

# Agenda of Regular Meeting

## The Board of Trustees Van Buren ISD

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A Regular meeting of the Board of Trustees of Van Buren ISD will be held September 2, 2020, beginning at 4:00 PM in the Van Buren Conference Center  
490 S Paw Paw Street  
Lawrence, MI 49064.

The Board of Education meeting will be held virtually until further notice to comply with the *Michigan Safe Start Plan* and Executive Orders from Governor Gretchen Whitmer. The public is welcome to call into the VBISD Board of Education meetings by dialing the number below at no cost. If you require accommodations to access these meetings, please contact Jeff Mills at [jmills@vbisd.org](mailto:jmills@vbisd.org).

Public Phone Number: 415-655-0001

Access code: 160 453 138 2 *\*Please sure to include the access code.*

### I. REGULAR MEETING

#### A. Consent Agenda - **(Roll Call Vote)**

##### 1. Minutes

The **regular meeting** of the Van Buren Intermediate School District Board of Education was held virtually on **August 5, 2020**, in the Board of Education office and called to order at **4:00 PM**. The following members were virtually present via remote video link: Weiss, Middaugh, Kent, Crandall, and Sage. Absent: None.

Crandall moved to approve the Consent Agenda (*July 1, 2020 Minutes, Voucher Budget Summary, Imprest Summary, and Payroll Summary*). Supported by Kent. Roll call vote: Weiss – yes, Middaugh – yes, Kent – yes, Crandall – yes, and Sage – yes. The motion carried.

Crandall moved to approve the Superintendent/Board travel as presented and shown in Attachment 1. Supported by Weiss. Roll call vote. Kent – yes, Weiss – yes, Middaugh – yes, Crandall – yes, and Sage - yes. The motion carried.

Department updates were provided to the Board by Superintendent Mills and department administrators.

Middaugh moved to approve the following resolution:

**RESOLVED** that the Board of Education approves the addition of a second GSRP Team Floater position beginning in August 2020.

Weiss supported. Roll call vote. Kent – yes, Crandall – yes, Weiss – yes, Middaugh - yes and Sage – yes. Motion carried.

Kent moved to approve the following resolution:

**RESOLVED** that the Board of Education approves the creation of three (3) GSRP Lead Teacher and three (3) GSRP associate teacher positions.

Supported by Middaugh. Roll call vote. Weiss – yes, Middaugh – yes, Kent – yes, Crandall – yes, and Sage – yes. Motion carried.

Weiss moved to approved the following resolution:

**RESOLVED** that the Board of Education approves the addition of a second GSRP Early Childhood Specialist/Classroom Supervisor position to begin in August 2020.

Supported by Crandall. Roll call vote. Middaugh – yes, Weiss – yes, Kent – yes, Crandall – yes, and Sage – yes. Motion carried.

Middaugh moved to approve the following resolution:

**RESOLVED** that the Board of Education employs the staff listed below.

<u>Administrators</u>	<u>Salary</u>	<u>Start Date</u>
Amanda Chiotti	\$ 72,500	8/10/2020

<u>Special Education PSMs</u>	<u>Salary</u>	<u>Start Date</u>
Tiffany Tyler	\$36,096.55	08/24/2020
Jessica Teske-Harden *	\$27, 285.57	08/24/2020
<i>*adjustment to prior board approved to reflect prorated salary</i>		

<u>GSRP</u>	<u>Salary</u>	<u>Start Date</u>
Ashley Cencer	\$ 37,422	08/24/2020
Sarah Weston	\$ 44,210	08/24/2020

Supported by Weiss. Roll call vote. Weiss – yes, Kent – yes, Middaugh – yes, Crandall – yes, and Sage – yes. Motion carried.

Weiss moved to approve the following resolution:

**RESOLVED** that the Board of Education accepts the resignation of Elizabeth Van Ark, effective June 30, 2020, and Gail Knight, effective August 28, 2020.

Supported by Kent. Roll call vote. Crandall – yes, Kent – yes, Middaugh – yes, Weiss – yes, and Sage – yes. Motion carried.

Middaugh moved to approve the following resolution:

**RESOLVED** that the Board of Education approves the change in wages for the VBISD GSRP lead and associate teacher positions as shown below.

<b>Lead Teacher (185 days)</b>		
Step	BA Level	MA Level
Compliance Plan	\$33,495	n/a
1	\$35,451	\$37,422
2	\$37,422	\$38,579
3	\$38,579	\$40,143
4	\$40,143	\$42,123
5	\$42,123	\$43,703
5+	\$42,630	\$44,210

<b>Associate Teachers (182 days)</b>	
Step	Hourly Rate
Compliance Plan	\$11.93
1	\$12.69
2	\$12.94
3	\$13.20
4	\$13.60
5	\$14.11

Supported by Weiss. Roll call vote. Weiss – yes, Middaugh – yes, Kent – yes, Crandall – yes, and Sage – yes. Motion carried.

Weiss moved to approve the following resolution:

**RESOLVED**, the Board of Education approves the VBISD Preparedness Plan with the potential of future changes as seen in Attachment 2 and allows the Superintendent or their designee to finalize the plan and send it to the appropriate contacts.

Supported by Kent. Roll call vote. Kent – yes, Middaugh – yes, Weiss – yes, Crandall – yes, and Sage – yes. Motion carried.

Kent moved to approve the following resolution:

**RESOLVED** that the Board of Education approve the position for an Instructional Coach at the Van Buren Tech.

Supported by Middaugh. Roll call vote. Crandall – yes, Kent – yes, Weiss – yes, Middaugh – yes, and Sage – yes. Motion carried.

Meeting adjourned at 4:54 pm.

Respectfully submitted,



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John Weiss, Secretary  
Van Buren Intermediate School District  
Board of Education, Lawrence, Michigan

**CONFERENCE ATTENDANCE**

Superintendent/Board of Education

**August 5, 2020**

***Pre-Approval***

<b>NAME</b>	<b>DATES</b>	<b>LOCATION</b>	<b>ESTIMATED COST</b>
Mary Ann Middaugh	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$180.00
John Weiss	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$630.00

***Post Approval***

			<b>COST</b>
Mary Ann Middaugh	April 17, 2020	2020 MASB Spring Institute Virtual Session Online	\$90.00
John Weiss	April 18, 2020	2020 MASB Spring Institute Virtual Session Online	\$270.00



# MI Safe Schools Roadmap

## Van Buren Intermediate School District

2020-21

Version 1.0  
07.27.2020

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# Assurances

Van Buren Intermediate District commits to implement the following as outlined in the Governor's Executive Order 2020-142.

1. The District assures that when it provides in-person instruction to its students without disabilities, the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
2. The District assures that when schools are closed to in-person instruction, the district will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
3. The District assures that while any state of emergency or disaster-related to the COVID-19 pandemic continues, it will comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
4. The District assures that it will, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
5. The District assures that during Phase 1, 2 or 3 it will close its buildings to anyone except:
  - a. District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions.
  - b. Food-service workers preparing food for distribution to students or their families.
  - c. Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
6. The District assures that during Phase 1, 2, or 3 it will suspend athletics, after-school activities, inter-school activities, and busing.
7. The District assures that during Phase 1, 2 or 3 it will provide for the continued payment of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement
8. The District assures that during Phase 4 it will prohibit indoor assemblies that bring together students from more than one classroom.

# Guiding Research

## Primary Research and Guidance

- [CDC Guidelines \(as of July 2020\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(Covid-19\)](#)
- COVID - 19 Workplace Toolkit - Van Buren/Cass District Health Department
- General Education Leadership Network (GELN) Back to School Plan - [Version 1.0](#) “Do First”
- Local District Surveys of Teachers, Parents, and Students regarding their experiences with remote learning from Spring 2020
- [MAISA Remote Learning Guidance](#)
- Michigan’s [Home-based Early Childhood Services](#) Guidelines
- Michigan LARA [Guidelines for Safe Child Care Operations During COVID-19](#)
- [MI Safe Schools: Michigan’s 2020- 21 Return to School Roadmap](#)
- [MSU Outreach and Engagement: Reopening Schools During the Covid-19 Pandemic](#)
- [NIET Planning Guide: Scenarios and Considerations for 2020-2021](#)

## Secondary Research Support & Resources

- CDC’s [How to Safely Wear and Take Off a Cloth Face Covering](#)
- CDC’s [Cleaning & Disinfecting Your Facility](#)
- [Educational Service Center Considerations for Reopening School](#)
- [Hanover Research: Offline Equity Best Practices](#)
- High-Quality CTE: Planning for a COVID-19 Impacted School Year (Associated For Career & Technical Education)
- [K-12 District Reopening Checklist](#) - Hanover Research and Washington Association of School Administrators
- Michigan State University - [Reopening Schools During the COVID-19 Pandemic An Overview of Guidance for School Districts](#)
- Opportunity Labs - State Level Projects
  - [Launch Nebraska](#) (Nebraska)
  - [Path to Recovery for K-12 Schools](#) (Georgia)
  - [Roadmap for Opening Schools](#) (Arizona)
- [MDE Covid-19 Information & Resources](#)
- MIOSHA Safe Work Protocols ([link](#))
- [Return to School Roadmap](#)
- [Transcend Playbook of Tools and Guidance](#)

# VBISD Preparedness Plan

In accordance with Executive Order 2020-142 a plan must include all the following parts:

## Phases 1-3

Refer to [VBISD Continuity of Learning Plan](#) as well as additional resources created during our county-wide planning in June 2020. Link to this work regarding instruction during [Phase 1-3](#) can be found here.

## Phase 4

### Face coverings

#### **District and Building Implementation Plan:**

- [VBISD Special Education Department Procedure for Personal Protective Equipment- Phase 4](#)
- [VBISD VB Tech Procedure for Personal Protective Equipment](#)
- [GSRP Phase 4 Guidance-Personal Protective Equipment \(pages 3-4\)](#)
- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. (Aug. 1 - Aug. 30)
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school. (Aug. 1 - Aug. 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 15)
- Students and staff will be encouraged to bring their own face coverings. Fabric face coverings will be ordered and provided to every student and staff member on a daily basis who need them. These will be placed on busses and in the classrooms every evening by the custodial and transportation staff. (Delivery taken by Aug. 15)
- Fabric and clear face coverings will be provided to PreK-5 teachers with the requirement to wear a clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Delivery taken by Aug. 15)
- Face coverings will be turned in at the end of the day; in some cases these will need to be collected by bus drivers as students exit the bus. (Daily, beginning on the 1st day of school)
- Face coverings will be washed daily by the custodial staff and stored appropriately for distribution. (Daily, beginning on the first day of staff reporting)

- Individuals (staff or students) who claim medical exemption will need to meet with the district Health Safety Team/Principal/School Nurse to provide rationale and documentation. (Begins Aug. 15 and continues throughout the school year)
- Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
- PreK-5 students will not be required to wear a face-covering once they are situated in the classroom unless the classroom activity places them in close proximity (2 feet or less) to other students.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face-covering on. The instance will be documented as a log entry in PowerSchool.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration or school safety officer. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face-covering upon signing in at the main office and will be instructed to wear the face-covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

## Hygiene

### **District and Building Implementation Plan:**

- [VBISD Special Education Department Procedures for Hygiene & Cleaning - Phase 4](#)
- [VBISD VB Tech Procedures for Hygiene & Cleaning - Phase 4](#)
- [GSRP Phase 4 Guidance-Hygiene \(page 4\)](#)
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include

- Hand-washing schedule
- Room and materials cleaning schedule
- Teacher or school nurse will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
  - Proper handwashing on the first day of school and reinforce weekly or more often if needed
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
  - Procure adequate soap, hand sanitizer, paper towels, tissues by the start of the school year
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 20
  - Monitor hygiene supplies and refill as needed
  - Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 14
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course.

## Spacing and Movement

### **District And Building Implementation Plan:**

- [VBISD Special Education Department Procedures for Spacing & Movement - Phase 4](#)
- [VBISD VB Tech Procedures for Spacing & Movement - Phase 4](#)
- [GSRP Phase 4 Guidance-Spacing and Movement \(page 5\)](#)
- Building/facility leaders and custodial staff will walk through each building by July 1 to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in district buildings ranges from 3 to 5.5 feet after those accommodations. Large tables rather than individual desks are used in grades 4 and 5.
- Hallways, cafeteria, entry, and sidewalks will be marked in 6-foot increments by August 20.
- Signage will be posted throughout the building and on restroom doors reminding students,

staff, and guests of the physical distance requirement.

- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
- Visitors to the building will check in through the office. (Plexiglass barriers will be installed at the check-in kiosk.)
- Track all adult visitors entering the building. Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document the time, purpose, and locations visited in the building.

## Screening Students and Staff

### **District and Building Implementation Plan:**

[VBISD Special Education Department Procedure for Staff Screening - Phase 4](#)

[VBISD Special Education Department Procedure for Student Screening - Phase 4](#)

[VBISD VB Tech Procedure for Staff Screening - Phase 4](#)

[VBISD VB Tech Procedure for Student Screening - Phase 4](#)

Other Employees not covered in procedures above:

- A copy of the District's screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed monthly with the VBISD Directors Council and the Health Department along with any referrals from the prior month.
- Each school building will identify a remote and secluded room. This room will be outfitted with appropriate PPE.
- Each building will have an identified and trained staff person to serve as the "quarantine officer".
- From the time of identification of potential infection, the student will be monitored by the quarantine officer, until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student.
- A designated person (office staff) will contact the student/family to receive a status update before the student can return to school.
- If directed by the Van Buren/Cass Health Department, during the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The Van Buren/Cass Health Department will be contacted if needed after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.

- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.

## Testing Protocols for Students and Staff and Responding to Positive Cases

### **District and Building Implementation Plan:**

- [VBISD Special Education Department School Response to Symptoms & Positive Cases - Phase 4](#)
- [VBISD VB Tech School Response to Symptoms & Positive Cases - Phase 4](#)
- [GSRP Phase 4 Testing Protocols for Students and Staff and Responding to Positive Cases \(page 7\)](#)
- All guidance will be directed from the Van Buren/Cass Health Department.

## Responding to Positive Tests Among Staff and Students

### **District and Building Implementation Plan:**

The district and buildings will follow the above guidelines. VBISD will have a continuous dialogue with the Van Buren/Cass Health Department to assure proper protocols are in place.

## Food Service

### **District and Building Implementation Plan:**

- [VBISD Special Education Department Procedures for Student Meals - Phase 4](#)
- [VBISD Special Education Department Procedures for Staff Meals & Breaks - Phase 4](#)
- [VBISD VB Tech Procedures for Food Service](#)
- [GSRP Phase 4 Guidance-Food Service \(page 8\)](#)

## Gatherings and Extracurricular Activities

### **District and Building Implementation Plan:**

- [VBISD Special Education Department Procedures for Visitors - Phase 4](#)
- [VBISD Special Education Department Procedures for Gatherings & Special Activities - Phase 4](#)
- [VBISD VB Tech Procedures for Visitors - Phase 4](#)
- [VBISD VB Tech Procedures for Gatherings & Special Activities - Phase 4](#)
- [GSRP Phase 4 Guidance-Gatherings & Extracurricular Activities \(page 9\)](#)

VBISD GSRP ....

## Cleaning

### **District and Building Implementation Plan:**

- [VBISD Special Education Department Procedures for Hygiene & Cleaning - Phase 4](#)
- [VBISD VB Tech Procedures for Cleaning - Phase 4](#)
- [VBISD Procedures for Cleaning - Phase 4](#)

## Busing and Student Transportation

- [GSRP Phase 4 Guidance-Busing and Student Transportation \(page 9\)](#)

### **District and Building Implementation Plan:**

- When feasible, VBISD will be following all of the transportation recommendations outlined in the [Phase IV planning](#)
- VBISD will be mounting hand sanitizer upon the entrance to all vehicles. Students and drivers will be expected to utilize it upon every entrance.
- The bus driver, staff, and all students will wear facial coverings while on the bus unless unable due to medical reasons or unsafe for driving.
- All VBISD vehicles will be thoroughly cleaned and sanitized before and after each route. An additional deep clean will take place on a weekly basis. Particular attention will be given to frequently touched areas.

- All school equipment in the vehicle will be cleaned, sanitized, and disinfected daily. The district will communicate with parents about cleaning student-owned property that is being transported by school vehicles.
- VBISD is asking parents to keep all sick students home and will also assess student temperatures upon arrival to school. Since VBISD provides curb to curb transportation, students who display COVID-19 symptoms when entering the vehicle can be left home.
- Students and transportation staff who present with COVID-19 symptoms during the day will be isolated and not allowed to enter school-owned vehicles that may transport other students.
- Vehicles will have adequate ventilation when cleaning or transporting (when weather permits).
- VBISD will provide all transportation staff with training related to any new procedures adopted as a result of COVID-19.
- Individual school buildings have arranged appropriate drop-off and pick up with transportation to ensure students are screened and avoid large gatherings.
- Given the reduced student population in VBISD special education programs, we will be social distancing in the vehicles whenever feasible. VBISD will be limiting any use of vehicles outside of regular transportation to and from home.
- VBISD will assess the needs of all staff members regarding health and safety.
- Transportation will be included in any student IEP in which there may be significant transportation concerns that need to be addressed.

#### Medically Vulnerable Students and Staff

##### **District and Building Implementation Plan:**

- [VBISD Procedures for Medically Vulnerable Students & Staff - Phase 4](#)
- [VBISD VB Tech Procedures for Medically Vulnerable Students & Staff - Phase 4](#)
- [GSRP Phase 4 Guidance-Medically Vulnerable Students and Staff \(page 10\)](#)

#### Mental & Social-Emotional Health

##### **Screening and Referral Process To Identify and Support The School Community**

- [VBISD Special Education Department Procedures for Social-Emotional Health Support for Students - Phase 4](#)
- [VBISD Special Education Department Procedures for Social-Emotional Health Support for](#)

#### Staff - Phase 4

- [VBISD VB Tech Procedures for Social-Emotional Health Support for Staff - Phase 4](#)
- [GSRP Phase 4 Guidance-Mental & Social Emotional Health for Students & Staff \(page 11\)](#)
- [VBISD Procedures for Social-Emotional Health Support for Students - Phase 4](#)
- [VBISD Procedures for Social-Emotional Health Support for Staff - Phase 4](#)

#### Busing and Student Transportation

##### **District and Building Implementation Plan:**

- When feasible, VBISD will be following all of the transportation recommendations outlined in the Phase IV planning  
[https://docs.google.com/document/d/16NbrITlpG\\_uu0mPhhoSx7kGiHKKtu9v1snXYGmoDifU/edit](https://docs.google.com/document/d/16NbrITlpG_uu0mPhhoSx7kGiHKKtu9v1snXYGmoDifU/edit)
- VBISD will be mounting hand sanitizer upon the entrance to all vehicles. Students and drivers will be expected to utilize it upon every entrance.
- The bus driver, staff, and all students will wear facial coverings while on the bus unless unable due to medical reasons or not safe for driving.
- All VBISD vehicles will be thoroughly cleaned and sanitized before and after each route. An additional deep clean will take place on a weekly basis. Particular attention will be given to frequently touched areas.
- All school equipment in the vehicle will be cleaned, sanitized, and disinfected daily. The district will communicate with parents about cleaning student-owned property that is being transported by school vehicles.
- VBISD is asking parents to keep all sick students home and will also assess student temperatures upon arrival to school. Since VBISD provides curb to curb transportation, students who display COVID-19 symptoms when entering the vehicle can be left home.
- Students and transportation staff who present with COVID-19 symptoms during the day will be isolated and not allowed to enter school-owned vehicles that may transport other students.
- Vehicles will have adequate ventilation when cleaning or transporting (when weather permits).
- VBISD will provide all transportation staff with training related to any new procedures adopted as a result of COVID-19.
- Individual school buildings have arranged appropriate drop-off and pick up scheduled with transportation to ensure students are screened and avoid large gatherings.
- Given the reduced student population in VBISD special education programs, we will be social distancing in the vehicles whenever feasible. VBISD will be limiting any use of vehicles outside of regular transportation to and from home.
- VBISD will assess the needs of all staff members regarding health and safety.
- Transportation will be included in any student IEP in which there may be significant transportation concerns that need to be addressed.

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## Phase 5

Phase 5 planning for VBISD is included in the Phase 4 portion of this document with exceptions needed in response to the Covid-19 Pandemic.

## Final Submission

*Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator ) in time for approval by August 15 or seven days before the first day of school, whichever comes first.*

**Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator: 08-05-2020**

**Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:**

**Link to the approved Plan posted on the District/PSA/nonpublic school website:**

**Date Submitted to State Superintendent and State Treasurer:**

## 2. Voucher/Budget Composite & Cash Flow Summary Vouchers

**Van Buren Intermediate School District**  
**August 2020**

Imprest Fund Vouchers	\$ 720,543.35
Payroll Fund Vouchers	3,676,696.45
Purchasing Card Vouchers	46,488.88
EDUSTAFF ACH Payments	28,735.26
	\$ 4,472,463.94

**Budget-to-Expenditure Comparison 20-21**

Fund	Budget	Actual & Encumbered Expenses	Unencumbered Balance	Year-to-Date Variance
General	13,220,880	1,459,272	11,761,608	193,338
Special Education	34,489,773	1,638,955	32,850,818	2,672,266
Vocational Education	15,785,792	1,126,244	14,659,548	846,980
Food Service	92,010	1,994	90,016	9,507
Capital Projects	2,000,000	260,027	N/A	239,973

**Cash Flow Summary**

	Ending Balance 6/30/2020	Cash Receipts	Cash Disbursements	Ending Balance 7/31/2020
General	3,018,083	641,841	1,222,315	2,437,609
Special Education	5,783,590	886,244	1,967,632	4,702,202
Vocational Education	10,403,584	270,954	1,108,656	9,565,882
Student Activity Fund	33,681	0	803	32,878
Food Service	87,497	50	1,551	85,996
Capital Projects	179	267,800	267,853	126
	19,326,614	2,066,889	4,568,810 *	16,824,693

\* The cash disbursements total includes amounts transferred electronically. Non-payroll related electronic transfers were made to other VBISD accounts. A listing of these transactions are available upon request. This statement is in accordance with Policy #6144.01

### 3. Imprest, Payroll Summary

**IMPREST VOUCHER SUMMARY**  
**Aug 2020**

<u>FUND NAME</u>	<u>CHECKS</u>	<u>PURCHASING CARDS</u>	<u>TRANSFERS/ INTEREST/FEES</u>	<u>TOTAL</u>
General Fund	358,681.38	27,303.34	(165.22)	385,819.50
Special Education	148,025.22	11,788.06	245.21	160,058.49
Vocational Education	205,332.95	7,397.48	272.89	213,003.32
Capital Projects	7,804.32	0.00	0.00	7,804.32
Health Consortium	0.00	0.00	0.00	0.00
Student Activity Fund	0.00	0.00	0.00	0.00
Food Service Fund	346.60	0.00	0.00	346.60
<b>TOTAL</b>	<b>720,190.47</b>	<b>46,488.88</b>	<b>352.88</b>	<b>767,032.23</b>

**PAYROLL SUMMARY**  
**August 2020**

GENERAL	1,116,036.45
SPECIAL EDUCATION	1,919,534.26
VOCATIONAL EDUCATION	640,597.95
STUDENT ACTIVITY FUND	184.51
FOOD SERVICE FUND	343.28
TOTAL PAYROLL	<hr/> 3,676,696.45

**B. Board/Superintendent Travel (Roll Call Vote)**

**CONFERENCE ATTENDANCE**Superintendent/Board of Education**September 2, 2020*****Pre-Approval***

<b>NAME</b>	<b>DATES</b>	<b>LOCATION</b>	<b>ESTIMATED COST</b>
Kenneth Kent	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$360.00

***Post Approval***

			<b>COST</b>
Mary Ann Middaugh	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$180.00
John Weiss	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$630.00
Kenneth Kent	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$360.00

## C. Communications

## **Administrator Evaluation Guide Reference**

- 1 - Leadership
- 2 - Level of Professional Awareness
- 3 - Professional Standards and Ethics
- 4 - Communication Skills
- 5 - Resourcefulness, Creativity, and Innovativeness
- 6 - Personality
- 7 - Demeanor, Appearance, and Style
- 8 - Professional Preparation
- 9 - Decision Maker
- 10-Planner and Organizer
- 11-Supervisor
- 12-Evaluator
- 13-Policy Implementer
- 14-Crisis Manager
- 15-Faculty and Staff Personnel
- 16-School Plant and Facilities
- 17-Student Personnel
- 18-Community Relations
- 19-Fiscal Management
- 20-Student Achievement

- D. Public Comments
- II. INFORMATIONAL ITEMS
  - A. Board Updates
  - B. Superintendent Update

**Date:** September 2, 2020  
**To:** Board of Education  
**From:** Jeffrey C. Mills, Superintendent  
**Subject:** *Department Activities*

**VBISD “Virtual” Opening Day:** (governance & board relations, stakeholder relations, employee relations, operations & finance, educational leadership)

On Monday, August 24, we held our opening day “virtually” for the first time ever. The meeting was short and to the point which allowed time for building leaders to focus on the many items to prepare students and staff for the start of the school year on August 31. Many thanks for the financial contribution from the Van Buren Intermediate Education Association and the West Michigan Educational Research & Development Foundation to support the incentives for the May walk/run challenge wellness activity. I also want to thank the VBISD Cultural Understanding Committee, for making comments and planning for trainings and opportunities for staff members this next year. With an organization of over 500 staff members, it takes much planning and everyone working together to have the best opening for staff and students on August 31<sup>st</sup>.

**Back-to-School Bonanza Event:** (stakeholder relations, employee relations)

On Tuesday, August 18, we held the 16<sup>th</sup> annual Back-to-School Bonanza event as a “Drive-Thru” starting at the Van Buren Tech. entrance. Over 1,100 backpacks were handed out and several hundred boxes of food were given to families. The generous financial support of Entergy – Palisades Power Plant makes this event happen each year. I would like to commend the efforts of Sally Boothby, staff member at VBISD for being the lead coordinator of this event. She has done a great job working with all the departments and agencies making sure this day runs as smooth as possible. Attached is an article that was in the August 21, Courier Leader newspaper.

**Donation of masks from Senator Aric Nesbitt:** (governance & board relations, stakeholder relations, employee relations, operations & finance, educational leadership)

On Thursday, August 20, Senator Aric Nesbitt dropped off over 400 masks for use by students and staff at Van Buren ISD. Senator Nesbitt, indicated that he received these as a donation from a board that he is on, with the direction that he provides these to a school system. Thank you Senator Nesbitt for the very generous donation!

**New Grant Monies for Materials and Equipment:** (governance & board relations, stakeholder relations, employee relations, operations & finance, educational leadership)

On Friday, August 21, we were notified that VBISD will be receiving \$25,111 as part of Governor Whitmer’s announcement of \$65 million in CARES Act funding to support K-12 schools. The program is called “Governor’s Education Emergency Relief Fund” – (GEER). In order for a school district to be eligible for this funding, at least 50% of a school district’s population must be economically disadvantaged. Allowable use of funds is: Connectivity, Student Mental Health, Addressing Learning Loss, Out-of-School-Time Learning, Remote Learning Materials and Training, Teacher Training and Curriculum, and other Health, Safety, and Wellness needs.



# The Courier@Leader

SERVING PAW PAW • LAWTON • MATTAWAN • LAWRENCE • GOBLES • VAN BUREN COUNTY

NO. 34

SUNDAY, AUGUST 23, 2020

USPS 564-620



Tuesday afternoon's Van Buren Intermediate School District's Back to School Backpack Bonanza distributed over 1,100 backpacks free to area children. Several hundred boxes of fresh vegetables were also handed out, below, as part of this year's a drive-thru event.

Courier-Leader photos/Paul Garrod

## Stocked backpacks offer a better return to school

By Paul Garrod  
news4garrod@vineyardpress.biz

**LAWRENCE** - The annual Van Buren Intermediate School District's Back to School Backpack Bonanza got an earlier than scheduled start Tuesday, due to the long traffic lines that began to form on South Street.

Event organizers began shortly after 3 p.m. instead of 4, and by the time it ended at 6 p.m., had handed out more than 1,100 backpacks and hundreds of boxes of fresh vegetables to Van Buren County children and their families.

The vegetable boxes



were donated by Catholic Charities Diocese of Kalamazoo and Holy Family Healthcare, a non-profit organization started by Deacon Dr. Don Bouchard.

According to Tom Richardson, regional health school coordinator for Van Buren ISD, encompassing Van Buren, Berrien and Cass counties, Dr. Bouchard, and the food program he developed with other team members, has supplied the VBISD with tens of thousands of pounds of food over the past two months.

Dr. Bouchard left his medical practice of 20 years to start the non-profit, with offices in Kalamazoo and Hartford. He combines his ministry with medical and social programs that aim to help improve the lives of people in Michigan.

Holy Family Healthcare operates the largest food pantry in Van Buren County, one of nine counties in Southwest Michigan that comprise the Diocese of Kalamazoo. In 2018, the pantry served over 1,000 families with more than 3,500 individuals purchasing more than 150,000 pounds of food. The non-profit also holds a free clothing "sale" for those in need.

Van Buren Intermediate School District Superintendent Jeff Mills, said, "I would like to thank Entergy Palisades Power Plant for the wonderful financial support in allowing this event to take place. By handing out over 1,100 backpacks, we put a smile

on the faces of many kids. This will hopefully make for the better return to school for these students."

Val Gent, Sr. Communications Specialist, Entergy Corporation - Palisades Power Plant, said of Tuesday's event, "We were proud to once again sponsor the VBISD's back-to-school event, reimagined with a drive-through format. It's a heartwarming program that allows children in Van Buren County to start the school year off on the right foot."

Due to the COVID-19 pandemic, Entergy Corporation - Palisades Power Plant employees were unable to volunteer their services this year as they have done in past years.



## Gobles Schools prepare for opening by naming new administrative team

**GOBLES** - The resignation of Gobles Elementary Principal, Michael Banyas on June 23, "marks a major transition in our administrative leadership of the Gobles Public Schools," said Gobles Public Schools Superintendent Jeff Rehlander.

"In his one year as Gobles Elementary principal, Banyas provided leadership for continuity of learning during both the EEE and coronavirus outbreaks," said Rehlander.

"We thank Mike for his guidance during this difficult year. We will miss his contributions and wish him well." Rehlander said Banyas resigned to move closer to his family in upper Michigan.

As Rehlander looks to reopen schools later this month, he said it would be difficult for a new elementary principal to transition into "this important role during the continued health crisis." So, Rehlander has developed a two-year plan to address the leadership challenge.

For the upcoming 2020-2021 school year, Gobles Middle School/High School Principal Tommie Saylor, Jr., will become Gobles' K-12 principal. Saylor has served as Gobles MS/HS principal for the last two years. He had previously served as Taylor High School principal for seven years, Ashley K-12 principal for nine years, and a



As Gobles Public Schools prepare to open for the 2020-21 school year, Supt. Jeff Rehlander is assembling a new administrative team. Katherine Markovich, right, has been hired as Gobles' K-12 assistant principal, with primary focus at Gobles Elementary, and William Lisowski has been named Gobles Public Schools K-12 Dean, with primary focus at Gobles Middle School/High School.

Courier-Leader photo/Paul Garrod

secondary teacher for eight years.

Joining the administrative team will be Katherine "Katie" Markovich as Gobles Public School's K-12 assistant principal, with her primary focus at Gobles Elementary.

Markovich comes to Gobles with 16 years of teaching English in fifth through eighth grades at Marcellus Community Schools.

Markovich said of her new position, "I'm very excited about the transition; looking for a smooth transition."

"We're going to work together through this pandemic."

Markovich said the transition from her teaching career at Marcellus to her new administrative post at Gobles is a natural one. She comes from a long line of teachers and administrators in her family. Her grandfather served as a superintendent for Hastings (MI) Public Schools; her mother, Annette, was a teacher at the former Black River Elementary School in Paw Paw, while her father, Bill, was a teacher at Lawrence Public Schools, and later served as Lawrence Elementary principal. He was also principal at Black River Elementary School, and then principal at Marcellus High School for 12 years.

Also joining the administrative team will be William "Bill" Lisowski as Gobles Public Schools K-12 Dean, with primary focus at Gobles MS/HS. Lisowski has served as K-12 Behavior Specialist among other leadership activities for the last six years.

Lisowski, a 1979 graduate of Gobles Public Schools, served 21 years in the Air Force as a fighter jet crew chief mechanic. He attained the rank of master sergeant, before retiring in 2006 and moving back to Gobles. Using the GI Bill, he received his bachelor's degree, and is currently working on his master's degree.

Like Markovich, Lisowski said, "I am looking forward to the new role. We'll be reinventing what we do as educators now."

Lisowski's brother, Bill, is a teacher at GPS, where he has taught for more than 20 years.

For the 2021-2022 school year, Saylor, Jr., will return as Gobles MS/HS principal, and Markovich will become Gobles Elementary principal.

"I am confident that the new leadership team will serve Gobles Public Schools extremely well and I am very enthusiastic about working with them in the years ahead," said Rehlander.

C. Department Updates  
1. Technology Services

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## MEMO

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**DATE:** SEPTEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** DAMIAN KOOB  
**RE:** TECHNOLOGY SERVICES BOARD REPORT

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**PowerSchool Shared Services (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Community Relations)**

The start of the school year is a very stressful time for folks that have to manage the student data within their districts or buildings...and this year is even more stressful with the many learning options that Districts are exploring. Lisa Thorne and Kim DeBoom have been working tirelessly with our PowerSchool Shared Services Districts to train administrative and office staff on best practices for managing/entering their data and how to make the start of the school year much less stressful. Lisa has been hosting quite a few review sessions virtually for our PowerSchool Districts to attend...and anyone who wants this personalized service.

I have received many great compliments from our local Districts, as well as compliments from many Districts not in our County regarding our customer service and knowledge of PowerSchool. The value add we seem to be providing has caught on and we are already starting to talk to a few Districts interested in our PowerSchool services for next school year. We are excited to have these conversations and provide this very important service. I greatly appreciate the Board's support with this service and I look forward to reporting on more opportunities regarding this.

**Van Buren County Internet Task Force (Leadership, Communication Skills, Professional Preparation, Community Relations)**

I was approached by Zachary Morris, Executive Director for *Market Van Buren* and *Van Buren County Economic Development* to chair a group of high level leaders within the county to address the 'digital divide' within our communities. Zach is also a member of the Paw Paw Public Schools Board of Education, so he understands the educational implications of this divide.

We held our first meeting on August 19<sup>th</sup>, which included the CEOs of two area Internet Service Providers, a County Commissioner, two Township Supervisors, and the Van Buren County Director of Technology. The group was able to give background and history on how we got to this point in our digital coverage and

what our struggles are from both a business and educational standpoint. The two ISP CEOs shared the history and struggles of what they are doing to assist in this digital divide, which includes many regulations from the FCC and funding.

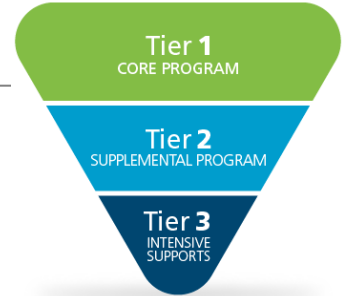
I was rather impressed by the willingness of the entire group to move forward and work on actionable items to address this digital divide. The one comment and conversation that stood out was the question of: “How did we get electricity to all of these rural farms and homes?” to which the answer was, “farmers and families fought to do this on their own and push for it...not a business or governmental entity, the farmers.” So with that being said, the group decided that we needed to gather some historical information and look at funding sources to see how we can move forward.

I’m looking forward to reporting on the future progress of this group.



## 2. Instructional Services

# MEMO



**DATE: SEPTEMBER 2, 2020**  
**TO: BOARD OF EDUCATION**  
**FROM: CHERYL-MARIE A. MANSON**  
**RE: INSTRUCTIONAL SERVICES UPDATE**

**Preparedness Planning (Back to School)** (*Professional Preparation, Policy Implementer, Leadership, Community Relations*)

During each week in August, the Instructional Services Department facilitated Elementary and Secondary principal meetings in order to support leaders with problem solving and unpacking executive orders and current issues around schools opening their doors. Below is an example of a “Roundtable” conversation. In these conversations, principals brainstorm their current topics, then, within virtual small groups, they record their answers and share their resources. These meetings have been reported as a welcomed resource for our local districts leaders. In the same spirit of

District	School Building	Staff Work Time: Are you paying your paraprofessional staff for this time (whether they are working or not?)	What is your district expecting of teachers right now?	How are you communicating with families?	What are you currently doing to support students academically?	What about our specials/non-core teachers?
Bangor	South Walnut Elementary	yes, currently.	admin is in contact via phone, ect.	facebook, postcards, letters, class do-go, cal	packets, packets at food distribution, lots of paper/pencil	tech teacher is adding to website, PE teacher is putting exercises on facebook
Bloomingtondale	Elementary	yes, currently. Transportation, food service & janitorial - part time and coming in - paras not coming in	stay in touch with students - packets were created. Online is encouraged if available. Teachers reaching out once a week hopefully more. facebook and do-jo	facebook, dojo	packets for students, paper/pencil	tech/music teacher is coming up with ideas to support - read alouds, clips of people
Bloomingtondale	Pullman Elementary	same as Bloomingtondale EI	Class dojo and facebook pages for each class. School facebook page has links from Melissa. Teachers asked to reach out to check on students.	Class dojo is huge and classroom facebook pages, calling and texting with families	links of Engage NY for parents on school FB page, Brain bags. Book give aways - 5 books went home before leave. Adding to online resources regularly.	
Covert	Covert Elementary	yes. Paras are coming to school on Wed. Food Service is working 2-3 days/week to prep and pack	School messenger. Teachers are using Remind. Special Ed teacher is contacting directly. Connectivity is going to be biggest issue. Language barrier is going to be a large concern. Packets were sent home, sight word games were sent home. Extra books were sent home and we will be taking books from our library(to keep) to send home before spring break	texting, emailing, google hangout. Some teachers are coming up on Wed. to help with food distribution	packets went out the Friday before closing with sight word games, etc	Art teacher has FB page. She sent home packets for students to practice drawing
Decatur	Davis Elementary	yes	Unclear at this time. District Admin is meeting to discuss this. Got things together on Friday.	using robo call system, facebook - parent/teacher pages	3 weeks of packets sent home on 3/13. No connectivity is concern.	sent out packets - gym teacher does facebook exercises with students
Gables	Elementary	yes, they are not coming in. This could change	Be on call, be ready. Not to fan the fire of information. Wait until the official information comes out.	On-line apps, dojo, email, reading books with class. Everyone is expected to connect with class and parents when possible. Taking care of kids.	3 weeks of work sent home on 3/13. Wants to give options (pick up or online...whatever works best for the student) Pick up packets or on-line. Maybe 50% is connected. Devices aren't the issue, it's connectivity.	

collaboration, we launched our [County-Wide Virtual Professional Learning Communities](#). In these virtual groups, teachers from across the county can meet with other teachers who share grade levels or content areas. These meetings are facilitated by Instructional Services Department staff and we plan to continue these throughout the school year.

**Professional Learning for Educators: Mix & Mingle 2020** (*Professional Preparation, Policy Implementer, Leadership, Community Relations*)

On August 25, VBISD Instructional Services Department hosted it's 2nd annual [Mix & Mingle Event](#). This event had over 550 participants with over 40 presenters. Presenters involved in this day came from state-wide organizations, local districts, as well as VBISD staff members. Participants were able to choose their own learning for the day from 55 available sessions. Topics for these sessions included items around social emotional learning, trauma informed classrooms, student engagement in a virtual environment, how to use data in your classroom, Google Education tools and many others. Even though this day was held virtually, we did our very best to make this day personalized with “swag bags” delivered to the districts, sponsorships and raffle prizes at the end of the day.



**Additional Information**

[VBISD Instructional Services Site](#)

August



June



[Follow us on Facebook!](#)

### 3. Finance

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## MEMO

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**DATE:** SEPTEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** BARBARA MATTHEWS  
**RE:** FINANCE & OPERATIONS UPDATE

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### **Consensus Revenue Estimating Conference (2,8,10,19)**

In January of 2020, the Consensus Revenue Estimating Conference projected combined revenues for fiscal year 2019-20 and 2020-21 would be slightly higher than the projections made in May of 2019. This meant that funding for schools would not change in 2019-20. The Consensus Revenue Estimating Conference held in May, 2020 forecasted drops in revenue from January, 2020 of \$2 billion in the General Fund-General Purpose Fund (GF-GP) and \$1.2 billion in the State Aid Fund. This caused speculation for cuts in school funding for 2019-20 and more importantly for 2020-21. The Consensus Revenue Estimating Conference held on August 24, 2020 reported that although the Michigan economy was hit hard by the recession, the Michigan summer revenue collections were higher than anticipated. The new projections showed only a decrease in revenue from January of \$.7 billion in the GF-GP and \$.2 billion in the State Aid Fund. The new projections do not include any revenue that may come from future federal stimulus packages other than the \$300 per week per claimant for unemployment recently approved

Factors that came into play that changed the May revenue forecast were 1) income tax collections were higher as taxpayers delayed paying taxes due to the extension of filing dates, 2) the recovery of production in manufacturing and automotive was faster than anticipated, 3) CARES Act revenue was higher than expected, and 4) consumer spending on taxable goods was higher than expected.

Three programs under the CARES Act brought in nearly \$43.3 billion. These programs were the Paycheck Protection Program which loaned about \$16 billion to businesses, the Economic Impact Payments which paid \$8.3 billion to residents of Michigan, and the Pandemic Unemployment Insurance which paid \$19 billion (\$13.4 billion federally funded) to workers and previously ineligible individuals.

The data shows that between April and July, payroll jobs declined 16.8%. Typically, the employment economic indicator drives income, sales and use tax collections. During this period of time withholding tax increased 3.9% and sales tax only decreased 9.6%. The increase in withholding taxes was unexpected with 18% of the collections coming from withholding on unemployment benefits. The unemployment withholding far exceeded the past historical high of 2.7% in February 2010. Sales tax

collections were up due to consumers spending on home improvements, gardening and remote online sales.

Although the revenue projections are good news for 2019-20, there is still plenty of uncertainty as to what the future revenues will actually be due to the impact of the COVID-19 pandemic and the impact on 2020-21 revenues. Will the federal government offer new stimulus funding which could fuel the economy or will the lack of additional federal dollars slow down the Michigan economy? Will payroll jobs increase and keep the withholding taxes steady or will withholding decrease as individuals drop off unemployment or their unemployment benefits decrease? Will consumer spending on taxable goods continue to increase or will dollars spent be diverted to tax exempt services and entertainment when businesses reopen? For 2020-21, we will have to wait and see.

## 4. Special Education

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## MEMO

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**DATE:** SEPTEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** KATY HOLVERSTOTT & DAVE MANSON  
**RE:** SPECIAL EDUCATION UPDATE

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**Opening Week** *Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Planner & Organizer, Supervisor, Policy Implementer, Faculty & Staff Personnel*

The Special Education Department had a number of activities and meetings to support and prepare our team for a successful start of the new school year. Our theme centered around Optimism, Grace and Flexibility as we learned new ways to be safe and to educate our students.

Below is a general overview of our activities:

- Monday, August 24, 2020
  - All VBISD Presentation by Jeff Mills
  - Set Up, Regional and Program Planning
- Tuesday, August 25, 2020
  - Regional & Program Training
  - All Special Education Department Training
- Wednesday, August 26, 2020
  - Set Up, Regional and Program Planning
  - Community of Practice Meetings



**RESTORE** *Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, Student Achievement*

All research points to the need to focus on social-emotional support for our staff and students. In alignment with this, the Special Education Department has prioritized the following:

- Positive reintroduction to school with an emphasis on reconnecting relationships.
- Review and reteach routine and rules.
- Introduction of new skills and concepts at a pace sensitive to the needs of students.
- Instruction and support to address social-emotional needs and coping skills.

**RESTORE** *(Continued)*

To frame this thinking a resource called RESTORE is being used. “This model highlights seven key areas to collectively move forward... The areas intersect, interconnect and affect each other, as we all do. RESTORE is a lens through which staff, children and parents can look at the strategy and plans that are needed for everyone’s well- being in a fast changing environment and for a safe and healthy return to school.” RESTORE is an acronym and it stands for the following:

### **Recognition**

Of what’s happened and that our experiences during lockdown have all been different, life changing for many and significant for us all. How do we encourage everyone to share their story?

### **Empathy**

For the mix of emotions that we have in response to events, whether staff, students, families, community and in the wider world. How can we respond with empathy and compassion and self-care?

### **Safety**

Re-establishing a sense of emotional and physical safety for this new normal so that students are able to learn and all are able to thrive. Safeguarding those who may have not been safe while they were away from school.

### **Trauma**

Is now a collective, as well as, an individual experience, how does the school community process this? And how do we support people who have experienced very particular traumas during lockdown or as a result of facing an even more uncertain future?

### **Opportunity**

To change what needs to be changed, to do things differently and to learn from this experience that we can question seemingly fixed aspects of our world.

### **Relationships**

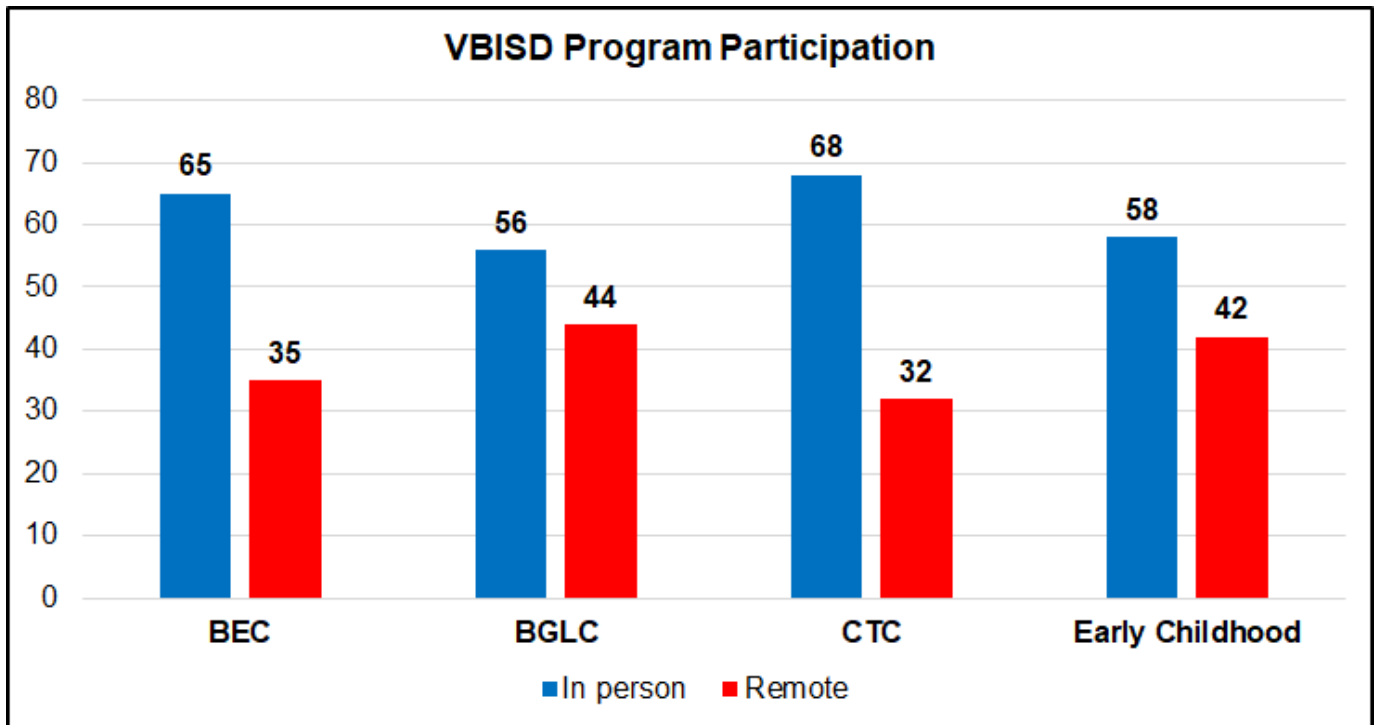
Are key, as they always have been. How do we reconnect, and (re-)build inclusive, responsive communities at all levels in school?

### **Engagement**

In our own lives and the issues that affect us, our teaching, learning, community and to allow staff and students a sense of control in their own lives.

**Program Updates Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management**

Consistent with participation rates in our local school districts, an average of 38.25% of VBISD families are choosing to keep their child home. Below is the breakdown across programs.



To program for our remote learners, schedule adjustments were made as follows:

- Monday: Face-to-face
- Tuesday: Face-to-face
- Wednesday: Face-to-face
- Thursday: Face-to-face
- Friday: Remote

Construction delays at the Bert Goens Learning Center have also affected our schedules. Specifically, face-to-face staff return was delayed until August 31, 2020, and face-to-face instruction will begin on Tuesday, September 8, 2020. Due to the holiday, this is a total of a 4-day delay during which remote instruction will be provided.

**Transportation Update** *Resourcefulness, Decision Maker, Planner & Organizer, Crisis Manager, Faculty & Staff Personnel, Student Personnel*

The Transportation Department has quickly and professionally adapted to many unexpected changes this year including:

- Adopting new cleaning protocols.

- Implementing the use of PPE on the vehicles.
- Taking student temperatures upon arrival to school.
- Taking over CTC transportation from Van Buren County Transit.
- Adjusting to the remote and/or face-to-face choices of parents and students.
- Planning for the continued delivery of food and materials.
- Accommodating the needs of our Deaf & Hard of Hearing program located in Mattawan.
- Completing Crisis Training while social distancing.
- Collaborating with our local districts to develop transportation plans for all.

**Cultural Understanding Committee (CUC) Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Policy Implementer, Faculty & Staff Personnel**

Belief and Mission Statement - The VBISD Cultural Understanding Committee is passionately committed to advocating for all people from marginalized communities who experience oppression and racial & ethnic discrimination. Our goal is to ensure safe learning and working environments, which embody the elements of diversity, equity and inclusion for all. We realize that this work will take our time, our energy, our resources and our discomfort. As a collective group, the CUC strives to acknowledge our implicit bias, and to provide opportunities for staff to engage in anti-racism training empowering us all to take a deeper look at our structures, systems, policies and instruction.

Given this mission, VBISD is considering bringing a resolution before the Board in October to employ an individual who can drive this work throughout our organization and our local districts.

## 5. Migrant Education

## MEMO

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DATE: SEPTEMBER 2, 2020  
TO: BOARD UPDATES  
FROM: TONDA BOOTHBY  
RE: ESSA/ESL/TITLE III/MIGRANT EDUCATION

### Summer Migrant Program

(1, 4, 10, 11, 16)

We finished the Summer Migrant Program on August 31 serving recruited 224 families and provided instructional services to 354 students ages 3 to 22. Student received face-to-face instruction outside of their homes, instructional packets or both. Everyone received reading books. We recruited 465 children from birth to age 22. Some parents declined any instructional services for their children, and some growers told our staff to not come into the migrant camps to provide services nor to distribute food.

Most of the teenaged students and all of the out-of-school youth were working due to the worker shortage on many farms. We did reach out to them to help them with reading materials and instructional packets and a few did Portable Assisted Study Sequence courses to earn high school credits toward graduation. Given the number of hours that students were working, few were able to complete all of their coursework prior to August 31, but they can continue their courses during the next school year.

Currently we are reaching out to families who are still in the area to help them register their school-aged children for school. Some students from Florida brought devices with them and plan to take courses online from their schools in Florida. Our recruitment and outreach staff are promoting enrollment in our local school districts instead of taking Florida classes online. Most of the districts in our county already offer online instruction and locally enrolled students have more support resources and staff who can assist students when needs arise. In addition, migrant students would also be eligible for the free breakfast/lunch programs offered by local districts.

The parent involvement component of our Summer Program which usually conducts eight to ten meetings for parents in the camps during evening hours was greatly thwarted by COVID. Assembling groups of people was banned and growers did not want workers to socialize between/among the camps. Growers have been very cautious about keeping their employees healthy and physically spaced apart and following COVID safe practices. Reinforcing those ideas our recruiters did reach out to parents with information concerning COVID safe practices and testing sites. Over the course of the summer, testing migrant workers has become mandatory and visits at migrant camps from health care workers has become more common.

Our staff was also following COVID safe practices while working outside of homes and using the Migrant Education part of the “barn” as our instructional supply site.



**Bienvenidos (Welcome!) Events**

**(1, 4, 10, 11, 16)**

The VBISD Migrant Education Program co-sponsored two welcome events for migrant and seasonal farm workers. Both were structured “drive-through” events so that attendees could remain in their cars and maintain safe distancing. Employment and training information was available from the Michigan Labor and Economic Opportunity group. Love, INC sought and assembled donated food which was bagged or boxed for pick up as families drove through the distribution line. Our recruiters promoted the events in the camps prior to the event and we helped at both events. The first “Bienvenidos” was held on Friday, July 31 at the Cornerstone Ag(ricultural) Enterprises migrant camp on 109<sup>th</sup> Street in Pullman. So many families attended that traffic was actually backed up at the event entrance. The organizers counted 139 vehicles that came through and many of those picked up food and information for more than one family. We received copies of the registration sheets so that we could follow up with families to make certain that eligible families are recruited for migrant education.

Because the first event went so well, a second “Bienvenidos” was held on Friday, August 21 at the Casco United Methodist Church parking lot. Traffic flow at this event did not try up street traffic. At this site, families were able to receive fresh fruits, vegetables, and meat products.

Turn out for these two events was very successful. Most items were distributed, and those helping with both events were able to take items to other families who were not able to attend the “drive through.”

### **Contributions to Migrant Education**

The Global Children Foundation, Inc. donated fifteen hundred dollars to the VBISD Migrant Program. We are able to use those funds to purchase services or goods not covered by migrant program grant. We have used donations for eye examinations for preschoolers who are referred by the Lions’ Project Kids Sight Program when a child has a vision problem, or glasses if a student lives in an area that does not have a Lions’ Club to help with that cost. Donated funds have also been used for new batteries for migrant students who wear hearing aids.

Kemo Kim and Jason Kim from the Korean Presbyterian Church of Metro Detroit also donated laptops to migrant students who are in enrolled high school. Lack of technology has been a major barrier for most migrant families, and members of this church have been very generous in supporting migrant children served by the VBISD and Imlay City Migrant Programs. To date, ten brand new laptops were donated to migrant students in Decatur.

### **Conducting a “Sweep” for Migrant Education** (1, 4, 10, 11, 16)

The term “sweep” has been used in several negative situations, but in Migrant Education, it has taken on a positive connotation. Because the Migrant Education Program in every state relies upon recruitment counts for funding, recruiting every eligible migrant student is really essential this summer. Our numbers are down drastically, and the COVID situation makes people anxious about being approached by strangers. A new strategy that the MSU Migrant Statewide Recruitment Program has learned is conducting a “sweep” of an area. Several of the recruiters and I participated in this process during the last weekend of August to see if we could find additional migrants. I will reveal our outcomes at the Board Meeting on September 2.



## 6. Human Resources

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## MEMO

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**DATE:** SEPTEMBER 2, 2020

**TO:** BOARD OF EDUCATION

**FROM:** HEATHER VISCO

**RE:** HUMAN RESOURCES UPDATE

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### **Human Resources Update (1,2,4,5,8,10,13,17,18)**

August has proven to be a time of collaboration, flexibility and understanding. With the recent COVID pandemic Human Resources has been a part of meetings and fact finding discussions with staff members to answer questions and listen to their concerns in regard to the pandemic and returning to school. With the Department of Labor's recent law, the Families First Corona Virus Act (FFCRA), Human Resources has participated in thirty (30) one-on-one meetings, and counting, with employees and participated various department meetings to provide guidance to employees who may need to utilize these leaves. As a team, we are ensuring that employee concerns are well heard, accommodations are carefully considered and employees are feeling safe. Overall these meetings have been well received and staff are feeling well. Furthermore, we have assisted local districts in the interpretation and implementation of these laws and have been a resource to them as questions arise.

Also, back on May 6, 2020 the U.S. Department of Education released its final ruling under Title IX which prohibits discrimination on the basis of sex in educational programming or activities receiving federal financial assistance. This ruling provided a clear definition of what Sexual Harassment is, and guidance on the appropriate steps that need to be taken when there is a formal or informal complaint. One important aspect of the new Title IX law is that K-12 schools must respond to any claims of sexual harassment when **any** school employee has actual notice of any sexual harassment claims. The rule took effect on August 14, 2020. Several members of the Superintendent's council took part in a five (5) hour training on the new procedures that will need to be followed if there is a claim. Additionally, all staff will be required to view a training video provided by Thrun to ensure compliance with the law. All staff will also be required to view a training module to keep VBISD in compliance. VBISD has created a Title IX compliance section on our website that will be updated frequently to ensure compliance.

## 7. Career & Technical Education

# MEMO

**DATE:** SEPTEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** ROBERT SMITH, DIRECTOR  
**RE:** CAREER & TECHNICAL EDUCATION BOARD UPDATE

## FALL PLANNING (1,4,8,9,10,11,13,15,16,18)

The majority of the past month has been spent planning for the start of school. The VB Tech administrative team has been working closely with local districts, staff, parents and the OAK construction team to work out details surrounding our hybrid learning schedule and plan. With 15 sending districts, each having their own return to school plan, coordinating schedules and transportation has been the major challenge. Additional planning items include arrival/departure protocols, classroom/office restructure, cleaning protocols, student handbook changes, counselor/job placement visit protocols, interdisciplinary learning protocols, field trips, and student competitions, drop/add process, and changes to production program protocols.

## PROFESSIONAL DEVELOPMENT (1,3,4,5,8,10,11,15)



During the week of August 24th, the staff at VB Tech participated in a variety of professional development events. In addition to the VBISD opening day ceremony on August 24th, all VB Tech staff participated in the VBISD Mix & Mingle virtual professional development event on Tuesday, August 25th, the VBISD Trauma-Informed Classroom training in the morning of Thursday, August 27th, and a Remote Learning Best Practices training Thursday

afternoon. Together, these events provided staff with a variety of instructional materials. Overall, staff was appreciative of the wide variety of information shared.

## SOFTWARE ENGINEERING (1,4,8,9,10,11,15,17)

After several discussions with instructor Dr. John Hinckley, the Michigan Department of Education, the Office of Career & Technical Education, our partnering local school districts, and students/parents, the Software Engineering program at VB Tech will be delivered via a 100% virtual format for the first semester of the 2020-21 school year. Due to the project-based, hands-on nature of Career & Technical Education, this is the only CTE program that has been approved at this time to be delivered in this manner, simply because the content is normally delivered 100% via computer. Whether or not the program remains virtual for 2nd semester will be determined at the end of the first semester.

## MARQUEE SIGN (1,4,5,9,10,11,16,18,19)



The Marquee Sign in front of Van Buren Tech is up and running. As a partnership with four of our partnering colleges/universities (WMU, KVCC, LMC, SMC), VB Tech intends to use the sign to not only communicate upcoming events at VB Tech but to also communicate upcoming events at our partnering institutions. In addition, we intend to utilize this resource to advertise/market Career & Technical Education to visitors and the community in general. A few staff recently completed training related to set up, programming, schedules, etc.

## CALENDAR EVENTS

Monday, August 31st	<b>No School - Office Staff Report</b>
Tuesday, September 1st	First Student Day
Wednesday, September 2nd	Mentoring Meeting
Friday, September 4th	<b>No School - Labor Day Holiday Weekend</b>
Monday, September 7th	<b>No School - Labor Day Holiday Weekend</b>
Wednesday, September 9th	Committee Kickoff Meeting
Thursday, September 10th	Virtual Auto/Info-Tech/Protective Services Cluster Meeting
Friday, September 11th	Patriot Day
Thursday, September 17th	CONSTITUTION DAY
Tuesday, September 22nd:	PICTURE DAY
Monday, September 28th	PICTURE RETAKES BACK TO SCHOOL OPEN HOUSE (Tentative)

## 8. Business Development and Partnerships

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## MEMO

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**DATE:** 9/2/2020  
**TO:** BOARD OF EDUCATION  
**FROM:** TOM RICHARDSON, BUSINESS DEVELOPMENT AND PARTNERSHIPS  
**RE:** SEPTEMBER, 2020 - BOARD REPORT

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### **Project LEAN Partners with the VBISD's Backpack Bonanza (1,4,5,10,18,19,20)**

On August 18th, the Project LEAN Team partnered with the VBISD, Entergy - Palisades, Catholic Charities Diocese of Kalamazoo, Van Buren United Civic Organization, the Farmer to Family Food Box Program and a host of other community partners to distribute more than 1,100 backpacks and 535 food boxes (over 12,000 lbs) of fresh produce to children and their families in Van Buren County.

The Back to School Video showcasing the event will be shown at the board meeting. I'd like to give a special THANK YOU to Project LEAN's Brittany Millan for creating the Video Memories for the VBISD and our partners.

### **VBISD Prepares to take SNAP-Ed Programming Virtual in FY21 (1,2,4,10,13,18,19,20)**

Over the summer, the Project LEAN team has been working diligently to look at various ways we can safely and innovatively deliver SNAP-Ed Programming in FY21. At the State's request, the SNAP-Ed team have started to convert some of our programming materials into a virtual format. The videos for examples of our virtual book read a long program and Project LEAN's food tasting demo and learning video will be shown at the board meeting.

Thank you to Zak Triplett and Brittany Millan for creating these videos for the Project LEAN program.

### **SNAP-Ed University FY21 (1,3,4,10,13,19,20)**

On August 27<sup>st</sup> I had the opportunity to sit on a presenter panel at the FY21 "Virtual" SNAP-Ed University Conference with 2 other education leaders from around the State. My fellow panelists, Amy Wassmann, the Whole Child Director for Saginaw ISD and Gregory Talbert, Chair of the Governor's Educator Advisory Council were tasked with presenting to more than 135 State leaders and SNAP-Ed Program Leads on the topic: "Programming in the time of COVID-19 - School reopening in Michigan and SNAP-Ed response".

For this presentation, I asked the Project LEAN "Prezi" Team, led by Klariza Perez, to develop a presentation that would allow us to showcase our new virtual classroom SNAP-Ed presentation format to our key State SNAP-Ed stakeholders and SNAP-Ed partners to demonstrate that

learning in the world of COVID can be FUN and ENGAGING by reimagining the way we deliver our virtual programming.

I have been part of many virtual meeting and I can honestly say that I have never seen a chat room light up like the SNAP-Ed University chat room did during the Project LEAN presentation at SNAP-Ed University.

Below you will find the chat conversation that occurred during Project LEAN's 10-minute presentation on how SNAP-Ed can support schools during COVID.

#### Zoom Live "Chat" during VBISD SNAP-Ed Presentation

11:31:29 From Matt - HFHS - (He/Him/His) to Tom Richardson(Privately) : Tom! Yeah!

11:33:29 From Matt - HFHS - (He/Him/His) : Tom what tool are you using to present like this?

11:33:43 From Lila: Matt - It's Prezi

11:33:49 From Sarah: Tom is using Prezi for his presentation

11:36:14 From Barbara, HFHS : It looks amazing!

11:39:13 From Amanda: What preschool program do you do?

11:39:14 From Megan Awww this is adorable!! LOL

11:39:15 From Rachel: Haha, this is awesome!

11:39:21 From Jeanne: This is amazing!! very cool

11:39:26 From DW: fantastic!!

11:39:31 From Marci- LAHC : Awesome! This is great.

11:39:55 From PB: Love it!

11:40:12 From Matt - HFHS - (He/Him/His) : TOM!!!!!!

11:40:15 From Linda - LAHC : Amazing!

11:40:19 From Megan: Thank you Tom!

11:40:19 From Matt - HFHS - (He/Him/His) : Brilliant stuff!

11:40:25 From Matt - HFHS - (He/Him/His) : Thank you!

11:40:29 From Liz : Hi Tom! that was great thanks!

11:40:29 From Michelle: Amy and Tom rock!!

11:40:30 From Sam: Well you blew us all away haha

11:40:30 From Rachel : So cool. I didn't know Prezi had all of those features. Thanks, Tom!

11:40:36 From Kathy: I liked the preschool program on prezi

11:40:47 From Cristal: Never heard of Prezi, but I LOVE it!

11:40:57 From Mary to Tom Richardson(Privately) : WAY COOL, Tom! Thank you!

11:41:13 From Amanda to Tom Richardson(Privately) : What preschool program do you do? We currently do LANA which is a lot of hands on cooking for kids. I think we may have to switch this because it will be a challenge to do that virtually.

11:41:40 From Will: Very nice. #Prezi

11:41:54 From Josh: Awesome job Amy, Tom and Greg!!!

11:42:14 From Christine: Hi Tom! Do your educator's "Zoom" in with Prezi? How does the lesson get into the classroom, The tech part.

11:42:26 From Shanna: Tom, was that flip book you used for your presentation?

11:43:48 From Barbara, HFHS : Tom's use of Prezi was amazing. We know all three presenters came from within the schools or district. For an outside organization, working in multiple districts, we are challenged to figure out all of their technology and how we can fit into their various platforms and schedules. Any suggestions?

11:44:40 From Bernadette: What's the link for Hip Hop to Health? Sounds great!!

11:45:43 From Teresa: Hip Hop to Health: <http://www.hiphoptohealth.com/>  
11:45:56 From Sarah : Hip Hop to Health in the SNAP-Ed Toolkit:  
<https://snapedtoolkit.org/interventions/programs/hip-hop-to-health-jr/>  
11:46:21 From Matt - HFHS - (He/Him/His) to Tom Richardson(Privately) : If I ever get sick of Detroit, I'mma come work for you. You are SO inspiring. you always have been. Thanks for just doing you and inspiring us.  
11:56:51 From Marci- LAHC : Thank you to all the amazing speakers! The information and tips provided were so helpful. Thank you!!!!  
11:57:30 From Kelly : Thank you. Great information.  
11:57:37 From Linda - LAHC : This has been so helpful. Grateful for such amazing presenters. Thank you!

## 9. Early Care & Education

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## MEMO

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**DATE:** SEPTEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** LISE BLACK, EARLY CARE & EDUCATION

**Great Start Collaborative (GSC)** (3, 5, 18)

The majority of our work efforts (meetings, parent connections, grant work) remains virtual. We have noticed that participation of parents for meetings and advisory roles has actually increased since going virtual. Most recently parents have served in advisory rolls for our work on a Children's Trust Fund home visiting grant and the PDG-B5 Home Visiting Needs Assessment. Their insight has proved very informative, and will give us good guidance in all of our FY21 work planning. Parents are provided stipends for participation in this work. We recently updated our policy (see attachment) and will have approved at the September Great Start Collaborative Board meeting.

Guidance from MDE was received at the end of August to guide the writing of the safety plan for services funded by the 32p and 32p(4) funds. This includes the GSC, the Great Start Parent Coalition, and Family Links home visiting services. The document will be brought to the ISD Board in October for approval.

The GSC works closely with the Van Buren Child Abuse & Neglect Prevention Council (Van Buren CAN). The Great Start Safe Sleep project has been a collaborative effort for several years, and we hold an annual event in April to recognize child abuse and neglect prevention. During August we had an annual site visit (virtual) for Children's Trust Fund (the funder). The visit highlighted the strong collaboration our county has around this important work. Van Buren CAN has a new coordinator, Sheryl Postma, Director of H.O.P.E. Parent Resource Center. The group is looking at new ideas on how we build on the strengthening families work which in turn reduces child abuse and neglect.



**Great Start Readiness Program (GSRP)** (preschool for at-risk children) (1, 5, 11)

GSRP classrooms are scheduled to begin services during the week of September 14<sup>th</sup>. All sites are expected to provide face to face instruction, four days per week, with one exception. South Haven's three GSRP classrooms will be starting with remote instruction to align with that district's plan. The hope is that full face to face services will be available in October.

GSRP leadership is supporting all the teams with adapting their classroom environment and daily routines to meet safety guidance for COVID-19. Our traditional all day support meetings have been broken down to smaller sections, to be more attendee-friendly in the virtual format. Staff is positive, have been creative in their ideas for adapting, and are looking forward to meeting their new cohort of students.

**Family Links Home Visiting Program (12, 17)**

Attached you will find a two page infographic on the participants served during the past year through our Family Links Parents as Teachers®. We are happy to note that the “child age of enrollment” has been shifting to the younger cohort. The past year 50% of the children served were less than age one at enrollment. It is well acknowledged that the younger the child is at enrollment, the great the opportunity for positive impact.

# Parents as Teachers 2019-2020 Affiliate Performance Report



Parents as Teachers is an evidence-based parent education and family engagement model serving families throughout pregnancy until their child enters kindergarten. Below is a summary of services that were provided by PAT Affiliate: [4267]

## Population Reach

### Families Served



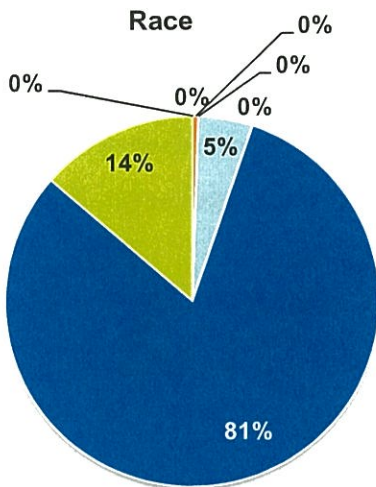
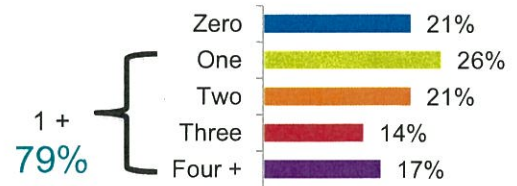
159

### Children Served



214

### High Needs Characteristics

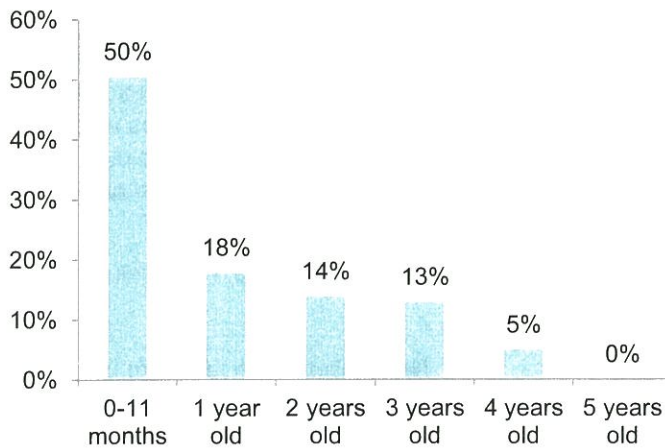


- American Indian/Alaskan Native
- Asian
- Black or African American
- Native Hawaiian/Other Pacific Islander
- White
- Multi-racial
- Other
- Not Answered

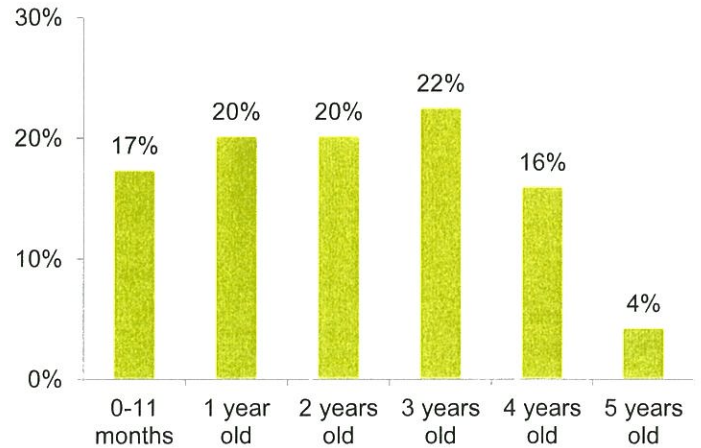
### Ethnicity

**26.2%** Hispanic or Latino  
**73.4%** Non-Hispanic/Non-Latino  
**0.47%** Not Answered

### Child Age at Enrollment



### Child Age at End of Program Year



• 10.4% Enrolled Prenatally

Accuracy of the data presented in this report is contingent upon the accuracy of APR data submitted by affiliates.

# Program Services and Impact

Personal Visits  
**1,527**



## Group Connections

Average # of group connections per affiliate = **66**

20 enrolled families attended

## Immunizations



**81%**

of 19–35 month olds reported up-to-date

## Family-Centered Assessment



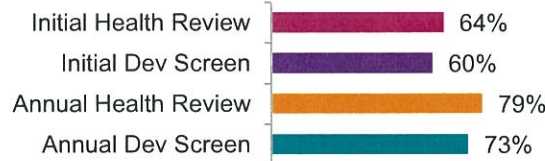
## Resource Connections



## Goals Documented



## Developmental Screenings and Health Reviews



16 referred for further assessment based on screening/review  
6 received follow-up services

**72** Potential delays/concerns identified

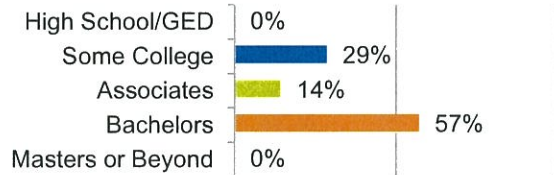
Developmental **43**  
Social-emotional **14**  
Hearing **5**  
Vision **5**  
Physical Health **5**

## Parent Educators

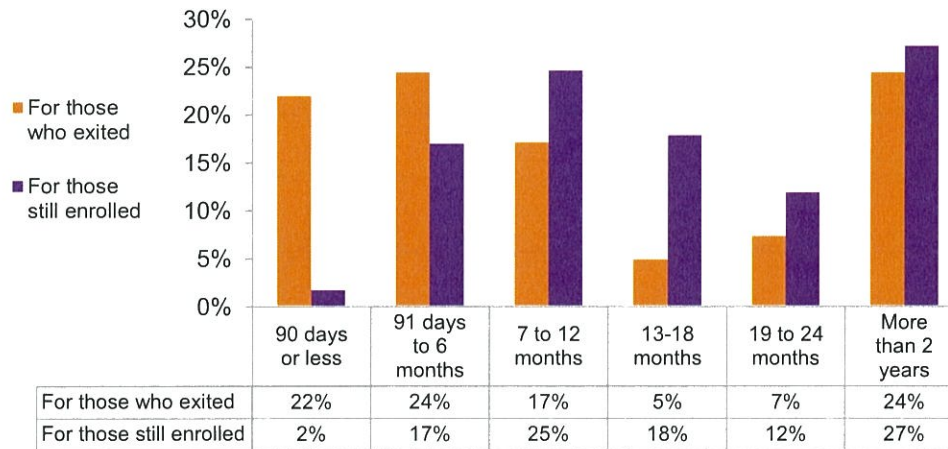


Total **7**  
Full-Time **7**  
Part-time **0**

## Parent Educator Level of Education



## Length of Time Enrolled in Program



## Waitlist and Family Retention

**86%** Family Retention Rate

**90%** Family Retention Rate (excluding families who moved out of service area)

**0** Families on waitlist

**NOTE:** Retention rates are based on one year of data.

Accuracy of the data presented in this report is contingent upon the accuracy of APR data submitted by affiliates.



## Parent Stipend Guidelines

The Van Buren Great Start Parent Coalition (GSPC) is a volunteer organization of parents & caregivers who get together to connect, learn and share the opinions of local families with leaders in early childhood services in Van Buren County.

- The Great Start Parent Coalition offers activities and education for families free or at very low cost.
- Stipends are generally not available for volunteering or participating in GSPC activities.
- Support to remove barriers to participation is available on an as needed basis.
  - Support can include gas cards or funds to cover childcare costs.
  - If you need assistance to participate, please contact the Parent Liaison.
- Training opportunities and conferences are a benefit of being a parent member of the GSPC - no stipend is provided but transportation and fees may be covered.

Parent Representatives are parent leaders in the county that represent the voice of families by serving on the Great Start Collaborative (GSC) Board. Parent participation is fundamental to the success of the GSC and represents, at a minimum, 20% of its membership. As community members are paid by their organizations to participate in the GSC, it is important that Parent Rep's also be compensated for their time and effort by removing barriers that may make it difficult to attend.

Please see the following stipend guidelines:

- **Great Start Collaborative Board** meetings: \$50 stipend per meeting, lunch and child care are generally offered on site.
- **Early Care and Education Task Force** meetings: \$22 stipend per meeting, lunch and child care are generally offered on site.
- **Committees, workgroups or focus group** meetings: \$11/hour
- **Parent independent management of an event/project, interpreting services, or other necessary task** - \$11/hour (Parent Liaison will clearly state when this applies)
- **Train the Trainer** opportunities - \$11/hour
- **Other stipends and contracts** may be available depending on separate grant or outside funding opportunities.

Other guidelines:

- **Volunteer opportunities** - There are many opportunities to volunteer at GSPC and GSC events. These can include hosting a registration table, leading an activity, or planning a children's event. Support to remove barriers to participation are available as needed.
- **Training opportunities and conferences** are often offered to Parent Reps. In most cases no stipend is provided but transportation and fees may be paid by the GSC.

These guidelines in the document may be used by other VBISD early childhood programs to support parent/guardian leadership and/or remove barriers for participation.

### III. ACTION ITEMS

#### A. Approval for Purchase of Computer Devices (**Roll Call Vote**)

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## MEMO

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**DATE:** SEPTEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** DAMIAN KOOB  
**RE:** PURCHASE OF COMPUTER HARDWARE FOR VAN BUREN TECH

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### **BACKGROUND**

Each year the VBISD Technology Services staff - in conjunction with the appropriate administration - evaluates and recommends computer hardware acquisitions. Information was solicited from each department as to their upcoming technology needs. We take that information and determine our needs for the coming year.

We continue the practice of consolidating computer purchases for all departments in the VBISD and for the past three years we have been able to utilize the SPOT pricing program that exists as part of the State of Michigan's 22i Technology Readiness Infrastructure Grant (TRIG). This state-wide bidding procures additional savings due to the volumes involved. This results in lower purchase prices on mobile learning devices and desktops and accessories due to aggregating statewide demand along with a time savings for districts by not having to administer individual bids.

We are recommending the purchase of 22 DELL laptop computers from Presidio, Inc. as a part of our ongoing technology replacement program. These computers will augment or replace units used by students and staff at Van Buren Tech.

### **RECOMMENDATION**

**RESOLVED** that the Board of Education approves the purchase of 22 DELL laptop computers from Presidio, Inc at a total price not to exceed \$36,608.00.

B. Approval of Certification of MASB Delegates for 2020-21 **(Roll Call Vote)**

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## MEMO

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**DATE:** SETPEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** JEFFERY C. MILLS, SUPERINTENDENT  
**RE:** CERTIFICATION OF DELEGATES FOR MASB 2020

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Delegates selected by boards of education across the State will decide MASB's positions on a wide variety of issues affecting education. Delegates for 2020 must be appointed by their respective boards of education and certified by October 12, 2020.

***RESOLVED***, that the Van Buren Intermediate Board of Education approve one (1) voting delegate and one (1) alternate to represent the Van Buren Intermediate School District at MASB annual or special meetings.

C. Approval of Employment of Staff (**Roll Call Vote**)

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**MEMO**

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**DATE:** SEPTEMBER 2, 2020  
**TO:** BOARD OF EDUCATION  
**FROM:** JEFF MILLS, SUPERINTENDENT  
**RE:** **APPROVAL OF EMPLOYMENT FOR NEW STAFF**

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**BACKGROUND:**

Due to resignations of staff and new positions, several jobs opened up. Following is a list of new staff, their position, salary and start date. Copies of resumes and Interview Candidate Selection Forms are attached

**RECOMMENDATION:**

<b><u>PSMs</u></b>	<b><u>Salary</u></b>	<b><u>Start Date</u></b>
Kristen Pratley Van Buren Tech Instructional Coach	\$72,026	08/24/2020
Katie Potts School Social Worker	\$54,873*	08/24/2020

*\*Salary will be prorated due to start date, FTE or, other reasons*

***RESOLVED*** that the Board of Education employ the staff as listed above.

Attachments

## INTERVIEW CANDIDATE SELECTION

**Candidate:** Kathryn “Katie” Potts

**Position:** School Social Worker (4 days/week part time in Hartford)

**Interview Team:**

Lynn Buchkowski - VBISD

Theresa Zaszczurynski - VBISD

Sarah Carpp - VBISD

Karla Vandenberg - VBISD

Megan Weinberg - VBISD

Chris Quist - Hartford

**Interview Date:** July 29, 2020

**Summary:** The Interview Team recommends the hire of the above named candidate who possesses the required credentials as a school social worker. Assignment is expected to be part-time (4 days/week) at Hartford Public Schools starting in the 2020-21 school year.

**Candidate Background:** *(see attached application, resume, transcripts, and SSW license)*

## INTERVIEW CANDIDATE SELECTION

**Candidate:** Kristen Pratley

**Position:** Van Buren Instructional Coach

**Interview Team:** Jason Forler, Jeromy Robertson, Cheryl-Marie Manson, Cindy Philip

**Interview Date:** Pre-Interview Screening – August 12, 2020; Interview – August 17, 2020

**Summary:** Over 20 candidates applied for the position. Of that group, 7 (including 2 internal candidates) were selected for a pre-interview screening. As a result of those screenings, 2 candidates were selected to participate in a formal interview process. After conducting final interviews, the committee felt that both candidates were qualified for the position. Upon further review and discussion, the committee unanimously recommended that administration hire Kristen Pratley for the position.

**Candidate Background:** Kristen has over 20 years of experience in education, with the past 3 years being spent as an Instructional Specialist at Holland Public Schools. In that position, Kristen also participated on the district Hybrid Learning Committee, was the chair of the School Improvement Team, and was the Assessment Coordinator at Holland High School. Prior to her time as an Instructional Specialist, Kristen was a teacher at Holland Public Schools (4 yrs.) and West Branch Area Schools (13yrs.).

D. Approval of Policies for First Reading (**Roll Call Vote**)



Book	Policy Manual
Section	Policies for Board
Title	Title IX Sexual Harassment Policy
Code	po2266
Status	First reading
Last Reviewed	September 2, 2020

## 2266 - TITLE IX SEXUAL HARASSMENT POLICY

The District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and corresponding implementing regulations.

This Policy addresses only allegations of sexual harassment under Title IX. Allegations of all other forms of sex discrimination should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) that cannot be reasonably separated into two distinct complaints should be investigated under this Policy, and the Grievance Process described in this Policy will satisfy any investigation requirements in other anti-harassment or nondiscrimination policies. Nothing in this paragraph limits the District's right to determine at any time during the Grievance Process that an allegation not involving Title IX sexual harassment should be addressed under other District Policies.

The Board directs the Superintendent or designee to designate persons to serve as Title IX Coordinator, Investigator, Decision-Maker, and Appeals Officer. If a Formal Complaint is made under this Policy against the Superintendent, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with the Title IX Coordinator to ensure that all other requirements of this Policy are met. If a Formal Complaint is made against the Board President, the Board Vice President will designate who will serve as the Investigator, Decision-Maker, and Appeals Officer.

The Investigator, Decision-Maker, and Appeals Officer cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

### A. Definitions

For purposes of this Policy, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
  - a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
  - b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
  - c. Sexual assault, dating violence, domestic violence, or stalking, as defined by the Violence Against Women Act, 34 USC § 12291 et. seq., and the uniform crime reporting system of the Federal Bureau of Investigation, 20 USC 1092(f)(6)(A)(v).

i. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

- iii. "Domestic violence" means a felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, a person with whom the Complainant shares a child, a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
- iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.
- 2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge-based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
- 3. "Appeals Officer" is the person designated by the District to handle appeals of dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, or Decision-Maker on a specific matter.
- 4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.
- 5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
- 6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.
- 7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, or Appeals Officer on a specific matter.
- 8. "Education Program or Activity" means any location, event, or circumstance over which the District exhibits substantial control over both the Respondent and the context in which the harassment occurred.
- 9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
- 10. 10. "Grievance Process" is the process by which the District handles Formal Complaints.
- 11. 11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint or report. The Investigator cannot be the same person as the Decision-Maker or Appeals Officer on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.
- 12. 12. "Report" means an account of Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
- 13. 13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
- 14. 14. "Supportive Measures" are non-disciplinary, non-punitive, individualized services offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or deter sexual harassment.
- 15. 5. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on a specific matter. A person not serving as a Title IX Coordinator in a particular investigation is not disqualified

from serving in another role in that investigation. The Title IX Coordinator may also serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.

#### 16. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

#### C. Designation of Title IX Coordinator

The District designates the following person(s) as the Title IX Coordinator(s):

Dave Manson, Assistant Superintendent  
Van Buren Intermediate School District - Special Services Building  
490 S Paw Paw Street, Lawrence, Michigan 49064  
(269) 539-5149  
dmanson@vbid.org

Barb Matthews, Director of Finance and Operations  
Van Buren Intermediate School District - Conference Center  
490 S Paw Paw Street, Lawrence, Michigan 49064  
(269) 539-5201  
bmatthews@vbid.org

#### D. Reporting Title IX Sexual Harassment:

Any person who witnesses an act of sexual harassment is encouraged to report it to a District employee. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

A person may also anonymously report an incident of sexual harassment or retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below.

A person who has been the subject of sexual harassment or retaliation may report that behavior to the Title IX Coordinator or any District employee. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

A person may make a report at any time, including non-business hours. Reports may be filed in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

#### E. General Response to Sexual Harassment

##### 1. Actual Knowledge without Formal Complaint Being Filed

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

The Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

If the Complainant does not file a Formal Complaint or if another person informs the Title IX Coordinator of an allegation of sexual harassment, the Title IX Coordinator must evaluate the information and determine whether to sign and submit a Formal Complaint. If the Title IX Coordinator determines not to

sign and submit a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

## 2. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using the Title IX Sexual Harassment Formal Complaint Form.

## 3. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process. This may include offering supportive measures as described in Subsection E(5) of this Policy.

## 4. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports, as well as any incidents of sexual harassment that the Title IX Coordinator personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section P of this Policy.

## 5. Supportive Measures

The Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or taking or describing additional supportive measures.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge to all parties and are designed to protect the safety of all parties or the District's educational environment or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. Course-related adjustments, such as deadline extensions;
- c. Modifications to class or work schedules;
- d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. No-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide supportive measures.

## 6. Respondent Removal

### a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision.

This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

### a. Administrative Leave (Employee)

The District may place an employee Respondent on administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

## 7. Law Enforcement

In appropriate circumstances, the Title IX Coordinator will notify law enforcement or Child Protective Services.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will follow the procedures described in Subsection F(1) of this Policy to notify the parties, in writing, of the delay.

The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that the law enforcement agency has completed its evidence gathering process. This delay should not exceed 10 days.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

## F. Grievance Process

### 1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint. The District will endeavor to complete the Grievance Process within 45-60 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility at the conclusion of the Grievance Process, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point during the process, the Title IX Coordinator, Investigator, or Decision-Maker may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include the absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or an accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with applicable policies, codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue determinations of responsibility within 10 days, absent extenuating circumstances.

### 2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. A copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known, the alleged conduct constituting sexual harassment, and the date and time of the alleged incident;
- c. A statement that the Respondent is presumed not responsible for the alleged conduct;
- d. A statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f. A statement that the parties will be provided 80 opportunity to inspect and review any evidence before the investigation report is finalized; and

- g. If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during the disciplinary process, a citation to that portion of the Code of Conduct. If the Code of Conduct does not address false statements by students, the notice is not required to include any reference.

If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

### 3. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, in any meeting or Grievance Process proceeding. If a party chooses an advisor who is not a District employee, it will be at that party's own cost. The Superintendent or designee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section N of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

### 4. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

### 5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, or Appeals Officer.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. Provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

- b. Identification of the sexual harassment allegations;
- c. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
  - i. Notification to the parties;
  - ii. Party and witness interviews;
  - iii. Site visits;
  - iv. Methods used to collect evidence; and

v. Hearings held.

- d. Factual findings that support the determination;
- e. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- f. A statement of, and rationale for, the result as to each allegation, including:
  - vi. A determination of responsibility;
  - vii. Any disciplinary action taken against the Respondent (consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
  - viii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- g. Appeal rights

See Section G of this Policy for appeal rights and procedures.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

## G. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

1. A procedural irregularity that affected the outcome.
2. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
3. The Title IX coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

An appeal must be filed with the Decision-Maker or Title IX Coordinator within 5 days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Appeals Officer will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. Appeals based on procedural irregularity, conflict of interest, or bias must be decided within 10 days. Appeals based on new evidence must be decided within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, or Decision-Maker on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

#### H. Informal Resolution

During the Grievance Process, after a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator or Investigator must

(1) provide both parties written notice of their rights in an informal resolution and

(2) obtain written, voluntary consent from both parties to enter into the informal resolution process.

The written notice must contain the:

1. Allegations;
2. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
3. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and
4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

#### I. Dismissal

##### 1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if proven, would not constitute sexual harassment as defined in this Policy;
- b. The Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. The Formal Complaint's allegations did not occur in the United States.

##### 2. Discretionary Dismissals

The Title IX Coordinator or Investigator may dismiss a Formal Complaint if:

- a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. The Respondent's enrollment or employment ends; or
- c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator or Investigator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Section G of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

#### J. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

#### K. Remedies

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. Offering the parties school-based counseling services, as necessary;
3. Providing the parties with academic support services, such as tutoring, as necessary;
4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. Moving the Complainant's or the Respondent's locker or work space;
6. Issuing a "no contact" directive between the Complainant and Respondent;
7. Providing counseling memoranda with directives or recommendations;
8. Imposing discipline consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts.

These remedies may also be available to any other student or person who is or was affected by sexual harassment.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

2. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
3. Additional staff training;
4. A climate survey; or
5. Letters to students, staff, and parents/guardians reminding them of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

#### AX. False Statements

Any person who knowingly makes a materially false statement in bad faith in a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

#### ALL. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

#### N. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with the District's anti-discrimination and anti-harassment policies.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with the applicable policies, codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

- Training

All District employees and Board members must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. The definition of sexual harassment;
2. The scope of the District's education programs or activities;
3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials will also be posted on the District's website.

P. Record Keeping

Records related to reports of alleged Title IX sexual harassment will be maintained by the District for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

Q. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights  
1350 Euclid Avenue, Suite 325 Cleveland, Ohio 44115  
Phone: (216) 522-4970  
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted:

Date revised:



## IV. OTHER BUSINESS

### A. Adjournment

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda."

It is the policy of the Van Buren Intermediate School District that no discriminatory practices based on race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information or any other status covered by federal, state, or local law be allowed during any program, activity, service, or in employment. Inquiries regarding the non-discrimination policies should be directed to Barbara Matthews, Director of Finance & Operations or Dave Manson, Director of Special Education, 490 S. Paw Paw Street, Lawrence, MI 49064, 269-674-8091.