

**PORTAGE PUBLIC SCHOOLS' BOARD OF EDUCATION
COMMITTEE OF THE WHOLE WORK SESSION
CENTRAL HIGH SCHOOL RM #1136, 8135 S. WESTNEDGE, PORTAGE, MI 49002
OCTOBER 12, 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.

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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
OCTOBER 12, 2026, 6:30 P.M.**

Note Page

II. Revisions/Approval of Agenda

Recommended Motion:

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
OCTOBER 12, 2026, 6:30 P.M.**

Note Page

III. Reports

1. Superintendent's Report
 - a. Presentations – Field Trip Requests
 - 2028 NHS Trip to Ireland & Scotland
 - 2028 NHS Trip to Belgium, France, & Switzerland
 - 2028 CHS Trip to France
 - b. Bond Project Update

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

TO: Johnny Edwards
DATE: September 29, 2026
FROM: Janet Johnstone/Dr. Michael Pascoe
SUBJECT: Northern High School 2028 field trip to Ireland & Scotland

RECOMMENDATION:

I recommend the approval for Portage Central High students to travel to France as described in the attached material. The trip dates are tentatively set for June 17-28, 2028. **The US Department of State Travel Advisory is currently at a Level 2 - Exercise increased caution for Scotland & Level 1 – Normal caution for Ireland.**

BACKGROUND:

Daniell Poulsen is proposing a student trip to Scotland & Ireland for June 17-28, 2028. They will spend 12 days out-of-state. The purpose of this trip is to allow students the opportunity to engage in local study of these countries geology, climate, ecology, and earth science. 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 3 students (number attending: Approx. 15 students, 6 adult).

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
StartDate: 7/17/2028, EndDate: 7/28/2028										
Field Trip Only (No PPS Transportation)	AT-05494	NHS External Billing	NHS Student - 7/17/2028 Scotland & Ireland Summer 2028	7/17/2028	7/28/2028	6	15	As a large school district with varied abilities and interest in world traveling, EF Tours is top notch and the 2028 Scotland & Ireland trip will be nothing short of amazing. Language, culture, site seeing, and world travel is a large part and benefit of this experience, but because I am a science teacher too, I and our 24/7 tour director will include as much geology, climate/weather, ecology and earth science as possible. I am going to		Yes

**Portage Public School District
Advanced Activity Trips Custom Report**

include the traveling packet with all the details from EF Tours and a screenshot of our specific trip info. Upon approval, this will take place July 2028. It is an 8-day trip.



EDUCATIONAL
TOURS

Global Travel Program Proposal



Your partner in travel-based learning

Our mission

We're educators, just like you. And we're dedicated to helping students become more future ready.

EF stands for Education First. For almost 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

What's in this document

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pg. 6	Managing cost & payments
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This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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Learning outcomes

It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Learning outcomes

Continued

EF students build essential skills in these key growth areas:



Explore the World

Students will gain a global perspective & gain skills in:

- Cultural awareness: Experiencing different contexts fosters cross-cultural knowledge and skills, encouraging open-mindedness.
- Adaptability: Navigating unfamiliar environments teaches you how to adjust to new situations, overcome challenges, and thrive in diverse settings. This helps build curiosity and develop a growth mindset.

Discover Themselves

Students will encounter personal development & gain skills in:

- Self-awareness: Building meaningful connections with others helps reveal your own biases and beliefs, fostering mindset shifts and strengthening resilience.
- Agency: Knowing yourself builds confidence and helps you decide who you want to be and the mark you want to make—empowering you to become a stronger advocate for your dreams.

Make a Difference

Students will grow in action & impact and gain skills in:

- Communication: You connect with others more deeply through active listening, authentic connection, empathy, and appreciation—then share your own point of view.
- Collaboration: You develop the interpersonal skills to thrive in multicultural teams—embracing empathy and flexibility to discover better solutions, take action, and create meaningful impact.

Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

EF is an accredited institution

Like all our tours, EF's academic courses are built around the EF Method: immersive travel-based learning that helps students and educators learn more about the world, themselves, and the impact they can make. Students can also develop the essential skills that colleges and employers value most. EF is accredited by the same prestigious organizations who accredit the schools we work with across the country.



Academic credit for students

Every EF tour includes opportunities to enhance the educational experience by earning academic credit. Immersive travel combined with academic coursework is a powerful way for students to build their resumes, stand out on college applications, and even get a jumpstart on undergraduate-level college credits—at a fraction of the normal cost!

- Students in grades 6-12 can earn 1 high school elective credit through an online course before, during and after travel (included in the cost of tour!)
- Students in grades 6-12 can earn the EF | Nobel Prize Museum Global Citizen Certificate. (included in the cost of tour!)
- Students in grades 9-12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$550.

Professional learning for educators

EF offers educators unique professional learning opportunities, including graduate-level college courses at a fraction of the typical cost, flexible professional learning hours, and much more.

- Group Leaders can earn 25 professional learning hours by participating in the seminars and scheduled activities on an EF training tour. 10 hours can also be earned on a Virtual Training Tour.
- Group Leaders can earn 45 professional learning hours by completing EF's in-house course. This includes pre-tour research and coursework.
- Group Leaders can earn 3 or 6 graduate-level credits (\$550/\$900) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.
- Group Leaders going on an EF Leadership Summit can earn 15 professional learning hours by simply participating in the Professional Learning Track at Summit.
- To learn more about EF's educational philosophy, visit eftours.com/education

Building equitable travel programs

One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

A multi-tour program could include:

2026

London, Paris & Rome (Summer)

Japan: Land of the Rising Sun (Summer)

2027

Belize: Conservation from Ridge to Reef (Spring)

Greece & Italy (Summer)

Culture & Service in Thailand (Summer)

2028

Costa Rican Explorer (Spring)

Language Immersion through Spain (Summer)

Marine Conservation in the Dominican Republic (Summer)

Travel programs in your region

Here are the other districts in your region that have embraced travel-based learning opportunities. Read on to discover how you can help the students in your community access these same life-changing experiences.

Kalamazoo Central High School

- Austria, Germany, and Switzerland 2026
- Rome and Athens, 2027

Gull Lake High School

- The Alps and the Mediterranean, 2024
- Costa Rica, 2026
- Bell' Italia, 2027

Lakeview High School

- Peru, 2025
- Greece and Italy, 2027

Gull Lake Middle School

- Iceland, 2026
- London and Paris, 2027

Otsego High School

- Barcelona and Madrid, 2025
- Europe's Mediterranean Coast, 2027

Climax - Scotts Jr Sr High School

- Costa Rica, 2027

Managing cost & payments

We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only \$95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees whatsoever.

Global Citizen Scholarship Fund

Every year, EF Educational Tours awards \$100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.



Safety

Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are added as additional insureds under our \$50 million General Liability Policy, whether or not the tour is considered a school event. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.

Peace of Mind Program

Provided to all groups

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 59 days prior to departure for any reason, including terrorism or other world events.



Protection for travelers, schools & districts

Continued

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS

Available to all travelers

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.



Travel logistics

Proposed tour for Daniall Poulsen in Summer 2028

Price of this tour

The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: July 15th - 28th, 2028

Requested travel dates: July 18th - 25th, 2028

Valid Today

STUDENTS

\$4,859

or \$217/Month

ADULTS

\$5,599

or \$251/Month

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Dublin, Ireland

Groups stay an hour or less from the center of Dublin in areas such as Ashbourne, Naas, or Bray. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may also be on the smaller side without AC, and hotels may not have elevator access.

Green Isle Hotel

<https://greenislehotel.com/>

Address: Newlands Cross, Dublin 22, D22 F9F4, Ireland

The Pillo Hotel Ashbourne

<https://www.pillohotelashbourne.com/>

Address: The Rath, Ashbourne, Co. Meath

City North Hotel

https://www.citynorthhotel.com/en/?utm_source=google&utm_medium=organic&utm_campaign=Knowledge_Graph

Address: Gormanston, Co. Meath, K32 W562

Edinburgh, Scotland

Groups stay an hour or less from the center of Edinburgh in areas such as Stirling, Glasgow, Bo'ness, or Dunfermline. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms may be on the smaller side without AC. Some accommodations are university housing, so several travelers from the same group may share a common area and bathroom. Hotels may not have elevator access.

Holiday Inn Express Hamilton

<https://www.ihg.com/holidayinnexpress/hotels/us/en/hamilton/stdhm/hoteldetail>

Address: Keith St, Hamilton ML3 7BL, United Kingdom

Marstons The Highland Gate Hotel

<https://www.marstonsinns.co.uk/inns/highland-gate-hotel-stirling/>

Address: Kildean Business Park, Drip Road, Stirling, FK9 4UA, United Kingdom

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

The United Kingdom: Sample Meals

Fish and chips, ice cream. Chicken and hummus, flan. Naan bread, chicken curry, sticky toffee pudding.

Ireland: Sample Meals

Soup, chicken with mashed potatoes and gravy, fruit salad

Next steps

My name is Owen Sweeney and I'm the dedicated Tour Consultant for North Branch High School. I'll be working closely with your Group Leader, Daniall Poulsen, every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

- Tours are planned 1-2 years in advance to give families time to plan ahead and low monthly payment plans.
- Sharing the tour with the school community is done best with mass communication systems the families and school already use.
- Outreach for the trip typically takes 1½ - 2 weeks leading up to an Informational Meeting with parents that take place on a weekday evening.
- All information about the tour is shared and the informational meeting and enrollment takes place for 1-2 weeks after the meeting.
- We are offering a discounted tour price and risk-free enrollment period for all families who enroll before the end of the discount window following the meeting.
- Prices are locked in once travelers are enrolled on the trip and will never increase once enrolled.
- Association of certified sellers of travel:
 - *EF is an active member of the USTOA (United States Tour Operators Association):*
<https://ustoa.com/member-directory/EF%20Educational%20Tours>
 - *Proof of insurance: All Group Leaders, schools, and districts who travel with EF are automatically added as additional insured under our \$50 million General Liability Policy, whether or not the tour is considered a school event. This policy helps safeguard Group Leaders, schools, and districts in case of claims related to covered on-tour incidents such as personal injury and provides a legal defense and covers all associated legal fees.*
 - *Proof of performance bond: USTOA holds \$1 million security as part of EF's membership.*

Sincerely,

Owen Sweeney
Tour Consultant
owen.sweeney@ef.com

“

Student travel strengthens our mission of making future graduates into global citizens. After their travels, our students return more well-rounded and success-driven because they now understand the connections between what is taught in the classroom and what is needed in the global market.

Mitch S., Administrator



- **Group Leader Name:** Daniall Poulsen
- **Tour ID:** 3085485XP
- **Requested Tour:** [Scotland and Ireland](#) (8 Days)
 - **Alternate Tour:** [Explore Great Britain & Ireland: Capital Cities](#) (10 Days) - We can talk more about what an alternate tour means in the next call.
- **Travel Window:**
 - Requested Travel Dates: Tue, July 18th, 2028 - Tue, July 25th, 2028
 - Full travel Window: Sat July 15th, 2028 - Fri, July 28th, 2028
- **Requested Gateway:** DTW - Detroit
- **Tour Type:** Consolidated if we can't get 30+ Travelers
- **Included:** Global Travel Protection, Specters of Scotland (Ghost tour)

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

TO: Johnny Edwards
DATE: September 29, 2026
FROM: Janet Johnstone/Dr. Michael Pascoe
SUBJECT: Northern High School 2028 field trip to France

RECOMMENDATION:

I recommend the approval for Portage Central High students to travel to France as described in the attached material. The trip dates are tentatively set for June 15-24, 2028. **The US Department of State Travel Advisory is currently at a Level 2 - Exercise increased caution.**

BACKGROUND:

Jamie Hoekstra is proposing a student trip to France for June 15-24, 2028. They will spend 10 days out-of-state. The purpose of this trip is to allow students the opportunity to put their language skills to the test and enhance their understanding of the culture through a direct first-hand experience. 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. 6 students, 1 adult).

I have reviewed this proposal and support it.

Please note that Central High School has also proposed a trip to France for the same summer. The district and/or advisors may consider consolidating the trip to one district trip.

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
StartDate: 6/15/2028, EndDate: 6/24/2028										
Field Trip Only (No PPS Transportation)	AT-05581	NHS Field Trips - IF	NHS French Class - France Summer 2028	6/15/2028	6/24/2028	1	6	Taking French students to France so they can use the language they have learned and experience the culture first hand.	Airplane	Yes



Supporting Educational Travel

A Guide for School Administration

WorldStrides At a Glance

Our History

In 1964, a middle school history teacher from Chicago discovered the incredible educational experience of traveling to Washington, D.C. with his students. He was so encouraged by the powerful effects travel had on his students' eagerness and ability to learn that he left teaching in 1967 to start Lakeland Tours. His vision to make educational travel easy, fun, and safe for teachers and students came to fruition as Lakeland Tours grew and became the leader in educational student travel.

Who We Are Today

Over the years, Lakeland Tours joined forces with other leaders in the student travel field to form WorldStrides, setting us apart as the premier educational travel organization in the nation. We're specialists in providing educational travel and experiences for students of all ages across their lifetime learning journey, delivering high-quality and high-value learning opportunities that support students' growth and development over time. Each learner's journey is different, which is why we offer a broad range of program categories for groups and individuals, including educational travel, performing arts, career exploration, study abroad, language immersion, sports, and service-learning tours.

Our Mission

All WorldStrides programs are united under one mission: to create experiences that enable participants to view the world and themselves in new ways. We help learners grow as people by developing independence, leadership, problem-solving skills, worldliness, and maturity; and we help them grow as citizens by building compassion, understanding, connections, and perspectives that transcend boundaries and borders.

When planning group travel, it's critical that your travel provider has the resources and experience necessary to smoothly and efficiently coordinate a student travel group in the areas that you will visit. We are confident that our decades-long history as student travel specialists provides us with this level of experience.

Educational travel requires special skills that go far beyond making simple hotel and airline reservations. When emergencies arise, this experience is critical. We also realize that price is important, and our prices consistently provide the highest value for your student travelers' investment. Not all companies have the same priorities or experience, and WorldStrides sets the bar high. In terms of safety, education, and passion for student travel, our team consistently beats all other competitors. WorldStrides is the standard by which every other company measures themselves.

Experience with Educational Travel Groups

Number of years in student travel business
Number of participants during this period
Number of participants per year
Number of educators that partner with us each year
Number of full-time staff dedicated to educational travel programs

WorldStrides

✓ 50+
✓ 9 million+
✓ 450,000
✓ 50,000+
✓ 1,000+

Qualifications to Coordinate Your Program

Does your travel provider have a single point of contact for all on-program issues?
Does your travel provider employ and train its own Tour Directors?
Will a Tour Director stay at the hotel with the group?
Does your travel provider arrange detailed training for its staff on how to best work with students?

✓ Yes
✓ Yes
✓ Yes
✓ Yes

Educational Focus

Does your travel provider employ a full-time Curriculum and Academics team?
Does your travel provider offer students the opportunity to earn high school and college credit?
Does your travel provider offer teachers the opportunity to earn professional development?
Is your travel provider accredited by regional accrediting bodies across the United States?
Who issues accreditation for the organization?
– Western Association of Schools and Colleges
– Middle States Association Commissions on Elementary and Secondary Schools
– Cognia

✓ Yes
✓ Yes
✓ Yes
✓ Yes
✓ WASC
✓ MSA
✓ Cognia

Insurance and Consumer Protection

Does your travel provider maintain liability insurance?
Does this coverage apply to the Program Leader (teacher)?
What are the limits of this policy?
What is the cost for supplemental medical and dental insurance?
Does your travel provider pay if an emergency mandates an itinerary change?
Does your travel provider maintain USTOA consumer protection coverage of \$1 million?
Does your travel provider comply with all Federal and State regulations, including all U.S. Seller of Travel Laws?

✓ Yes
✓ Yes
✓ \$50 million
✓ \$0
✓ Yes
✓ Yes
✓ Yes

The Safety of our Travelers is our #1 Priority

Planning for a Safe Experience Before Departure

BEHAVIOR CONTRACT

Safety is the number one priority at WorldStrides. All participants are expected to demonstrate high standards of conduct, courteousness, and consideration toward others. Students and their parent/legal guardian must agree to adhere to the behavior and conduct rules established by the Program Leader and a code of conduct may be required.

MEDICAL RELEASE FORM

A parent/legal guardian for each participant must complete a medical release form and provide emergency contact information and authorization for treatment in the event of an emergency.

TRAVEL SMART, TRAVEL SAFE

Compiled by our travel experts, 'Travel Smart, Travel Safe' is designed to share some best practices based on our experience sending more than 100,000 students to international destinations. Each group receives a document with information pertinent to their trip and specific to their destination.

Students' Safety While on the Program

ADULT SUPERVISION

With our default chaperone-to-student ratio of 1:6 (customizable), students receive proper attention and supervision. The Program Leader will identify the chaperones for the program. WorldStrides suggests selecting adults who are flexible, helpful, and comfortable with the students.

TOUR DIRECTORS

A specially-trained Tour Director guides each group throughout your program. Tour Directors devote 100% of their attention to the students, challenging them to assess and apply what they learn through firsthand experience, so they take the most away from the program.

ON TOUR SUPPORT

Our WorldAssist team can be reached 24 hours a day, seven days a week, because safety is our first priority. Should your group require an extended stay due to an airline problem or weather-related issue, WorldAssist will make arrangements to accommodate your group (hotel, meals, re-booking airline seats, and providing additional bus usage).

DOCTORS ON CALL PROGRAM

WorldStrides has an exclusive partnership with The George Washington University Department of Emergency Medicine. A George Washington University doctor serves on our staff as the WorldStrides Medical Director, overseeing medical response planning for the organization and providing direct case management in the event of a medical response issue anywhere in the world. Our partnership gives us access to doctors who are available 24 hours a day to provide consultations to all our traveling students, parents, and teachers.

AXA MENTAL HEALTH SERVICES

WorldStrides also has a partnership with AXA, one of the world's leading providers of behavioral health assistance programs. Travelers have direct access to confidential and immediate support from an experienced, U.S.-based healthcare provider while traveling. This service also provides coordination with local professionals for referrals to provide additional support, if needed.

Other Industry-Leading Safety Measures

TRAVEL ARRANGEMENTS

WorldStrides travelers stay in 3- and 4-star quality hotels located in safe, central locations. They'll enjoy plentiful breakfasts each morning and hearty, three-course dinners that provide an authentic taste of the local cuisine.

EMERGENCY MANUAL

We have developed an extensive emergency manual that details how we deal with all types of emergency situations, and all of our on-site staff members have been trained to carry out these plans. Set procedures, checklists, and immediate access to emergency phone numbers results in faster and more accurate responses, which is critical when dealing with an emergency situation.

LIABILITY INSURANCE

We maintain an industry-leading multi-million-dollar level of liability coverage. Our insurance automatically covers teachers, chaperones, and the school. WorldStrides' insurance is truly geared to protect you. Additionally, accident, illness, and accident-related dental insurance coverage are provided for WorldStrides program participants. Limits per single occurrence are \$7,500 for accident, \$1,500 for illness, and \$750 for accident-related dental.

CERTIFIED STUDENT TRAVEL ORGANIZATION

WorldStrides is a Certified Student Travel Organization (CSTO), verified by the Student & Youth Travel Association (SYTA). This certification highlights our commitment toward meeting and exceeding safety and risk management standards for student travel safety as defined by SYTA.

Flexibility and Assurance

The WorldStrides Team

Our passionate and professional team of travel experts will work closely with your group from the time you decide to lead a WorldStrides program until your group returns home safely. Our primary goal is to provide a safe and secure travel experience. We strive to enrich lives by taking students beyond classroom walls and inspiring student travelers by providing a unique and experiential educational program. WorldStrides has a staff of more than 700 professionals, many of whom are former educators, and all of whom are dedicated to making sure every aspect of your program is a success.

Travel with Confidence

When you travel with WorldStrides or participate in one of our programs, you can rest assured knowing that we have spent five decades putting a network of support in place to safeguard your group and your experience. The world has thrown us lots of curveballs over our 50+ years in business, and we have and will continue to refine our best practices for safety to fit the current environment, and to match the age and stage of life for all of our students. Our resources are deep and our team is prepared. This detailed and challenging work behind the scenes lets educators and students focus on what's most important—learning and enjoying the experience at hand!

We have developed a comprehensive approach to ensure each group's comfort and safety, and your peace of mind. WorldStrides can be reached 24 hours a day, both in the United States and overseas. In the event of an emergency, every participant is covered by an international network that provides medical referral, medical translation, medical monitoring, repatriation, and other emergency services.

50+ Years of Trusted Travel

WorldStrides is by your side every step of the way. If something doesn't go as planned on tour, we've got you covered. Just take it from our Program Leaders and school administrators that we supported during the COVID-19 pandemic:

Worldstrides is an amazing company. Not only do they take care of everything while abroad, but they are also the kindest people. From those who helped set up the trip, to those who helped during the trip, I was in complete awe. They really take care of our students and teachers.

Whitney M., Program Leader

We recognize that WorldStrides went above and beyond to accommodate our families. Our administration, faculty, and trustees are beyond grateful.

Genifer R., School Administrator

You all have been helpful, open, communicative, and understanding in a time that I'm sure has been chaotic and stressful for you. I have talked to many other teachers and families that were supposed to have traveled with other companies, and hands down, you guys had the best refund policy and were the most understanding and helpful of them all.

Liz K., Program Leader

The Educational Value of Student Travel

Learning through personal experience takes education beyond the classroom. Through educational travel, students use knowledge acquired in the classroom to analyze the world around them and make a personal connection by applying their knowledge to their understanding and view of the future.

Educational Innovation

WorldStrides programs are designed to build on your students' natural curiosity while encouraging them to grow through live exploration. Our educational philosophy, LEAP (Learning through Exploration and Active Participation), brings contemporary teaching strategies, used by excellent teachers in the classroom, to the environments encountered while traveling.

LEAP is the entire relationship between each student, the places they encounter, and their Tour Director acting as a cultural mediator, not just a series of activities. Students learn best when they are engaged, and challenged, and in any group, a multitude of learning styles and social skills will be represented, each student deserving an opportunity to shine. LEAP is designed specifically to replace the old-fashioned lecturing style of traditional tour guides with a dynamic, inclusive, and constructivist approach.

Accreditation Sets WorldStrides Apart

In 1996, WorldStrides became the first accredited student travel organization in the nation. Accreditation recognizes educational institutions for performance, integrity, and quality and entitles them to the confidence of the educational community and the public. WorldStrides is accredited through multiple regional accrediting bodies across the nation, including Cognia (formerly AdvancED, parent organization for North Central Association Commission on Accreditation and School Improvement, Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement), Western Association of Schools and Colleges, and Middle States Association of Colleges and Schools.



Professional Development for Teachers

WorldStrides' professional development is unique—it is far removed from the time spent in the school's library listening to an "expert" talk for hours. Instead, our professional development opportunities allow teachers to consider the specific needs of their classes, their students, and their school. By working closely with WorldStrides staff from start to finish, teachers gain valuable skills and tools that can be implemented beyond the travel program. Teachers earn professional development certificates that can support teaching license renewal or be used as evidence of program participation.

Academic Credit for Students

Through our Discovery for Credit Program, students have access to courses that will allow them to reflect upon many of the themes and topics explored during their travel program. Students in grades 6-12 at the time of travel can earn free elective high school credit upon successful completion of both the travel program and online course. Through our university partner, George Mason University, eligible students in grades 9-12 at the time of travel can also earn up to three college credits upon successful completion of both the travel program and online course. Students have six months to complete their courses after travel. Upon successful completion, they will receive a transcript directly either from George Mason University or WorldStrides. Students who earn credit with WorldStrides will find this gives them a competitive advantage on college applications, distinguishes them as online learners, and gives them a jump-start on their path to a successful higher education experience.

Educational Travel Programs vs. School Field Trips

Because WorldStrides programs are typically non-school-sponsored, they do not follow the traditional model of a school field trip. When you let your administration know about your plans to travel, it may be helpful for you to highlight the points outlined below.

NON-SCHOOL-SPONSORED STATUS

Unlike a school field trip, a WorldStrides educational travel program is not sponsored by the school and does not require the school or school district to allocate funds.

PROGRAMS DON'T OCCUR DURING SCHOOL TIME

Just like a part-time job or sporting activity, a WorldStrides program does not result in lost class time for students. Additionally, there is no need for a substitute instructor when a teacher leads a travel program.

VOLUNTARY STUDENT PARTICIPATION

Since the trip is not paid for by the school and does not take place during school time, neither the school nor the students are obligated to participate. Similar to summer camp, this program is available for all students, but only some will decide to go.

Summer camps, supplemental enrichment programs, Boy Scouts and Girl Scouts, and even the Little League are all non-school-sponsored programs that are embraced by the community and promoted in schools. Most administrators are very supportive of WorldStrides educational travel programs.

What's included

We provide everything you need for a remarkable trip:

- LEAP – Learning through Exploring and Actively Participating increases engagement, critical thinking, understanding of diverse perspectives, and personal growth.
- WorldStrides Tour Director: An experienced education and destination professional, trained in LEAP, who engages students with hands-on learning opportunities.
- Round-trip airfare and transportation to activities in the itinerary
- Hotel accommodations
- Breakfast daily except on arrival day
- Dinner daily except on departure day
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Discovery Journal (available upon request)
- Traveling educators can earn professional development hours/CEUs.
- Earn high school credit (grades 6–12) or college credit (grades 9–12) — available to travelers who complete the program and WorldStrides coursework.
- Basic medical, dental, and emergency-evacuation insurance during the trip
- WorldAssist staff members available 24/7/365 should your group need extra help
- Tips for local guides and drivers are included (except multi-day bus drivers). Tour cost doesn't include optional pre-paid tips for the Tour Director or multi-day bus driver unless the pre-paid tip option has been purchased.
- Note: Tour cost does not include airline-imposed baggage fees.
- Note: Tour cost does not cover entry requirements or related fees. This includes, but is not limited to, REAL ID, passports, visas, and travel-authorization fees.
- Note: Tour cost does not include optional excursions and other individual and group customizations will be listed as separate line items in the total trip cost, if included. Listed inclusions may not apply if the program is customized.

Ms. Hoekstra's Belgium, France and Switzerland

Program.WorldStrides.com/Hoekstra-2028

June 15 - June 24, 2028

Day 1 Overnight Flight to Belgium (Brussels)

Day 2 Bonjour Brussels

Meet your LEAP-trained Tour Director
Brussels tour director-led sightseeing : Grand Place, Manneken-Pis, Cathédrale des Sts-Michel-et-Gudule visit

Day 3 Brussels--Paris

Travel to Paris via Bruges
Bruges scavenger hunt
Paris city walk: Île de la Cité, Notre-Dame Cathedral , Île Saint-Louis, Latin Quarter

Day 4 Paris

Paris guided sightseeing tour: Arc de Triomphe, Champs-Élysées, Explore Eiffel Tower area, Les Invalides, Opera House
Optional Versailles guided excursion (pre-book only) : State Apartments, Hall of Mirrors, Gardens of Versailles

Day 5 Paris

Louvre Museum visit
Montmartre tour director-led sightseeing : Sacré-Cœur, Place du Tertre, Moulin Rouge
Dinner in Montmartre

Day 6 Paris--Provence

Travel to Avignon on the TGV (one of Europe's fastest train)
Les Baux-de-Provence excursion
LEAP Painters' Provence

Day 7 Provence

Nîmes excursion: Nîmes Amphitheater visit, Fencing class, Calligraphy class
Pont du Gard visit

Day 8 Provence--Geneva

Travel to Geneva
Geneva city walk: Jet d'Eau, St Pierre Cathedral visit, Old Arsenal & Reformation Wall

Day 9 Geneva

Olympic Museum visit
Gruyere cheese factory visit

Day 10 Flight home from Geneva



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

TO: Johnny Edwards
DATE: September 29, 2026
FROM: Janet Johnstone/Dr. Michael Pascoe
SUBJECT: Central High School 2028 field trip to France

RECOMMENDATION:

I recommend the approval for Portage Central High students to travel to France as described in the attached material. The trip dates are tentatively set for June 19-28, 2028. **The US Department of State Travel Advisory is currently at a Level 2 - Exercise increased caution.**

BACKGROUND:

Rachel Flachs is proposing a student trip to France for June 19-28, 2028. They will spend 10 days out-of-state. The purpose of this trip is to allow students the opportunity to enhance the IB curriculum. Curriculum standards are covered in the trip proposal provided. 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 4 students (number attending: Approx. 32 students, 8 adults).

I have reviewed this proposal and support it.

Please note that Northern High School has also proposed a trip to France for the same summer. The district and/or advisors may consider consolidating the trip to one district trip.

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
StartDate: 6/19/2028, EndDate: 6/28/2028										
Field Trip Only (No PPS Transportation)	AT-05622	CHS Field Trips - GF	CHS French Club - France Summer 2028	6/19/2028	6/28/2028	1	32	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.	Airplane	Yes

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: \$5622 (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 Explorica (formerly WorldStrides)
International Discovery Programs

Day 1 Overnight flight to Paris

Day 2 Bonjour Paris

Meet your LEAP-trained Tour Director

Paris city walk: *Île de la Cité, Notre-Dame Cathedral, Île Saint-Louis, Latin Quarter*

Day 3 Paris

Paris guided sightseeing tour

Louvre Museum visit

Seine River cruise

Couscous dinner

Day 4 Paris

Guided neighborhood foodie tour

Eiffel Tower ascent

Day 5 Paris

Giverny guided excursion

Day 6 Paris--Provence

Travel to Avignon on the TGV (one of Europe's fastest trains)

Avignon tour director-led sightseeing

Day 7 Provence

Provence excursion: *Pont du Gard visit, Nîmes Amphitheater visit, Les Baux-de-Provence excursion*

LEAP Painters' Provence

Day 8 Nice

Travel to Nice

Calanques cruise

Nice tour director-led sightseeing

Day 9 Nice

St. Paul de Vence excursion

Day 10 Flight home from Nice

Language, culture, and connections:

How travel abroad enhances student learning

The Eiffel Tower, Monet's gardens, 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 2028. 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!

Note Page

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

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – COMMITTEE OF THE WHOLE WORK SESSION
PORTAGE CENTRAL HIGH SCHOOL, ROOM #1136
OCTOBER 12, 2026, 6:30 P.M.**

Note Page

VI. Consent Agenda

1. Approval of Minutes
 - a. September 28, 2026 Regular Business Meeting

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION**

**REGULAR BUSINESS MEETING
SEPTEMBER 28, 2026**

The Regular Business Meeting of the Board of Education of Portage Public Schools held on Monday, September 28, 2026, 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, Terri Novaria, Mary Lou Rohwer, Bo Snyder, Mark Stevenson, Randy Van Antwerp

Board Trustees Absent: Kimberly Larson

REVISIONS/APPROVAL OF AGENDA

Motion offered by Dr. Stevenson, seconded by Mrs. Crawford, that the Board of Education approve the agenda as printed.

The motion carried unanimously.

REPORTS

Superintendent's Report

Bond Project Update

Mr. Russ Gerbers, Assistant Superintendent of Operations, shared photos showing construction progress at the Woodland Elementary and Amberly Elementary sites.

Mr. Gerbers invited board members to the Community Education Center community meeting on September 29, 2026 at 6pm in the North Middle School Commons to discuss options for a future Early Childhood Center.

COMMENTS OR COMMUNICATIONS

President Van Antwerp opened the floor to public comments. Board Secretary Novaria read aloud the guidelines for public comment.

Dagne Fox addressed the Board regarding operational concerns.

Stacy Reinhart shared some of the great things students and staff are doing across the District.

President Van Antwerp thanked each of the public commenters and opened the floor to Trustee comments.

Mary Lou Rohwer shared information about two semester-long math courses offered at Northern High and recognized Central High's Coach Enders and the players for their interaction with students during Elementary Night.

Terri Novaria continues to hear enthusiastic feedback regarding the start of the school year and thanked everyone involved for making it a success.

Randy Van Antwerp reminded Board members of the upcoming KCSOA meeting on October 21, 2026, and noted that the Policy Committee will meet on September 30, 2026.

CONSENT AGENDA

President Van Antwerp presented the following Consent Agenda item for approval by the Board of Education: meeting minutes from the September 14, 2026 Committee of the Whole Work Session.

There being no objections, the motion carried unanimously.

ACTION ITEMS

Proclamations

Motion offered by Mrs. Rohwer, seconded by Mrs. Novaria, that the Board of Education approve, as presented, the following proclamations - National School Lunch Week Proclamation, School Bus Safety Week Proclamation, Red Ribbon Week Proclamation, and National Principals Month Proclamation.

Each of the proclamations was read aloud.

The motion carried unanimously.

Superintendent Contract Extension

In July, the Board completed the Superintendent's annual evaluation and unanimously approved an Effective rating, the highest rating possible. Consistent with past practice, the Board is now considering an action item to extend the Superintendent's employment contract for an additional year.

Motion offered by Mrs. Novaria, seconded by Mrs. Crawford, that the Board of Education approve, as presented, extending the Superintendent Contract of Employment with Johnny Edwards for an additional year, through June 30, 2029.

Following the motion, Trustees shared remarks regarding Superintendent Edward's first year in the role, including expressions of appreciation for his leadership and service. The Board then proceeded to the vote.

The motion carried – 5 yes (Crawford, Novaria, Rohwer, Snyder, Van Antwerp) to 1 no (Stevenson).

DISCUSSION ITEMS

MASB Delegate Assembly Handbook

President Van Antwerp reviewed the Delegate Assembly Handbook resolutions with the Board and asked if there were any proposed changes. No changes were suggested.

Utility Easement Signing Authority

Mr. Russ Gerbers reviewed the recommendation and rationale for authorizing the Superintendent or designee to execute utility easements on behalf of the District.

The Board opted to move this discussion item to action.

Motion offered by Mrs. Rohwer, seconded by Mrs. Novaria, that the Board of Education move the Utility Easement Signing Authority discussion item to action.

The motion carried unanimously.

Motion offered by Mrs. Rohwer, seconded by Mrs. Crawford, that the Board of Education authorize the Superintendent or their designee to execute utility easements on behalf of Portage Public Schools.

The motion carried unanimously.

With no further business to come before the Board, the meeting was adjourned at 7:09 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
OCTOBER 12, 2026, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

1. Monitoring Report 2.1, Treatment of Consumers (GP 4.4)

Recommended Motion:

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

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.1) Treatment of Consumers

Global Board Policy

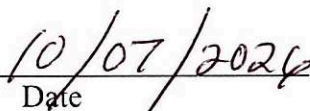
With respect to interactions with consumers (defined as students, parents and/or legal guardians) or those applying to be consumers, the Superintendent shall not cause or allow conditions, procedures, or decisions which are inequitable, unsafe, undignified or unnecessarily intrusive.

Certification

I hereby present my monitoring report on Executive Limitation, 2.1, "Treatment of Consumers" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of October 7, 2026.



Signature



Date

Interpretation

I submit that the Board's Policy is comprehensively interpreted in the succeeding eight sections. My interpretations of those sections, the report, and conclusion statements are presented below.

2.1.1 POLICY LANGUAGE

The Superintendent shall not fail to provide an environment that generates high levels of student engagement and parent satisfaction.

Interpretation

I interpret this to mean:

1. That an instrument is used to collect data about perceived student engagement and parent satisfaction levels.
2. That “high levels” to be the combined “Top 2 Boxes” (strongly agree and agree) as a single measure using the Studer Education Student Experience and Parent/Caregiver Experience Surveys. Studer characterizes Top Box (strongly agree) as extremely engaged/satisfied and the second box (agree) as highly engaged/satisfied.
3. That the following data points be used to demonstrate compliance with this policy:
 - Overall District Top 2 Boxes on the Student Experience Survey
 - Net Promoter Score on the Student Experience Survey
 - Overall District Top 2 Boxes on the Parent/Caregiver Experience Survey
 - Net Promoter Score on the Parent/Caregiver Experience Survey

Note, some items on the parent and student surveys are “net promoter items”, items that specifically assess willingness to recommend the District to others. Calling out these items helps bring meaning to the big picture.

Report

The District’s traditional Parent Satisfaction and Student Engagement Surveys were first administered during the 2017-18 school year. During the 2020-21 school year the district made the decision to put a hold on these two surveys because of the emerging needs of the COVID-19 pandemic. We resumed our traditional Parent Satisfaction and Student Engagement Surveys in the spring of 2022.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Both surveys provide students and parents in all schools an opportunity to share their perception of their school or school experience. Survey data are presented by school for staff use as well as aggregated at the District level for higher level use and reporting. The feedback allows building and district leaders to identify gaps in performance that should be addressed, and to recognize the good work that many teachers and staff accomplish every day.

During the 2021-22 school year the District resumed administering the Parent Satisfaction and Student Engagement Surveys. During the 2022-23 school year, the district made some adjustments to when the survey was administered. Also, during the 2022-23 school year, Studer Education made some changes to the surveys and renamed them Parent/Caregiver Experience Survey and Student Experience Survey. The changes made to the surveys essentially created a new baseline for the data being presented.

Survey data was shared with all building principals approximately four weeks after the close of the survey window and action plans for improvement were generated. Given the two-year departure from this survey and the changes made to the survey, we are using the Spring 2023 results to re-establish new baselines. With the completion of the Spring 2026 surveys, we now have four years of data available.

Studer surveys are voluntary response surveys; all are invited or allowed to participate, but only those who choose to do so actually complete it. In statistics, this is referred to as non-probability sampling because the participants self-select into the survey instead of being chosen at random. These surveys are highly prone to voluntary response bias. People with strong opinions (usually negative or highly enthusiastic) are much more likely to respond than those who are indifferent. Because it is random sampling, the mean score is a good barometer of the general population.

The following charts show the district data for parents and students.

How do we measure satisfaction levels of parents and engagement levels of students?

Parent Satisfaction/Experience:

- o What percentage of parents choose responses in the top two categories?
- o What percentage of parents choose top categories in “net promotor” items?

Student Engagement/Experience:

- o What percentage of students choose responses in the top two categories?
- o What percentage of students choose top categories in “net promotor” items?

Parent Survey

Parent Survey	2022 (N=1401)	2023 (N=1149)	2024 (N=1124)	2025 (N=1341)	2026 (N=1099)
Overall Mean	4.0	4.06	4.06	4.08	4.12
Top Box Percentage	38%	42%	41%	43%	45%
Top 2 Percentage	75%	77%	78%	78%	79%
Net Promoter		54.60%	54.85%	57.19%	60.62%

What does Top Box mean?

“Top Box Percentage” is the percentage of parents/caregivers/students who select the “Strongly Agree” option indicating that they are *extremely satisfied/engaged*. Research suggests a difference in the loyalty of people who indicate that they are extremely satisfied (i.e., “Strongly Agree”) compared to those who are highly satisfied (i.e., “Agree”) when rating their experience/engagement. In this way, top box scoring provides more focused data to better understand parent satisfaction/student engagement and loyalty.” “Top 2 Percentage” combines the two categories and indicates high levels of satisfaction/engagement.

What does Net Promoter mean?

“Net Promoter” percentage reflects the percentage of respondents who selected either a 4 or 5 (on a five-point scale) when asked if they would recommend their school (students) or this organization (parents) as a good place to learn. Promoters are viewed as those respondents who are engaged, loyal, and enthusiastic about the organization they, or their children, learn in.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

1. Overall district mean score increased from 4.08 to 4.12. This represents a continuation of the trend from the previous years of a higher level of parent satisfaction regarding their experience with the Portage Public Schools. Participation was a bit lower in 2026 compared to the last few years, but is still well within the range of responses needed to provide valid and reliable data from a large number of parents of PPS students.
2. The mean of 4.12 falls between the 70th and 80th percentile when compared to school districts around the country whose parents also took the survey. The mean score range in this percentile rank of 70-80 is between 4.07 and 4.14 and therefore a score of 4.12 is significantly higher within the percentile rank than last year's score of 4.08. This would represent an increase in the satisfaction of parents that is much closer to 80th percentile than 70th percentile. According to Studer's "guesstimate", the overall mean of 4.12 means that PPS parent survey results outperform approximately 78-79% of all districts whose parents also took the survey.
3. Top Box is the percentage of all responses that were a score of "5" (highest possible score) and Top2 Box is the combined percentage of all responses that were either a score of "4" or "5" (the two highest possible scores). By combining all the "4" and "5" responses (those responses marked "agree" or "strongly agree"), we arrive at a percentage of parents who we consider "satisfied" with their experiences as a parent of a student in PPS schools. Both the Top Box and the Top 2 Box percentages increased from last year. Top Box for 2026 is 45% (up from 43%) while Top2 Box is 79% (up from 78%). Both of these scores are continuing the trend of increasing satisfaction among parents of PPS students.
4. Net Promoter Score (NPS) means the percentage of parents who are willing to recommend Portage as a "good place for their children to receive a good education". The NPS for 2026 score is 60.62%, which is up from last year's score of 57.19% and represents a steady increase over the past four years. While this can be a tricky score to understand since it differs from the scores of 1-5 on all other items, it's worth the effort to score it since it provides an important sense of how willing parents are to recommend the district to other parents. The score range for Net Promoter Score (NPS) is a 10-point scale where only scores of 9-10 are considered "promoters" (willing to recommend the school district to other parents), scores of 7-8 are considered "passives" (neither willing or unwilling to recommend the school district) and scores of 6 and below are considered "detractors" (those unwilling to recommend the school district). The 2026 score is extremely high among NPS across the nation. Scores of 0-30% are considered good (0% is the average score meaning there are approximately the same number of promoters as there are detractors), scores of 30-50% are considered very good, and scores over 50% are considered excellent. Therefore, parents who perceive that PPS is an excellent school district to educate their children in.

Student Survey

Student Survey	2022 (N=3479)	2023 (N=4893)	2024 (N=5389)	2025 (N=4823)	2026 (N=5662)
Overall Mean	3.68	3.77	3.85	3.89	3.87
Top Box Percentage	26.35%	29.17%	31.75%	33.45%	31.45%
Top 2 Percentage	61.48%	64.95%	68.21%	69.34%	68.89%
Net Promoter		35.95%	39.72%	40.47%	38.21%

1. The overall mean score is 3.87 out of 5.0. This represents a decrease of .02 from 2025 but is higher than all the other years represented in this table. Additionally, a decrease of .02 is not considered significant statistically. The participation rate for students is the highest ever for PPS students with 5662 students participating in the survey, up from 4823 in 2025. Such a good participation rate speaks to the importance that leaders and teachers placed on collecting the data from students. It is important to note that these student survey scores have risen steadily over the past few years and this year's mean score is significantly higher than 2022, 2023, or 2024.
2. The mean of 3.87 falls just shy of the 50th percentile when using a norm-reference to compare PPS to school districts around the country whose students also took the survey. This implies that Portage students are approximately at the midpoint in comparison with other districts.
3. For the 2026 student survey, the Top Box score was 31.45% while the Top2 Box score was 68.89%. While slightly lower than last year's student Top2 Box score of 69.34%, this decrease is less than .45% and is not statistically significant. The Top2 Box score of 68.89% represents the percentage of students who are "satisfied" with their experience as students in PPS.
4. The 2026 NPS is 38.21%. As stated previously, an average score is "zero", meaning about half the students recommend the school district while half do not recommend the school district. Anything above zero represents a positive impression students have of their school experience. In this case, much like the parent survey, a score of 0-30% is considered good, while a score of 30-50% is considered very good. The PPS student NPS score of 38.21% falls in the "very good" range, with room to grow toward a score of 50% which represents excellent.

Conclusion Statement

The organization met expectations.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

2.1.2 POLICY LANGUAGE

The Superintendent shall not use application forms that elicit information for which there is no clear necessity.

Interpretation

I interpret this to mean that application forms used by the District request only information that is required for that aspect of operations.

Report

The District uses a wide variety of forms that solicit information. The following are among the ones most frequently used.

- Enrollment Application
- In-District Student Transfer
- Non-Resident Student Transfer
- Schools of Choice Applications
- District Employee Student Transfer (PA227)
- Release from Portage Public Schools
- Transcript Request
- Application for Employment**
- Free/Reduced Lunch Application**
- Facility Reservations

While most of these forms are created by the District, some are provided by another unit of government**. District forms are reviewed annually to make certain they comply with this Policy and with applicable laws. Some of our forms have been modified to be ADA compliant and most all forms are available electronically.

By law and by policy, the District is required to collect, retain, and use information about students and staff. These policies are shared with appropriate staff to make sure the appropriate information is collected and safeguarded, as required by law.

To my knowledge, there have been no violations of this Policy.

Conclusion Statement

The organization met expectations.

Monitoring Report

Page -8-

Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

2.1.3 POLICY LANGUAGE

The Superintendent shall not use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the material elicited.

Interpretation

I interpret this to mean that electronic and paper-based information about students and staff is not made available to anyone other than for whom the information is intended.

Report

A high percentage of information about students and staff is collected, reviewed, transmitted, and stored electronically. This information is secured in the same manner as intellectual assets as reported in the Monitoring Report for Policy 2.6.6.

Non-electronic information is kept within locked file cabinets in locked rooms.

School offices and service counters are designed to maximize privacy while information is collected and reviewed.

Cumulative records are hand-delivered or mailed through the U.S. Postal System.

Operational policies, including but not limited to 8305, 8310, 8315, 8320 and 8351 along with Administrative Guidelines are in place addressing confidentiality and privacy matters.

All employees (PPS and EduStaff) complete FERPA training and sign a statement that they will follow FERPA.

Conclusion Statement

The organization met expectations.

2.1.4 POLICY LANGUAGE

The Superintendent shall not provide facilities that are inaccessible to all or do not provide for appropriate privacy.

Interpretation

I interpret “facilities” to mean those buildings, athletic fields and other structures that are available for use by students, staff and the community and which fall under accessibility requirements of the Americans with Disabilities Act (ADA).

I interpret “inaccessible” to mean being non-compliant with the Americans with Disabilities Act.

I interpret “appropriate privacy” to mean that restrooms, showers, and changing facilities allow users to seclude themselves when necessary and that space is available to staff to have private conversations.

Report

All District buildings meet the ADA standards that were applicable at the time the buildings were built. Renovated facilities which required ADA updates incorporated those upgrades. Any non-compliance is addressed at the time of the renovation. The District relies on the expertise of architects, construction managers, and the inspection/approval process to demonstrate compliance. The Maintenance Department maintains verification records of inspections and approvals.

Most District restrooms contain toilet partitions and urinal dividers to provide appropriate privacy. The new elementary schools have single-user restrooms in the Kindergarten classrooms, Young 5’s classrooms, and in the Learning Commons. Most, but not all, shower areas have compartments for individual use and privacy. Additionally, the Student Code of Conduct absolutely prohibits the use of personal electronic devices in all locker rooms and restrooms.

Our facilities are evaluated at least annually for any maintenance/repair needs. Work orders are processed promptly. Over 3000 work orders are completed annually. Any work orders that cannot be completed by our custodians or maintenance department are contracted out to third-party companies.

Conclusion Statement

The organization met expectations.

2.1.5 POLICY LANGUAGE

The Superintendent shall not cause consumers to be confused about what may be expected of them by the organization.

Interpretation

I interpret this to mean the District is clear about what it expects from students, parents and/or legal guardians.

Report

On an annual basis, information provided in Student and Parent Handbooks is reviewed to strengthen clarity and intent based on issues that have arisen, feedback that has been received, and for alignment with District Operational Policies. We strive for uniformity in language where appropriate while allowing for flexibility with age-appropriate language.

Other District communications (District Memo, Facebook, Instagram, District website, Annual Report, LinkedIn, etc.) are reviewed on an on-going basis to ensure clarity and concise messaging. The District website (Apptegy along with its mobile application and notification features) is routinely reviewed to be user-friendly and to contain necessary and appropriate information. Information is available to be translated into a wide variety of languages at the click of a button by end users.

Facebook Performance - Average monthly reach increased by approximately 31%, rising from 58,006 in 2024-25 to 76,070 in 2025-26. Follower growth saw an even more significant surge: 2024-25 added roughly 477 followers, while 2025-26 added 1,259 followers, a growth rate more than 2.5 times higher than the previous year. Reach also peaked at a new high of 118,836 in November 2025, surpassing the previous school year's peak of 112,144 in May 2025.

Instagram Performance - Instagram saw the most significant expansion of any platform, with average monthly reach nearly doubling from 6,478 to 12,121, an 87% increase. The platform reached its highest engagement ever in early 2026, with January (21,314) and February (21,397) each more than doubling the reach of any single month from the previous school year. Follower growth remained steady and strong, with 522 new followers added in 2025-26 compared to 501 the year prior.

Notable Trends - Both platforms consistently show high engagement. Taken together, the data shows that our digital footprint is expanding rapidly, with Instagram reach and Facebook follower growth serving as the primary drivers of that momentum.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

This work was also recognized at the national level. The district received two National School Public Relations Association (NSPRA) awards for video work, one award for print, and a NSPRA Golden Achievement Award for the new superintendent's first 90 days campaign.

Conclusion Statement

The organization met expectations.

2.1.6 POLICY LANGUAGE

The Superintendent shall not cause consumers to be confused about what may or may not be expected from any service offered by the organization.

Interpretation

I interpret this to mean that the District is clear about what students, parents and/or legal guardians can expect from services provided by the District; the primary services being transportation, food service, special education, curriculum/instruction, child care, and extra curricular activities.

Report

Student and Parent Handbooks are reviewed and updated annually to more accurately describe services and what parents can expect from the District.

Our District website lists key contact information for each of the Departments and services offered by the District. The purpose of each department and services offered are included on each web page and in handbooks.

Applications for the use of District facilities are clear about fees and what services are provided/included.

We continue to streamline our process for granting/denying in-district transfer requests while maintaining attendance area boundaries. Our goal is to be as objective as possible in evaluating and balancing complex parental needs with District priorities.

E-mails, text messages, apps, and push notifications are frequently used with consumers about interruptions in services such as transportation, school cancellations/delays and other service impacts. Our automated phone system complements the e-mail system and allows for customization of notices to various groups within the District.

Parent Open Houses, financial aid nights, orientations and other periodic meetings are used to both convey information and communicate information about services.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

The District maintains healthy relationships with our consumers through various advisory groups.

- Curriculum Instruction Council – reviews and shares information regarding instructional materials, curriculum changes and class offerings.
- Parent-Teacher Organizations – building level groups used to support student activities and serve as sounding boards for building principals.

Additionally, the District developed and published its Standards of Service Excellence for all to see and use. These standards create the behaviors expected of all who serve their customers.

PPS Standards of Service Excellence are:

- Provide service with respect.
- Own the interaction.
- Act with integrity.
- Communicate clearly.
- Be part of the team.

Conclusion Statement

The organization met expectations.

2.1.7 POLICY LANGUAGE

The Superintendent shall not allow consumers to be uninformed of their protections under this policy or discourage persons who believe they have not been accorded a reasonable interpretation of their protections under this policy from airing a complaint and being heard.

Interpretation

I interpret this to mean that District Policies and guidelines provide processes for effective handling of complaints.

Report

The District has Policies and guidelines in place that delineate processes for addressing a wide variety of concerns/complaints. These processes are communicated via Student/Parent Handbooks as well as the District's website. These include but are not limited to:

- Appeal Process (General)
- Bullying
- Discrimination (Gender, Racial, Disability, etc.)
- Harassment (Sexual, Racial, Disability, etc.)
- Public Complaints

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.1) Treatment of Consumers

Most concerns/complaints are addressed/rectified at the appropriate organizational level. When necessary, we have a well-structured chain of command which is used to appeal decisions. I have found that this process has served us well in addressing customer concerns.

Conclusion Statement

The organization met expectations.

2.1.8 POLICY LANGUAGE

The Superintendent shall not allow or condone discrimination by the District or its staff against students or their families for voicing their opinion in a non-disruptive manner.

Interpretation

I interpret this to mean that disciplinary measures will be taken against any staff member who discriminates against any student or their family who express their opinion in a respectful, non-disruptive manner.

Report

No such disciplinary actions have been taken in the past year.

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
SEPTEMBER 14, 2026, 6:30 P.M.**

Note Page

VII. Assurance of District Performance

2. Monitoring Report 2.8, Conflict of Interest (GP 4.4)

Recommended Motion:

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

**Portage Public Schools
Monitoring Report**

Policy Type: Executive Limitation
Policy Title: (2.8) Conflict of Interest

Global Board Policy

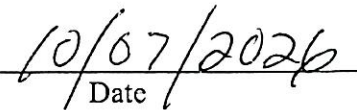
The Superintendent shall not engage in or allow any practices which result in a conflict of interest detrimental to the interests of the organization.

Certification

I hereby present my monitoring report on Executive Limitation, 2.8, "Conflict of Interest" in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of October 7, 2026.



Signature



Date

Interpretation

I submit that the Boards' Policy is comprehensively interpreted in the succeeding four sections. My interpretations of those sections, the report and conclusion statements are presented below.

Monitoring Report

Page -2-

Policy Type: Executive Limitation

Policy Title: (2.8) Conflict of Interest

2.8.1 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business, including hiring and employment, with any organization or individual in which she or he has a direct business, financial, familial or personal interest.

Interpretation

I interpret this to mean that I will disclose to the Board of Education, prior to approval, any employment contract or contract for services, products or materials in which I or an immediate family member stands to gain financially or personally from such contract.

Report

As reported in the Monitoring Report for Policy 2.6.5, a conscious effort is made by the Business Office staff and Executive Leadership Team to determine if a conflict of interest exists, including conflicts involving the Superintendent. All purchases are scrutinized and those above \$100,000 require Board approval.

No violations of this provision have occurred. I do not have a direct business or financial interest in any organizations or with individuals who do business with Portage Public Schools.

Conclusion Statement

The organization met expectations.

2.8.2 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business with any organization with which or individual with whom she or he has a substantial and direct affiliation, except for those affiliations which arise as a representative of Portage Public Schools.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.8) Conflict of Interest

Interpretation

I interpret this to mean that I would disclose to the Board any substantial and direct affiliations I might have with any organization or individual with whom the District conducts business or intends to conduct business. Further, I interpret substantial and direct affiliations to mean that I would be a director, trustee, officer, or employee of the organization or have an unofficial role such as significant donor, volunteer, advocate, or advisor.

Report

I do not have a substantial and direct affiliation with any individual or organization that does business with Portage Public Schools. I serve as a volunteer Board member for the Air Zoo Aerospace & Science Experience, the YMCA of Greater Kalamazoo, and the Kalamazoo Institute of Arts. My Board membership role with the KIA is new as of this school year, while my volunteerism with the Y and the AirZoo began before I became superintendent. The AirZoo and the Y have a longstanding partnership with the district and their programs benefit the students and families in our community. These partnerships began prior to my tenure as superintendent. The KIA is not as strong of a partner, but some schools use the KIA for field trips primarily at the elementary level and high school students participate in the KIA art shows.

I am a member of the Rotary Club of Portage. They have served as a partner for Community High School. This partnership began prior to my tenure as superintendent.

Conclusion Statement

The organization met expectations.

2.8.3 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business, with or without a formal contract, in which he or she stands to receive more than a nominal direct personal benefit in the manner of a gift, promotional award, or similar offering.

Interpretation

I interpret “nominal direct personal benefit” to mean a gift, service, award or activity that deviates significantly from benefits offered and enjoyed by other Superintendents in the State of Michigan.

Report

The State of Michigan has not established limits for K-12 superintendents for what could be considered a personal benefit. Other than the occasional lunch/dinner invitation and/or attendance at an athletic/social event or function for which fees are paid, I receive no other personal benefit. This, based on observations and conversations with my peers, appears to be customary practice.

Monitoring Report

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Policy Type: Executive Limitation

Policy Title: (2.8) Conflict of Interest

Conclusion Statement

The organization met expectations.

2.8.4 POLICY LANGUAGE

The Superintendent shall not conduct Portage Public Schools business, with or without a formal contract, in which he or she stands to receive a personal payment of any amount.

Interpretation

I interpret "personal payment of any amount" to mean any compensation received through cash, check, stock, bonds, or other vehicle that transfers funds to me.

Report

I have received no such payments. Operational Policies 1130, 3110 and 4110 address administrative, professional, and support staff conflict of interest. To my knowledge, there has been no violation of these policies.

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