

**Portage Public Schools  
Monitoring Report**

Policy Type: Ends  
Policy Title: Ends Policy 1.4

**Certification**

I hereby present my monitoring report on Ends Policy 1.4 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of February 8, 2017.

A handwritten signature in black ink, appearing to read "M. J. Brin", written over a horizontal line.

Signature

2.7.17

Date

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### **1.4 POLICY LANGUAGE**

Students are ethically aware and culturally sensitive to prepare them to be responsible citizens.

#### **Interpretation**

I interpret “students are ethically aware” to mean that the District assists students in developing the ability to discern right from wrong.

I interpret “students are culturally sensitive” to mean that students have an awareness of and respect for cultural backgrounds other than their own.

I interpret “responsible citizens” to mean those who refrain from behaviors and activities that are illegal or in violation of state laws and school policies/rules. Responsible citizens also participate in volunteer activities that enhance the quality of life in a community.

My interpretation remains unchanged from last year.

#### **Report**

##### **Ethical Awareness**

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

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

A District-wide positive behavior support system is in place, which focuses on and teaches kindness, respect, responsibility and safety. All conversations around expectations and discipline spring from this foundation. Those initiatives are known by various names across the District (SAIL, CREW, PBIS, BE-NICE, etc.).

Administrators strive to provide swift, immediate and personalized interventions for students who struggle to follow school rules and otherwise detract from the learning environment for themselves or their peers. The focus is less on consequences and more on behavior modification/education.

The District employs two School Resource Officers who play a key role in building relationships with students and serving as a visible presence that ethical behavior is an expectation by the community.

Essential life skills that contribute to responsible behavior are embedded in various parts of our K-12 curriculum. One class offered to District sixth graders is Family and Consumer Science (FACS). FACS is an exploratory course that introduces a wide variety of essential life skills which helps students with ethical awareness as well as cultural sensitivity.

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Some of the events and activities held around the District that promote ethical awareness include:

- Participation in the Michigan Cyber Safety Initiative Program
- Voter registration drives
- Michigan Blood Drives
- Breadlift
- Link Crew
- Canned food drives
- Moose Club
- Winter coat drives
- Service through the International Baccalaureate Programme
- Service through National Honor Society and other organizations
- Day of Kindness activities
- Study Tables
- Volunteer Coordination
- Mix-it-up Days
- Various anti-bullying assemblies and activities
- PC Ambassadors
- Middle School WEB Transition Program
- Be the Change activities
- Dangers of social media educational events
- School-sponsored events that promote empathy and foster a desire to actively assist others in the community
- On-line Digital Citizenship Classes

### **Cultural Sensitivity**

The District provides a number of activities, events and practices to help students become culturally sensitive.

Among these are:

- Embedded in the English Language Arts, Social Studies, Music and Art Curricula are many lessons and activities that help students recognize cultural diversity and to practice acceptance of all people. Of particular note is the nine-week middle school elective called Cultural Studies. Students study the cultures of five ethnic groups to develop a deeper understanding of Native Americans, African Americans, Hispanic Americans, Asian Americans and Middle-Eastern Americans.
- Textbooks, novels and other instructional materials are selected with cultural sensitivity in mind.

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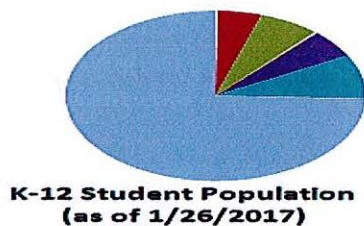
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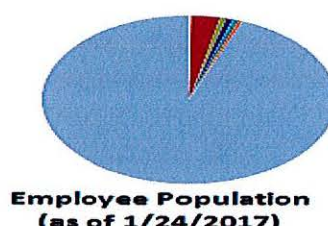
- Various World Languages are offered to students along with clubs to support deeper understanding of the culture these languages represent. Travel to other countries is commonplace in the District.
- Mustang Talks is a relatively new initiative which is a speaker series to promote cultural awareness and civic responsibility.
- The Great Start Readiness Program sponsors a “Family Diversity Night,” where families share traditions from their culture.
- The PTO at Moorsbridge offers a Family Heritage Night that highlights the cultures and ethnicities of District residents. Art displays, food sampling and other demonstrations are shared during this event.
- Many of our classroom teachers offer time to parents/volunteers to teach family traditions to students.
- The District annually hosts several foreign exchange students representing a number of different countries. Additionally, we annually host students from our IB (International Baccalaureate) Sister School in Denmark.
- Many of our buildings/teachers create activities to support diversity awareness during designated holidays/months such as Hispanic Heritage Month, Dr. Martin Luther King Jr., Day, The Holocaust Remembrance Day, Black History Month, Women’s History Month, etc.

Also included in this report is a graphic representation of diversity in our schools and workforce. This is provided as information only. As a District, we continue to look more closely at this information and how it impacts teaching and learning.

**Diversity in our Schools & Workforce**

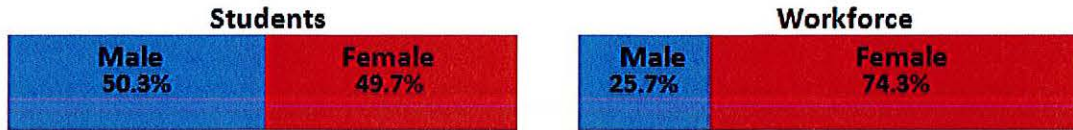


American Indian/Alaskan Native	0.1%
African-American/Black	4.8%
Asian	6.5%
Hispanic/Latino	5.6%
Multiracial	8.4%
Pacific Islander/Native Hawaiian	0.1%
White	74.5%



American Indian/Alaskan Native	0.1%
African-American/Black	3.3%
Asian	0.6%
Hispanic/Latino	0.8%
Multiracial	0.6%
Pacific Islander/Native Hawaiian	0.4%
White	94.1%

**Gender Information**



**Did You Know?**



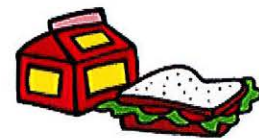
Portage Public  
 Schools Students  
 Speak **50 Languages**



**5.1% of Students are  
 English Learners (EL)**



**21.9% of EL  
 Students speak  
 Spanish as their  
 primary language**



**23.0% of Students  
 participate in the  
 Free or Reduced  
 Lunch Program**

**Responsible Citizens**

As reported in Policy Monitoring Report 1.5 (sub-section B3), students at all grade levels are provided with many opportunities to serve others. Students perform service activities individually, through self-organizing groups, through clubs and organizations and through classroom and school-wide efforts. The District does not track student volunteer activities or time spent on those activities. The exception to this is that through our International Baccalaureate Programme students have a required service component, and we know that approximately 90 seniors are enrolled in the program during the 2016/17 school year.

Responsible citizens register to vote and participate in the democratic process. The District provides on-site opportunities for all students who turn 18 to register to vote. We do not track how many of our 18 year-old students register.

The District collects and provides student discipline data to the Center for Educational Performance and Information (CEPI) on an annual basis. Some of this data are used to judge responsibility levels of our student body.

The following four data fields are being used to track responsible citizenship:

- Truancy - A student is considered truant when he or she has accumulated 10 or more full days of unexcused absences in any given school year.
- Physical Assaults - A physical assault means intentionally causing physical harm to another through force or violence (as defined by Michigan Law) on school property or at a school-sponsored event.

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- **Illegal Possession** - Illegal possession is the illegal use, possession or sale of a controlled substance, prescription drug or narcotic (as defined by Michigan Law) on school property or at a school-sponsored event.
- **Larceny** - An incident of larceny (theft) is one that occurs on school property or at a school-sponsored event and is in excess of \$100 or consists of numerous events of minor theft of less than \$100.

<b>School Year</b>	<b>Truancy</b>	<b>Physical Assault</b>	<b>Illegal Possession</b>	<b>Larceny</b>
2013/14	226	22	17	20
% of population (8,800)	2.6%	.25%	.19%	.22%
2014/15	144	20	22	19
% of population (8,800)	1.6%	.23%	.25%	.21%
2015/16	239	32	24	17
% of population (8,800)	2.72%	.36%	.27%	.19%

Source: S.I.D (CEPI)

Note: Now that we have three years of data, the next report will identify acceptable levels of performance for each of the four behaviors.

**Conclusion Statement**

The organization met expectations.