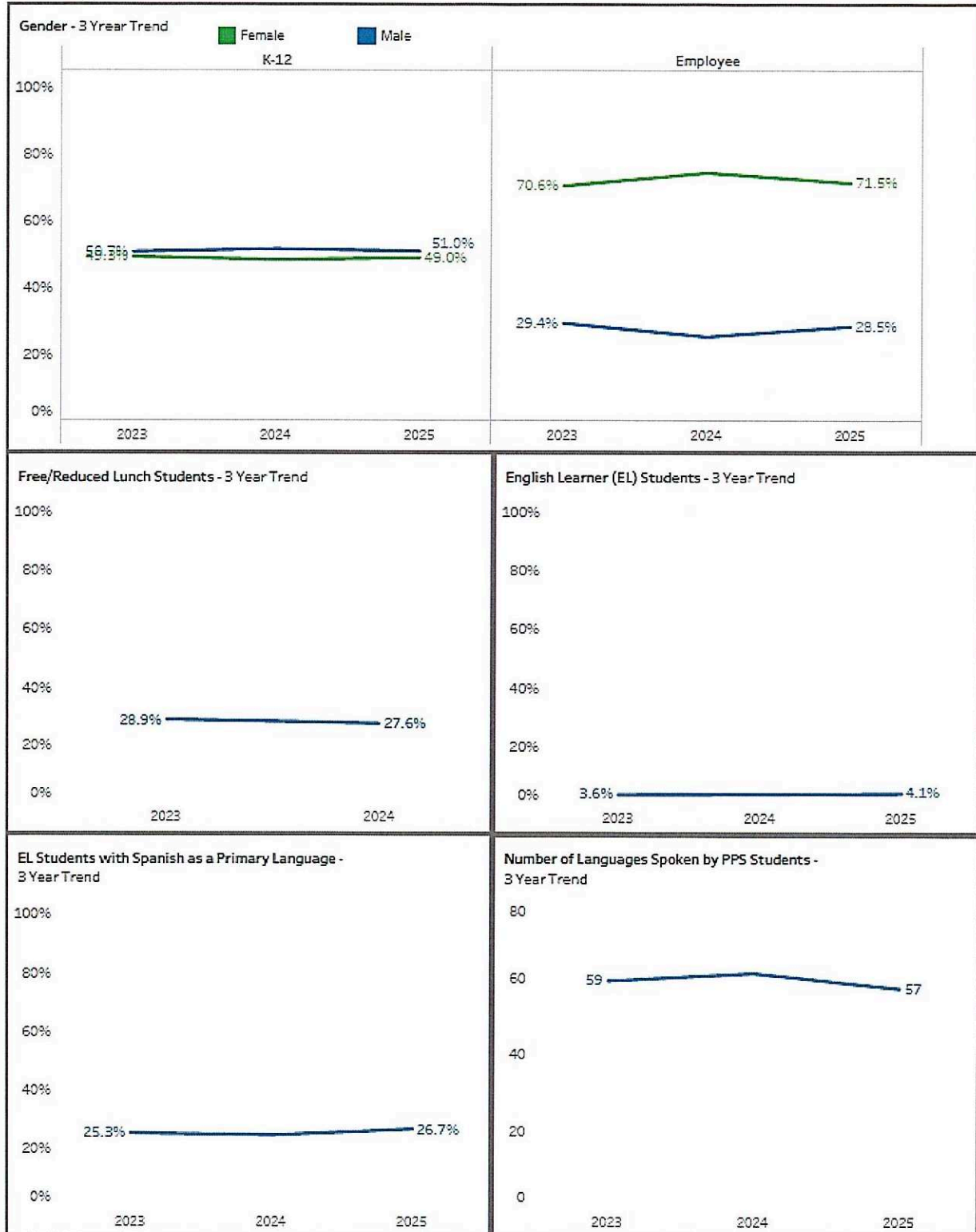
Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.5

Diversity in our Schools and Workforce



Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes ☐ No ☐

Comments:

Is evidence of compliance reasonable? Yes ☐ No ☐

Comments:

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

Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

Adopted: 9/22/08

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 9, 2026, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

2. Monitoring Report 2.4, Financial Planning/Budgeting (GP 4.4)

Recommended Motion:

Motion offered by _____, seconded by _____, that the Board of Education accept Monitoring Report 2.4 – Financial Planning/Budgeting, as a reasonable interpretation and evidence of compliance with policy.

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.4) Financial Planning/Budgeting

Global Board Policy

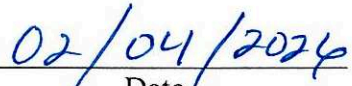
Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from the Board's Ends priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan. It is the policy of the Board of Education to comply with all applicable laws, regulations, and the provisions of federal and state grant agreements in the conduct of its financial operations. The Board of Education instructs the Superintendent to develop appropriate operating procedures to ensure such compliance.

Certification

I hereby present my monitoring report on Executive Limitation, 2.4, "Financial Planning/Budgeting" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of February 4, 2026.



Signature



Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding five sections. My interpretations of those sections, the report, and conclusion statements are presented below. My interpretations have not changed since the last report.

2.4.1 POLICY LANGUAGE

The Superintendent shall not risk the organization incurring those situations or conditions described as unacceptable in the Board's policy Financial Condition and Activities.

Interpretation

I interpret this to mean that our financial planning must adhere to the following:

- The proposed budget for the fiscal year (July 1 – June 30) does not anticipate an excess of expenditures over revenue that would result in an end of year fund balance level below 7% of expenditures, based on identified assumptions, unless approved by the Board.
- There is no planned borrowing from outside sources to provide revenue to create a balanced budget.
- Monthly cash flow plans are in place to meet payroll and vendor account obligations.

Report

The 2025/26 Board-approved budget incorporated the planning assumptions shared by administration and resulted in a balanced budget, which relied on using a portion of the unassigned fund balance. There is no planned borrowing for the current fiscal year nor was there in the preceding year (ending June 30, 2025). All payroll obligations have been met as scheduled. (Vendor payments are typically made within a 30-day time period.)

The Monitoring Report for Executive Limitation Policy (2.5) Financial Condition and Activities, which contains the conditions described above, was presented and approved by the Board in November 2025 and the Single Audit was presented and approved in January of 2026.

Conclusion Statement

The organization met expectations.

2.4.2 POLICY LANGUAGE

The Superintendent shall not develop a budget without conducting a formal process for planning for the future of the organization.

Interpretation

I interpret this to mean that protocols are in place to collect and analyze viable data in the development of the Board-adopted annual budget as required by law.

Monitoring Report

Page -3-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

Report

Administration conducts a planning process, which includes but is not limited to a review of existing and anticipated instructional and operational programs needed to meet the Board's Ends in a cost effective manner. Enrollment projections are forecasted, as are anticipated financial revenues.

The planning process coincides with the State's financial planning process for school districts, and includes a minimum of two amendments to the initial budget which is adopted in June of each year. Significant adjustments to the budget plan are documented during the amendment process. During the 2024-25 school year, amendments occurred in February and June.

Conclusion Statement

The organization met expectations.

2.4.3 POLICY LANGUAGE

The Superintendent shall not plan the expenditure in any fiscal year that causes annual unassigned fund balances to fall below 7%. (The Board of Education authorizes the Superintendent to establish any standards and procedures, which may be necessary for its implementation.)

Interpretation

I interpret this to mean that in planning the annual budget, the anticipated end-of-year unassigned fund balance is 7% or greater.

Report

The 2025-26 budget approved by the Board in June 2025 anticipates an end-of-year unassigned fund balance of 15.08% . . . well above the 7% minimum limit.

Conclusion Statement

The organization met expectations.

2.4.4 POLICY LANGUAGE

The Superintendent shall not develop a budget without employing credible projections of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.

- A. Develop a budget which does not include "full costing" to include all sources of revenue and expense whether or not they are revenues, gifts, or grants.

Monitoring Report

Page -4-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

Interpretation

I interpret this as follows:

- The credible projections of revenues will come from substantiated resources such as - House and Senate Fiscal Agency; Citizen Research Council; Michigan School Business Officials; MASA/MAISA and the Governor's Office.
- That credible projections of expenditures are defensible based on prior years' experience, and/or which reflect analysis of effective practices, services and programs.
- That full costing takes into consideration all financial aspects of District programs and operations.
- That planning assumptions – the key determining factors used in establishing estimates of revenues and expenditures – are disclosed.
- That there are separate operating and capital budgets.

Report

During the budget development process and through the adoption of the preliminary budget, projected revenues are based on credible sources that are documented. [Examples include: Governor's Office; Stanfred enrollment projections; House and Senate Fiscal Agency Reports; Citizens Research Council; MSBO; MASA; MPSERS; Health Insurance Carriers.] This detail is documented in the budget plan adopted by the Board in June 2023. Additional information was also shared with the Board at work sessions and regular meetings leading up to preliminary budget adoption, including the impact of one-time federal funds.

Staffing projections are determined conservatively according to formulas and standards that have been developed by the District. District programs and services are reviewed on a regular basis and costs associated with those programs and services are analyzed during the budget planning process. Various negotiated agreements are also reviewed with contractual obligations factored into budget projections. Beginning in January of each year, central office administrators meet frequently with the Business Office to provide input into budget planning.

The budget clearly separates capital revenues and expenses from operating revenues and expenses. The District budget consists of five different and separate funds: General Operating Fund, Debt Retirement Fund, Food Service Fund, Building and Site Sinking Fund, and the combined Debt Services Fund. Of these, the Building and Site Sinking Fund is dedicated to capital revenues and expenditures as allowed by law. A portion of the General Operating Fund is dedicated to capital outlay expenditures, which are specifically delineated in the budget.

Monitoring Report

Page -5-

Policy Type: Executive Limitation

Policy Title: (2.4) Financial Planning/Budgeting

Appropriate documentation exists and effective procedures are in place to assure that payroll and vendor obligations are met.

Conclusion Statement

The organization met expectations.

2.4.5 POLICY LANGUAGE

The Superintendent shall not provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.

Interpretation

I interpret this to mean that the annual budget will consider costs associated with:

- Board Member Stipends
- Annual Financial Audit
- Board Member Professional Development
- Board Member Conference/Workshop Attendance and Travel
- Ownership Linkage Activities
- Board Meeting Costs
- Board Legal Expenses
- Other activities as referenced in Policy 3.10

Report

The annual budget allows for Board expenditures as outlined in Policy 3.10, Cost of Governance and in the Board's bylaws.

Among Board prerogatives this past year were:

- Financial Audit
- MASB Conference Attendance
- MASB CBA Classes
- Participation in KCSOA Events
- Legal Costs
- Facilitation of Review of and Revisions to the Board's Governance Policies and By-Laws
- Development and Administration of a Community Survey

Conclusion Statement

The organization met expectations.

Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes ☐ No ☐

Comments:

Is evidence of compliance reasonable? Yes ☐ No ☐

Comments:

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

Comments Regarding Further Policy Development

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

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

Adopted: 9/22/08

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 9, 2026, 6:30 P.M.**

Note Page

X. Discussion Items

1. MASB Board of Directors Election (MASB)

To: Board of Education
From: Johnny Edwards, Superintendent 
Date: February 4, 2026
Re: 2026 MASB Board of Directors Election

Johnny Edwards
Superintendent
Phone: 269.323.5182
jedwards@portageps.org

RECOMMENDED MOTION:

For the 2026 MASB Board of Directors Election, the Board of Education wishes to vote for candidate *(state name of one candidate)* to represent MASB Region 6, and authorizes Barb Atkinson to cast the Board's vote via the online ballot provided by MASB.

BACKGROUND INFORMATION:

Active members of the Michigan Association of School Boards (MASB) are divided into regions designated according to their ISD (RESA) boundaries and then into groups based on pupil membership. Portage Public Schools is in MASB Region 6 and Group V.

This year for Region 6, three (3) candidates are running for one (1) seat, for a term of three years:

- Charlie Fulbright - Battle Creek Public Schools, Calhoun County
- TiAnna Harrison - Kalamazoo Public Schools, Kalamazoo County
- Elizabeth O'Dell - St. Joseph County ISD, St. Joseph County

Enclosed is the election booklet containing candidate bios to help you make an informed decision.

The Board will need to take action at its February 23, 2026 regular meeting to decide on one candidate and authorize Barb Atkinson to cast the vote on behalf of the Board. Ballots are submitted online and due by 1pm on March 11, 2026.

Enclosure



MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS



MASB Bylaws – Article IV – Membership

Section 2. Active Members. The board of education of any public school district in Michigan may become an active member of the Association. Active members of the Association shall be divided into eight regions. The regions shall be designated according to intermediate school district boundaries. The regions shall be as follows:

Region 1. Copper Country ISD, Delta-Schoolcraft ISD, Dickinson-Iron ISD, Eastern Upper Peninsula ISD, Gogebic-Ontonagon ISD, Marquette-Alger RESA and Menominee County ISD.

Region 2. Alpena-Montmorency-Alcona ESD, Charlevoix- Emmet ISD, Cheboygan-Otsego-Presque Isle ESD, COOR ISD, Iosco RESA, Manistee ISD, Northwest Education Services and Wexford-Missaukee ISD.

Region 3. Ionia County ISD, Kent ISD, Mecosta-Osceola ISD, Montcalm Area ISD, Muskegon Area ISD, Newaygo County RESA, Ottawa Area ISD and West Shore ESD.

Region 4. Bay-Arenac ISD, Clare-Gladwin RESD, Clinton County RESA, Gratiot-Isabella RESD, Midland County ESD, Saginaw ISD and Shiawassee RESD.

Region 5. Genesee ISD, Huron ISD, Lapeer County ISD, Sanilac ISD, St. Clair County RESA and Tuscola ISD.

Region 6. Allegan Area ESD, Barry ISD, Berrien RESA, Branch ISD, Calhoun ISD, Heritage Southwest ISD, Kalamazoo RESA, St. Joseph County ISD and Van Buren ISD.

Region 7. Eaton RESA, Hillsdale County ISD, Ingham ISD, Jackson County ISD, Lenawee ISD, Livingston ESD, Monroe County ISD and Washtenaw ISD.

Region 8. Macomb ISD, Oakland Schools and Wayne RESA.

Active members shall also be divided into the following seven groups based on pupil membership.

Group I All intermediate districts;

Group II School districts with a pupil membership of 0 - 1,400;

Group III School districts with a pupil membership of 1,401 - 2,500;

Group IV School districts with a pupil membership of 2,501 - 5,000;

Group V School districts with a pupil membership of 5,001 - 11,000;

Group VI School districts with a pupil membership of 11,001 - 40,000; and

Group VII School districts with a pupil membership more than 40,000.

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Region 5 (Three-Year Term)

Richard Hill	Kearsley Community Schools, Genesee County	7
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Region 6 (Three-Year Term)

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Elizabeth O'Dell	St. Joseph County ISD, St. Joseph County	11

Note: Incumbents are **bolded**

Board of Directors' Elections – Candidate Information and Email Voting Procedures

This year, six seats on the MASB Board of Directors are up for election.

The MASB Board of Directors is comprised of 23 members, including three at-large directors. Sixteen directors shall be elected from the eight regions, with two elected from each region; and one director per group shall be elected from Groups V, VI and VII. Directors are elected by active member school boards and, each year, several seats are up for election. The MASB President will nominate a member to serve as an at-large director, subject to Board approval.

Board Limitations:

Article VIII, Section 6 of the MASB Bylaws permits only one director to be elected or appointed from any one local or intermediate school district board.

According to MASB Bylaws Article VIII, Section 8, if any nomination for the Board of Directors is unopposed, the Board of Directors shall declare the unopposed candidate elected without conducting an election for the uncontested group or region.

This year, the following seats on the MASB Board are up for election (one seat each, three-year terms unless otherwise noted): Regions 1, 2, 3, 4, 5 and 6. If you're unsure of your district's region or group, please see the list on page 2.

- **Region 2 will continue to be represented by Kenneth Stahl, McBain Rural Agricultural School, (unopposed, no ballots will be sent)**
- **Region 3 will continue to be represented by Jill Fennessy, Tri County Area Schools, (unopposed, no ballots will be sent)**
- **Region 4 will continue to be represented by Matthew Showalter, Gratiot-Isabella ISD, (unopposed, no ballots will be sent)**

Voting in Regions 1, 5 and 6 will take place via an online ballot. No local district/ISD funds can be used to campaign for anyone running for a seat. To help your board make an informed decision, the following pages contain background information and statements from each of the candidates.

Each district received ONE ballot, which was emailed to the superintendent secretary on record with MASB on **Friday, Jan. 23, 2026**. These ballots **CANNOT** be forwarded to anyone else. Once your board makes a decision on which candidate it wishes to vote for, please convey this information to your superintendent secretary.

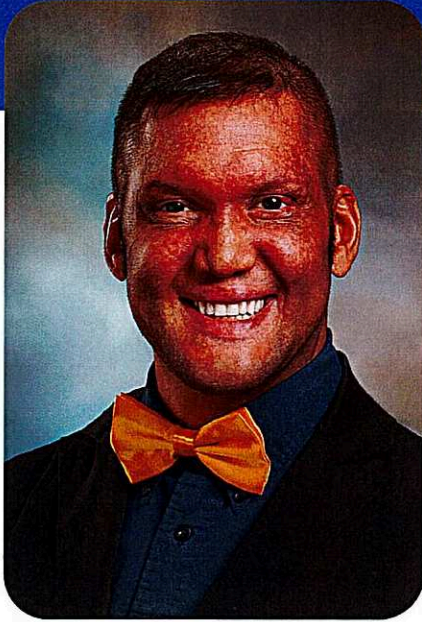
Completed ballots must be cast and confirmed by the superintendent secretary by **1 p.m. on Wednesday, March 11, 2026**.

Unofficial election results will be available by calling 517.327.5915 after 2 p.m. on the deadline date. They will also be sent out via email that afternoon. Official results will be approved at the March 20, 2026, Board of Directors' meeting, which newly elected directors should plan to attend.

To summarize:

- Ballot deadline is **1 p.m. on Wednesday, March 11, 2026**.
- MASB would like to remind all candidates for the MASB Board of Directors that no school district funds can be used for campaigning during the election. This rule prohibits a candidate from using their school district email account to send messages to other school board members. Therefore, a personal email account must be used for campaigning purposes when running for the MASB Board of Directors. If you have any questions about what may or may not constitute an expenditure of school district funds, please contact MASB's Legal Counsel **Brad Banasik, J.D.**, at **bbanasik@masb.org** or **517.327.5929**.
- An electronic file containing the physical addresses and email addresses for the voting group or region shall be made available to each candidate running for election to the board of directors. The revokable license to use the addresses shall be limited to contacting school board members to share information about the MASB Board of Directors' election.
- Have questions? Contact **Brooke Wooley** at **517.327.5915** or **bwooley@masb.org**.

Region 6 (Three-Year Term)



Charlie Fulbright **INCUMBENT**

Battle Creek Public Schools, Calhoun County

**Time served
on this board:**

7 years

Offices held:

President, Vice
President, and
Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember

Master Diamond

Advocacy Skills Specialty Certification

Community Relations Certification

Data Skills Specialty Certification

Finance Certification

Leadership Certification

Election Statement:

I am interested in being a Director of MASB for Region 6 because I believe public education is fundamental in our state and country. Especially in this last year, and the next three years, I feel it is important to have not only diversity on local and state boards, but strong leaders. I believe my experience and dedication are just that.

I have been on my local board for 7 years and on the MASB board for two years. During my time on my local board, I have been a Trustee, Treasurer, Vice President and President. I have continued my own personal learning from day one of being on the board, and I have achieved the Level 5 Master Diamond Award, as well as all five Specialty Certifications. I have also been a committee member of the Government Relations Committee and Resolutions and Bylaws Committee for MASB and in the 2025 Annual Leadership Conference I was a counter for the delegate assembly.

I am willing and able to step up when needed to better our public education community. I have attended the National School Board Association (NSBA) to expand my knowledge and growth to bring back tools and ideas for not only my local board, but MASB and our state. I feel I bring a perspective that no one else can bring as an out gay man. I would love to continue my advocacy, growth and leadership by being your Region 6 Director.

Region 6 (Three-Year Term)



TiAnna Harrison

Kalamazoo Public Schools, Kalamazoo County

Time served on this board:

12 years

Offices held:

President, Vice
President, Secretary
and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember

Master Diamond

Master Platinum

Advocacy Skills Specialty Certification

Data Skills Specialty Certification

Election Statement:

My name is TiAnna Harrison, and I currently serve as Board President of Kalamazoo Public Schools. Since my appointment to the board in 2014 and reelection in 2020, I have served in every officer role, including Vice President, Secretary and Treasurer.

As a board leader in a diverse, urban district, I have worked alongside my colleagues to strengthen governance practices, ensure financial stability, advance equity-centered policies, and support student achievement and well-being. These experiences have reinforced my belief that strong, well-trained boards are essential to strong public schools.

I am deeply aligned with MASB's mission to promote effective governance, board member development and advocacy for local control. I believe school boards must be equipped with the tools, training and policy support needed to meet the unique needs of their communities while navigating complex statewide challenges. I am seeking a seat on the MASB Board of Directors to contribute my experience, collaborative leadership style and commitment to equity in support of school boards across Michigan. I am passionate about advancing policies that empower locally elected boards, support educators, and improve outcomes for all students.

Thank you for your consideration.



Region 6 (Three-Year Term)

Elizabeth O'Dell **INCUMBENT**

St. Joseph County ISD, St. Joseph County

**Time served
on this board:**

28 years

Offices held:

President, Vice
President, Secretary
and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Master Boardmember

Master Diamond

Election Statement:

The MASB is our collective voice on education at the state level, and it allows board members to be informed about educational issues. I think the Director for the Region's role is to ensure that our voice is heard as the MASB discusses issues and concerns.

I have been an active St. Joseph County ISD member for 28 years. I have held various positions, from member to president. Each position has allowed me to grow.

I have worked with the parent-teacher association, band, and athletic booster clubs. I have served on the special education advisory committee. I have enjoyed serving as a delegate to MASB membership meetings in my county. Through this process, I have learned what various boards are concerned about as they present resolutions and amendments to the Board of Directors, which has deepened my understanding of how our collective needs are connected.

My children and I are products of public education. I obtained my bachelor's degree from Ball State University and my graduate degree from Western Michigan University. I am not new to service, advocacy, and listening. I have and will continue to strive to assist others to make positive change. I am a retired CEO of St. Joseph County Community Mental Health, I use my time to volunteer in my church, for the American Red Cross Disaster Relief, as a substitute teacher, as well as working with a variety of social action services through my sorority, Delta Sigma Theta Sorority, Incorporated.

After serving for one year, I am convinced that the position is to advocate for the needs of our small and large communities. I am a champion for public education, and with your vote, I can continue to serve this region at the next level.

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
FEBRUARY 9, 2026, 6:30 P.M.**

Note Page

X. Discussion Items

2. 2025-26 Budget Amendments (OP 6231)

To : Johnny Edwards, Superintendent
From : Paula Johnson, Director of Finance
Sammi Stevens, Business Manager
Date : February 6, 2026
Subj : General Fund Budget Amendment #1 Resolution for 2025/26

Recommendation

That the Board of Education approve the attached budget amendment resolution to the General Appropriations Act (General Fund) for the 2025/26 year at the February 23, 2026 Board meeting.

Background Information

This amendment to the District's operating fund represents the first of two planned revisions during this school year. Typically, the budget is amended each year in February and June. The extensive amendment process demonstrates our commitment to maintaining a continuous budget cycle and providing the Board and community with updated, more accurate information as it becomes available.

The modifications incorporated in this document are the result of a number of factors that we have previously discussed:

1. This amendment shows where the district financials landed on June 30, 2025. Audited financials show an increase in total fund balance of \$3.9 million. This addition of \$3.9 million brings the district's total fund balance to just over \$31 million dollars. Of that approximately \$31 million dollars, approximately \$6.23 million is committed funding; leaving \$24.8 million in unassigned fund balance, approximately 20% of total expenditures for the 2024/25 fiscal year.
2. Other revisions come from a detailed account analysis of the budget to actual during the last school year along with individual meetings with department heads.
3. Budget changes were made based on actual enrollment, staffing, and program adjustments. The preliminary budget was based on a blended enrollment of 8,541.37 students, but after the October 2025 count, the District's blended enrollment decreased to 8,539.60. However, enrollment still remains lower than pre-COVID-19 levels.
4. Information received after the budget was adopted in June, 2025 are reflected in this amendment.

Typically, the first budget amendment is the most extensive one completed during the year. This is certainly the case again this year. Foundation grant revenues have been adjusted to reflect the results of our Fall membership count combined with the previous Spring count using the 90/10 blend as in previous years. In addition, salaries and fringe benefits have been adjusted to actual staffing levels and reflect negotiated contracted settlements. The resolution attached that will be passed on February 23rd is provided at the functional level.

Attached is the Comparison by Major Categories and Fund Balance Schedule, similar to the format used during budget adoption. It shows both projected total and unassigned fund balances. After the amendment, the unassigned fund balance is projected to be 17.09%, down from 20.36% as of 6/30/2025. This ensures compliance with Board Policy Executive Limitations 2.4 and 2.5, keeping the unassigned fund balance above 7%.

Revisions	Amount
Revenues:	(rounded)
Local:	\$569,961
Property tax collections increased due to a rise in taxable values. Athletic gate receipts are up and the District has received a few new grants from local funding sources. Additionally, investment interest was adjusted.	
State:	\$1,165,824
The increase is a reflection of the GSRP grant, section 27I(4) MPSERS Healthcare Offset, 31aa Mental Health Safety and Security carryover funds and the new MEWI Teaming Grant.	
Federal:	\$24,022
All federal grants were adjusted to the 2025/26 awards along with carryover from the 2024/25 year.	
Transfers & Other Transactions:	\$117,304
Adjustments were made to reflect the actual sale of school property items along with Set-Seg insurance claim revenue.	
Revenue Subtotal -	\$1,877,111

Expenditures:

Salaries for all groups have been adjusted since the preliminary adoption to reflect any changes in staffing and settled contracts. Contractual changes affecting eligibility criteria have influenced staffing patterns, resulting in fluctuations in salary numbers. \$530,929

All benefit costs have all been updated to reflect current employee elections. Mandatory benefit costs (FICA & retirement) have also been updated to reflect current costs based on the contractual changes made. The preliminary budget did include a higher UAAL rebate amount than actual. \$(1,281,587)

Purchased service expenses have been updated to align with current year trends and planned expenditures. Much of this increase is due to ongoing District initiatives, such as 31n6 counseling, 31aa funded projects. The District has also been fortunate to receive funding from other sources to provide additional professional learning opportunities. \$133,217

Much of this increase is due to carryover from state categoricals received in the 2024/25 fiscal year such as Section 35j & 31aa and planned District initiatives using those funding sources. Expenses were also updated based on current trends and needs of the District. SOAR carryover has also been allocated across the District by building leadership. \$3,278,443

Expense Subtotal: \$2,661,001

Total revisions accounted for in these items: \$(783,890)

After all of the proposed changes are considered, the revised budget reflects excess expenditures over revenues of \$(3,931,100) for the year, as compared to \$(3,147,210) which was adopted in June and reflects a negative difference of \$(783,890).

For the County Wide Special Education Millage funds, although K/RESA submitted a revised budget to the District where all costs would be reimbursed, the district only receives 90% of the estimated allocation in the current year, with the estimated 10% balance remitted to districts in the subsequent year after all actual costs are determined.

The Governor will release her Executive budget recommendation on February 11th, 2026 for the State's 2026/27 fiscal year. This will start the budget process for the District's 2026/27 budget cycle as it moves through the House and Senate before reaching a final consensus through the Conference Committee with hopes of receiving the final State budget by June 30, 2026.

PORTAGE PUBLIC SCHOOLS
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION
2025/26 AMENDED BUDGET #1

Be it resolved that this resolution shall be the General Fund appropriations of Portage Public Schools for the fiscal year 2025/26. A resolution to make appropriations; to provide for the expenditures of appropriations; and to provide for the disposition of all revenue received by Portage Public Schools.

Be it further resolved that the total unappropriated fund balance and total revenues to be available for appropriations in the General Fund of Portage Public Schools for the fiscal year 2025/26 is as follows:

	Actual 2024/25	Adopted Budget 2025/26	Amended Budget #1 2025/26
Total Fund Balance, Beginning of Year, July 1	27,151,123	26,270,652	31,052,457
REVENUES:			
Local Sources	32,296,970	32,106,017	32,675,978
State Sources	91,445,465	89,415,376	90,581,200
Federal Sources	1,832,272	1,203,264	1,227,286
Incoming Transfers and Other Transactions	258,523	130,000	247,304
Total Revenues and Other Transactions	125,833,230	122,854,657	124,731,768
Total Available to Appropriate	152,984,353	149,125,309	155,784,225

Be it further resolved that \$128,662,868 of the total available to appropriate is hereby appropriated in the amounts and for the purposes set forth as follows:

EXPENDITURES:

Instruction:

Basic Programs	60,851,869	62,275,661	63,412,023
Added Needs	11,568,157	12,339,549	12,325,149
Total Instruction	72,420,026	74,615,210	75,737,172

Supporting Services:

Pupil	10,789,943	11,482,290	11,800,719
Instructional Staff	7,784,989	8,472,843	8,625,006
General Administration	833,711	873,106	895,398
School Administration	6,386,760	6,601,287	6,675,446
Business Services	1,356,270	1,309,382	1,288,671
Operations and Maintenance	10,349,799	11,051,081	11,720,062
Transportation	4,573,282	5,707,490	4,777,826
Central Services	4,022,801	3,531,171	4,320,467
Athletics	2,098,571	1,937,324	2,410,719

Total Supporting Services	48,196,126	50,965,974	52,514,314
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Community Services	1,315,744	298,755	289,454
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Other Financing Use - Debt Service	0	121,928	121,928
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Total Expenditure Appropriation	121,931,896	126,001,867	128,662,868
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Excess (Deficit) of Revenues over Expenditures	3,901,334	(3,147,210)	(3,931,100)
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Total Fund Balance (Assigned and Unassigned), End of Year, June 30 (Estimate)	\$ 31,052,457	\$ 23,123,442	\$ 27,121,357
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**PORTAGE PUBLIC SCHOOLS
GENERAL FUND BUDGET APPROPRIATIONS RESOLUTION
2025/26 AMENDED BUDGET #1**

Be it further resolved that \$128,662,8687 of the total available to appropriate is hereby appropriated in the amounts and for

Be it further resolved that no board of Education member or employee of the School District shall expend any funds or obligate the expenditure of funds except pursuant to appropriations made by the Board of Education and in keeping with the budgetary policy statement previously adopted. Changes in the amount appropriated shall require approval by the Board of Education.

Be it further resolved that the Superintendent is hereby charged with general supervision of the execution of the budget as adopted by the Board of Education and shall hold the directors and department heads responsible for performance of their responsibilities within the amounts appropriated.

PORTAGE PUBLIC SCHOOLS
2025/26 AMENDED GENERAL FUND BUDGET
COMPARISON BY MAJOR CATEGORIES AND FUND BALANCE INFORMATION

	<u>Actual 2024/25</u>	<u>Adopted Budget 2025/26</u>	<u>Amended Budget #1 2025/26</u>	<u>Increase (Decrease)</u>
Revenues				
Not Program Related	102,117,233	101,734,554	101,359,523	(375,031)
Program Related	23,715,997	21,120,103	23,372,245	2,252,142
Total Revenues	<u>125,833,230</u>	<u>122,854,657</u>	<u>124,731,768</u>	<u>1,877,111</u>
Expenditures				
Salaries	59,172,023	61,276,322	61,807,250	530,928
Fringe Benefits:				
FICA **	4,213,863	4,723,041	4,810,562	87,521
Retirement **	24,867,265	26,654,861	25,906,386	(748,475)
Health Insurance	10,059,659	11,167,641	10,550,472	(617,169)
Dental Insurance	737,583	823,187	884,432	61,245
Vision Insurance	132,961	200,131	153,234	(46,897)
Long-Term Disability	187,102	190,780	184,467	(6,313)
Life Insurance	48,818	51,890	56,317	4,427
Other Fringe Benefits	<u>563,425</u>	<u>718,155</u>	<u>702,229</u>	<u>(15,926)</u>
Total Fringe Benefits	<u>40,810,676</u>	<u>44,529,686</u>	<u>43,248,099</u>	<u>(1,281,587)</u>
(Note: ** Mandated fringe benefit)				
Purchased Services	12,454,636	13,999,493	14,132,710	133,217
Supplies, Materials, Other	8,302,479	5,957,628	8,507,061	2,549,433
Capital Outlay	1,192,082	115,310	844,320	729,010
Debt Service	<u>0</u>	<u>123,428</u>	<u>123,428</u>	<u>0</u>
Total Expenditures	<u>121,931,896</u>	<u>126,001,867</u>	<u>128,662,868</u>	<u>2,661,001</u>
Excess (Deficit) of Revenues over Expenditures	<u>\$ 3,901,334</u>	<u>\$ (3,147,210)</u>	<u>\$ (3,931,100)</u>	<u>\$ (783,890)</u>
Total Fund Balance Information				
Fund Balance Beginning	27,151,123	26,270,652	31,052,457	
Income (Deficit) - Allocated to Unreserved	3,901,334	(3,147,210)	(3,931,100)	
Estimated Ending Fund Balance	31,052,457	23,123,442	27,121,357	
Estimated Non-Spendable and Assigned				
Fund Balance Restrictions	2,176,882	750,000	1,000,000	
Curriculum Committed Funds	2,905,913	2,207,527	2,285,676	
Extended Learning Funds	1,150,279	1,161,109	1,128,836	
Instructional Initiative Funding	0	0	713,800	
Estimated Ending Unassigned Fund Balance	<u>\$ 24,819,383</u>	<u>\$ 19,004,806</u>	<u>\$ 21,993,045</u>	
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As a Percentage of Expenditures	20.36%	15.08%	17.09%	

**PORTAGE PUBLIC SCHOOLS
GENERAL FUND AMENDMENT #1
PROGRAM LEVEL SUPPORTING DETAIL**

	Adopted Budget 2025/26	Amendments/ Transfers	Amended Budget #1 2025/26
REVENUES:			
From Local Sources:			
Property Tax Levy (17.5695 mills)	18,225,001	726,269	18,951,270
Regional Enhancement Millage (1.5 mills)	4,203,600	30,794	4,234,394
Earnings from Investments and Deposits	177,500	32,500	210,000
Interest on Delinquent Taxes	14,000	0	14,000
Reimbursements from Other Funds:			
Accounting Services and Indirect Costs	120,000	0	120,000
Other Local Sources	205,803	117,200	323,003
From State Sources:			
Foundation Grant Allowance	66,733,464	(1,586,018)	65,147,446
Other State Categoricals/Foundation Adjustments	12,843,189	208,325	13,051,514
From Federal Sources:			
Medicaid Administrative Outreach Program	50,000	5,000	55,000
Program Related Revenues:			
31N6 Funding - Mental Health Support Svcs	416,500	345,700	762,200
At Risk Grant	3,360,161	(88,939)	3,271,222
Athletic Gate Receipts and Contributions	149,400	172,986	322,386
Childcare and Preschool Fees	654,978	(272,807)	382,171
County Special Education and State Categoricals	12,900,985	(264,256)	12,636,729
Contributions for Instructional Programs	0	5,925	5,925
Enrichment Class and Advertising Fees	3,500	(120)	3,380
Great Start Readiness Program	0	915,955	915,955
Maintenance and Operations Facility Rental Fees	50,000	0	50,000
Online Class and IB/AP Test Fees	94,350	(15,670)	78,680
Other Grants	120,504	239,959	360,463
Section 31AA Funding - Safety, Security & Mental Health	623,279	1,111,318	1,734,597
Technology Services	365,020	0	365,020
Title 1 Grant	777,273	(12,108)	765,165
Title 2 Grant	236,325	(1,438)	234,887
Title 3 Grant (English Learner & Immigrant Students)	66,165	20,715	86,880
Title 4	73,501	11,583	85,084
Section 35j Funding - PD, Curriculum & Supports Grant	301,159	107,731	408,890
Transportation Special Education Categoricals and Billings	89,000	66,507	155,507
TOTAL REVENUES	\$ 122,854,657	\$ 1,877,111	\$ 124,731,768

**PORTAGE PUBLIC SCHOOLS
GENERAL FUND AMENDMENT #1
PROGRAM LEVEL SUPPORTING DETAIL**

	Adopted Budget 2025/26	Amendments/ Transfers	Amended Budget #1 2025/26
EXPENDITURES:			
Instructional Services			
Amberly Elementary	4,351,870	(113,314)	4,238,556
Angling Road Elementary	3,455,081	(200,963)	3,254,118
Central Elementary	4,084,350	80,196	4,164,546
Haverhill Elementary	4,165,439	38,288	4,203,727
Lake Center Elementary	4,571,664	(131,668)	4,439,996
Moorsbridge Elementary	4,841,235	59,613	4,900,848
12th Street Elementary	4,534,213	238,702	4,772,915
Woodland Elementary	4,013,939	6,997	4,020,936
Central Middle	5,718,279	175,401	5,893,680
North Middle	6,079,633	26,617	6,106,250
West Middle	6,021,735	25,359	6,047,094
Central High	12,004,479	146,152	12,150,631
Northern High	10,932,418	(25,025)	10,907,393
Community High School	2,133,512	21,128	2,154,640
 Auditorium Management	 190,799	 9,874	 200,673
Childcare and Preschool Program	883,049	(199,117)	683,932
Career Tech Education	1,203,323	(145,110)	1,058,213
Education for the Arts	88,934	(9,075)	79,859
Great Start Readiness Program	0	915,955	915,955
High School Athletics	1,703,549	365,380	2,068,929
Homebound Services	15,268	(7,463)	7,805
Instructional Services Administration	1,572,095	5,885	1,577,980
Middle School Athletics	349,775	102,356	452,131
Non-Public Schools- Shared Time Program	759,851	238,846	998,697
 Technology and Student Information Systems			
Media Services	267,796	(12,440)	255,356
Technology Services	3,670,403	8,089	3,678,492
Educational Supports & Intervention			
Special Education Program	14,016,675	148,189	14,164,864
At Risk Grant	3,360,161	(88,939)	3,271,222
Title 1 Grant	777,273	(12,108)	765,165
Section 31n6 - Mental Health & Support Services	416,500	345,700	762,200
Curriculum and Professional Development			
Curriculum Development	1,888,797	(198,089)	1,690,708
Curriculum Committed Funds	628,075	(7,838)	620,237
Extended Learning Committed Funding	7,500	13,943	21,443
Instructional Initiative Funding	0	96,200	96,200
Section 35j Funding - PD, Curriculum & Supports Grant	301,159	107,731	408,890
Professional Development	196,003	30,484	226,487
Title 2 Grant	236,325	(1,438)	234,887
Title 3 Grant (English Learner & Immigrant Students)	66,165	20,715	86,880
Title 4 Grant	73,501	11,583	85,084
Other Grants	363,390	176,142	539,532
Operations			
Budget and Finance	1,809,840	(16,015)	1,793,825
Central Services	118,839	210	119,049
Maintenance and Operations	5,744,132	54,311	5,798,443
Transportation	5,486,740	(946,573)	4,540,167
147g MPSERS Health Reimbursement	0	199,850	199,850
Section 31AA Funding - Mental Health Svcs & Prgms	623,279	1,111,318	1,734,597
Community Relations			
Communications	520,267	29,035	549,302
Community Enrichment Program	10,938	3,715	14,653
Human Resources	911,013	(58,603)	852,410
Administration	832,606	20,815	853,421
 TOTAL EXPENDITURES	 \$ 126,001,867	 \$ 2,661,001	 \$ 128,662,868
 EXCESS (DEFICIT) REVENUES OVER EXPENDITURES	 \$ (3,147,210)	 \$ (783,890)	 \$ (3,931,100)