

Agenda of Regular Meeting

The Board of Trustees Van Buren ISD

A Regular meeting of the Board of Trustees of Van Buren ISD will be held February 3, 2021, beginning at 4:00 PM in the Van Buren Conference Center
490 S Paw Paw Street
Lawrence, MI 49064.

The Van Buren Intermediate School District Board of Education meetings will be held virtually until further notice to comply with the *Michigan Safe Start Plan* and the Michigan Department of Health and Human Services Epidemic Order under **MCL 333.2221**.

The public is welcome to call into the Van Buren Intermediate School District Board of Education meetings by dialing the number below at no cost. If you require accommodations to access these meetings or would like to provide input or ask questions on any business that will come before the Van Buren Intermediate School District Board of Education at the meeting, contact Jeff Mills, Superintendent at jmills@vbisd.org.

1 415-655-0001 (toll)

Access code: 180 743 3165

**Please sure to include the access code.*

I. REGULAR MEETING

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

1. Minutes

2

The **regular meeting** of the Van Buren Intermediate School District Board of Education was held **virtually** on **January 6, 2021**, in the Board of Education office and called to order at **4:00 PM**. The following members were present via remote connection: Middaugh- Venice, FL; Weiss – South Haven, MI; Crandall, Lawrence, MI; Kent, Hartford, MI; and Sage, Gobles, MI. Absent: None.

Crandall moved to approve the Consent Agenda (*December 2, 2020 Minutes, Voucher Budget Summary, Imprest Summary, and Payroll Summary*). Supported by Middaugh. Roll call vote: Weiss – yes, Middaugh – yes, Kent – yes, Crandall – yes, and Sage – yes. The motion carried.

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

The Board reviewed the VBISD Reconfirmation of Extended COVID-19 Learning Plan and monthly percentages for December as shown in Attachment 2 and public comments were solicited. 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 approve the following policies as presented for first reading:

Policy 2210	<i>Curriculum Development – Approved Courses – Revised</i>
Policy 2414	<i>Reproductive Health and Family Planning – Revised</i>
Policy 3362.01	<i>Threatening Behavior Toward Staff Members – Revised</i>
Policy 4162	<i>Controlled Substance and Alcohol Policy – Revised</i>
Policy 4362.01	<i>Threatening Behavior Toward Staff Members - Revised</i>
Policy 5200	<i>Attendance - Revised</i>
Policy 5335	<i>Care of Students with Chronic Health Conditions – New</i>
Policy 5610	<i>Emergency Removal Suspension and Expulsion of Students – Revised</i>
Policy 5611	<i>Due Process Rights - Revised</i>
Policy 6107	<i>Authorization to Accept/Distribute/Use Electronic Signatures - Revised</i>
Policy 6520	<i>Payroll Deductions – Revised</i>
Policy 8210	<i>School Calendar – Revised</i>
Policy 8462	<i>Student Abuse and Neglect - Revised</i>

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

Weiss moved to approve the following resolution:

RESOLVED, the Board of Education approves the staff member pay adjustments as presented with the stated effective dates.

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

Kent moved to approved the following resolution:

RESOLVED that the Board of Education approves the **VBISD GSRP Support for T.E.A.C.H. Early Childhood Michigan Candidates** process, including the allowance for the payment of a TEACH bonus as defined by the scholarship contract.

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

Middaugh moved to approve the following resolution:

RESOLVED, the Board of Education approves the payment, not to exceed \$250 per employee, for staff members not qualifying for the hazard pay grant.

Supported by Crandall. 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 employ the staff listed as follows:

<u>Technology</u>	<u>Salary</u>	<u>Start Date</u>
Ryan Cox, District Technology Coordinator	\$55,000*	02/1/2021

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

Supported by Middaugh. Roll Call Vote. Middaugh – yes, Crandall – yes, Kent – yes, Weiss – yes, and Sage – yes. Motion carried.

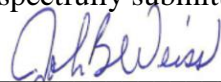
Crandall moved to approve the following resolution:

RESOLVED, the Board of Education approves the retirement of the Superintendent Jeffrey C. Mills effective no later than June 1, 2021.

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

Meeting adjourned at 5:05 pm.

Respectfully submitted,



John Weiss, Secretary

A Special Meeting of the Van Buren Intermediate School District Board of Education was held virtually on **January 25, 2021** via remote video link at the Van Buren Conference Center in Lawrence and called to order at 12:18 PM. Roll call of board members as follows: Middaugh – Venice, FL; Crandall – Poke County, FL; Kent – Hartford, MI; Weiss, South Haven, MI; Sage – Gobles, MI.

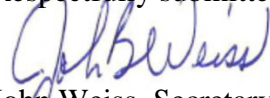
The Board received one (1) letter of interest for the superintendent vacancy. The Board reviewed letter and discussed interview questions along with the next steps in the process.

Motion by Weiss to change the April 2021 meeting date from April 7th to April 14th. Supported by Crandall. Roll call vote. Middaugh – yes, Weiss – yes, Kent – yes, Crandall – yes and Sage – yes. Motion carried.

Motion by Middaugh to set up virtual interview for Thursday, January 28, 2021 at 10:00 am with Dave Manson, Assistant Superintendent, Van Buren ISD. Supported by Weiss. Roll call vote. Weiss – yes, Crandall – yes, Middaugh – yes, Kent – yes, and Sage – yes. Motion carried.

Meeting adjourned at 1:07 PM.

Respectfully submitted,


John Weiss, Secretary
Van Buren Intermediate Board
Of Education, Lawrence, Michigan

A Special Meeting of the Van Buren Intermediate School District Board of Education was held virtually on **January 28, 2021** via remote video link at the Van Buren Conference Center in Lawrence and called to order at 10:02 AM. Roll call of board members as follows: Middaugh – Venice, FL; Kent – Hartford, MI; Weiss, South Haven, MI; Sage – Gobles, MI; Crandall – ABSENT.

The Board conducted the interview with Dave Manson for the superintendent vacancy, asking questions and listening to his responses. Public comment was made in support of Dave Manson by Nancy VanHoeven, Superintendent Deb Paquette, Katy Holverstott, Graig Stacy and Karla VandenBurg.

Motion by Middaugh to approve the following resolution:


RESOLVED, the Board of Education approved Dave Manson to become the next Superintendent for Van Buren Intermediate School District, pending successful negotiation of a contract.

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

Sage and Weiss will represent the Board to negotiate the terms of Dave Manson’s contract as the Superintendent for Van Buren Intermediate School District.

Meeting adjourned at 11:01AM.

Respectfully submitted,


John Weiss, Secretary
Van Buren Intermediate Board
Of Education, Lawrence, Michigan

2. Voucher/Budget Composite & Cash Flow Summary Vouchers

7

Van Buren Intermediate School District
January 2021

Imprest Fund Vouchers	\$ 1,442,221.73
Payroll Fund Vouchers	4,454,325.04
Purchasing Card Vouchers	45,546.51
EDUSTAFF ACH Payments	18,189.23
	\$ 5,960,282.51

Budget-to-Expenditure Comparison 20-21

Fund	Budget	Actual & Encumbered Expenses	Unencumbered Balance	Year-to-Date Variance
General	13,220,880	6,493,598	6,727,282	667,712
Special Education	34,489,773	14,970,023	19,519,750	3,711,938
Vocational Education	15,785,792	6,331,459	9,454,333	2,219,179
Food Service	92,010	80,063	11,947	(30,225)
Capital Projects	2,000,000	1,077,507	N/A	1,089,160

Cash Flow Summary

	Ending Balance 11/30/2020	Cash Receipts	Cash Disbursements	Ending Balance 12/31/2020
General	1,434,536	1,292,712	1,185,890	1,541,358
Special Education	2,049,251	1,563,598	3,482,403	130,446
Vocational Education	5,724,068	115,506	1,253,776	4,585,798
Student Activity Fund	32,980	232	102	33,110
Food Service	69,103	47	7,635	61,515
Capital Projects	457	148,549	148,571	435
	9,310,394	3,120,644	6,078,377 *	6,352,661

* 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

PAYROLL SUMMARY
January 2021

GENERAL	1,102,078.71
SPECIAL EDUCATION	2,526,957.68
VOCATIONAL EDUCATION	825,288.65
STUDENT ACTIVITY FUND	0.00
FOOD SERVICE FUND	0.00
TOTAL PAYROLL	<hr/> 4,454,325.04

IMPREST VOUCHER SUMMARY
January 2021

FUND NAME	CHECKS	PURCHASING CARDS	TRANSFERS/ INTEREST/FEES	TOTAL
General Fund	71,093.46	18,725.52	(1,022.81)	88,796.17
Special Education	938,242.66	14,044.56	986.76	953,273.98
Vocational Education	231,641.50	12,776.43	50.59	244,468.52
Capital Projects	148,549.04	0.00	(59.08)	148,489.96
Health Consortium	0.00	0.00	0.00	0.00
Student Activity Fund	170.00	0.00	44.54	214.54
Food Service Fund	7,050.97	0.00	0.00	7,050.97
TOTAL	1,396,747.63	45,546.51	0.00	1,442,294.14

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

1. Reconfirmation of Extended Learning COVID-19 Plan and Public
Comments

14



Extended COVID-19 Learning Plan

To view the VBISD Extended Continuity Plan in its entirety, click [HERE](#)

Reconfirmation Meeting

Required 30 Days After Initial Plan Approval and Every Month Thereafter

Agenda:

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for February 2021

Reconfirm instructional delivery method:

Special Education Programs provide face-to-face instruction Monday through Thursday, and remotely on Fridays (select Fridays for the VBISD Early Childhood Program). Per parent request, a fully remote option will be available and programs and services for anything other than fully face-to-face are defined by Individual Contingency Learning Plans.

Students at VB Tech:

In order to maintain social distancing in classrooms and labs, students at Van Buren Tech will be following a hybrid schedule while we remain in Phase IV of the Governor's Safe Start Plan. The specific hybrid schedule being followed consists of two days of in-person instruction, one day of synchronous instruction, and two days of asynchronous instruction.

Reconfirm how instruction will be delivered for each grade level:

VBISD GSRP:

GSRP services are being provided face to face or hybrid only. The days and times of attendance align with the LEAs first grade schedule. All classrooms are providing 4 full days of instruction regardless of model. Remote instruction is provided if a classroom/school is required to close.

VBISD Special Education Early Childhood - 26 years:

Special Education Programs provide face-to-face instruction Monday through Thursday, and remotely on Fridays (select Fridays for the VBISD Early Childhood Program). Per parent request, a fully remote option will be available and programs and services for anything other than fully face-to-face are defined by Individual Contingency Learning Plans.

VB Tech (Grades 10 - 13):

Students at VB Tech:

In order to maintain social distancing in classrooms and labs, students at Van Buren Tech will be following a hybrid schedule while we remain in Phase IV of the Governor's Safe Start Plan. The specific hybrid schedule being followed consists of two days of in-person instruction, one day of synchronous instruction, and two days of asynchronous instruction.

Reconfirm whether or not the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations:

Document Public Comments:

Review Weekly 2-Way Interaction Rates

October 2020	All Students (percentage of all students who received (2) 2-way interactions each week)
Week 1	(must be reported in percent form) SPECIAL EDUCATION: <ul style="list-style-type: none">• BEC: 80.65%• BGLC: 85.29%• CTC: 89.83% VB TECH: 91.4%
Week 2	SPECIAL EDUCATION: <ul style="list-style-type: none">• BEC: 82.26%• BGLC: 85.44%• CTC: 89.83% VB TECH: 86.3%
Week 3	SPECIAL EDUCATION: <ul style="list-style-type: none">• BEC: 79.03%• BGLC: 86.27%• CTC: 84.75% VB TECH: 83.6%
Week 4	SPECIAL EDUCATION: <ul style="list-style-type: none">• BEC: 79.03%• BGLC: 76.7%• CTC: 71.43% VB TECH: 76.4%

Review Weekly 2-Way Interaction Rates

November 2020	All Students (percentage of all students who received two 2-way interactions each week)
Week 1	(must be reported in percent form) SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 84.1% • BGLC: 91.1% • CTC: 78.7% VB TECH: 79.6%
Week 2	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 85.5% • BGLC: 74.5% • CTC: 83.6% VB TECH: 78.6%
Week 3	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 85.5% • BGLC: 72.6% • CTC: 70.5% VB TECH: 83.7%
Week 4	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 67.8% • BGLC: 75.5% • CTC: 73.8% VB TECH: 86.1%

Review Weekly 2-Way Interaction Rates

December 2020	All Students (percentage of all students who received two 2-way interactions each week)
Week 1	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 77.8% • BGLC: 86.1% • CTC: 90.2% VB TECH: 89%
Week 2	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 75% • BGLC: 87.3% • CTC: 95.2% VB TECH: 88%
Week 3	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 77.8% • BGLC: 84.5% • CTC: 77.1% VB TECH: 78%
Week 4	Christmas Break - December 21, 2020 - January 3, 2021

Review Weekly 2-Way Interaction Rates

January 2021	All Students (percentage of all students who received two 2-way interactions each week)
Week 1	Christmas Break - December 21, 2020 - January 3, 2021
Week 2	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 90% • BGLC: 89% • CTC: 89% VB TECH: 89%
Week 3	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 80% • BGLC: 93% • CTC: 87% VB TECH: 90%
Week 4	SPECIAL EDUCATION: <ul style="list-style-type: none"> • BEC: 87% • BGLC: 95% • CTC: 92% VB TECH: 84%

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

Date: February 3, 2021
To: Board of Education
From: Jeffrey C. Mills, Superintendent
Subject: SUPINTENDENT UPDATE

Professional Development Day: (Governance & Board Relations, Stakeholder Relations, Employee Relations, Operations & Finance, Educational Leadership)

On Monday, January 18, VBISD held a virtual professional development day with Dr. Anthony Muhammad as the keynote speaker for the day. He has written seven books and has a wealth of knowledge that he shared to over 1,100 educators who signed up. A big thank you goes out to Cheryl-Marie Manson and her team for organizing and putting this program together.

Consensus Revenue Estimating Conference (CREC): (Governance & Board Relations, Stakeholder Relations, Employee Relations, Operations & Finance, Educational Leadership)

On Friday, January 15, the CREC was held virtually and very positive news was issued for the School Aid Fund. For the year ending September 30, 2020 the fund balance was more the \$1.1 billion. The projected fund balance for year ending September 30, 2021 is more than \$900 million. This will allow school districts and hopefully ISD's to continue receive financial support for many of the state aid programs funded by the School Aid Fund. Programs supported for VBISD are the Great Start Readiness Program, Early Literacy, and Mental Health Clinicians to name a few.

Retirement of Two District Leaders: (Governance & Board Relations, Stakeholder Relations, Employee Relations, Operations & Finance, Educational Leadership)

The month of January saw two district leaders announce their retirements. Deb Paquette, Superintendent of Bloomingdale Public Schools and Chris Rice, Superintendent of Lawton Community Schools. They have been great leaders in their school systems and have been wonderful supporters of the VBISD programs. My administrative team will be ready to work with the next leaders as the transition starts in the next few months.

Vaccine Distribution Coordination: (Governance & Board Relations, Stakeholder Relations, Employee Relations, Operations & Finance, Educational Leadership)

Over this past month, the Van Buren/Cass Health Department has asked for assistance in coordinating the distribution of the COVID-19 vaccine for educators in Van Buren County. Gary Brown, Dave Manson, Cheryl-Marie Manson and I have been communicating with staff members who have been listed as Priority 1 (over 60 years old and/or have some type of medical condition. In addition, staff members working with medical fragile students fall in this category). School systems in Van Buren County stand ready to open any facility that is requested by the Health Department. Two weeks ago vaccine distribution occurred at the Van Buren Conference Center.

Rescheduled April Board of Education Meeting: (Governance & Board Relations, Stakeholder Relations, Employee Relations, Operations & Finance, Educational Leadership)

At a Special Board meeting held on Monday, January 25 the Board took action to move the regular scheduled board meeting on April 7, to the following Wednesday, April 14 starting at 4:00 p.m.

C. Department Updates
1. Human Resources

22

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: HEATHER VISCO
RE: HUMAN RESOURCES UPDATE

Human Resources Update (1,2,4,5,8,13,15,18)

COVID-19 update

As mentioned last month, we had a total of 282 employee's complete certification forms for the Michigan Department of Treasury hazard pay grant. We, along with many other districts around the state, were audited on our submission and the audit was successful. Again, qualifying employees should receive their hazard pay towards the end of February directly from the state.

In addition to the above-mentioned grant, the State of Michigan did announce that they will be expanding the grant to include GSRP teachers. There hasn't been any word on including early childhood special education teachers or support staff yet. This was announced in early January, but we are still waiting on the details.

General update

On January 26 we participated in a webinar with the Michigan Negotiators Association, MASA and State Superintendent, Dr. Rice. There was discussion in regard to planning for and addressing the educator shortage and the streamlined processes that will allow educators to be in the classroom quicker. Things like, alternative route programs for career changers, interim teaching certificates during training and easier ways for educators to transfer licenses from other states. In addition, there was discussion in regard to recruiting and retaining staff with plans for retention bonus pay and other incentives.

Lastly, we have brought on a new HR Admin Assistant, Lauren Wilson who will be working 70% FTE. She is a current Western Michigan student and is a fantastic asset to the HR department and we are thankful to have her! She brings fresh eyes to the department and an eagerness to learn! With Lauren on board, we are now able to effectively work on internal development and training for the department in areas such as FMLA, fingerprinting and streamlining onboarding and off-boarding. We are excited to see where we will be in the next few months!

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: BARBARA MATTHEWS
RE: FINANCE & OPERATIONS DEPARTMENT UPDATE

Office of Retirement Services (ORS) (2,8,9)

On September 9, 2012 Public Act 300 of 2012 was signed into law. The legislation granted all active members of the Michigan Employee Retirement System a voluntary election regarding both their pension and healthcare benefits. Looking at just the healthcare benefits, an active employee could elect to continue a contribution of 3% of their compensation to participate in the premium subsidy program. This program would entitle the employee to be eligible for retiree health insurance upon retirement. The other choice was to opt-out of paying the 3% contribution and instead participate in a Personal Healthcare Fund which could be used for paying healthcare expenses at retirement.

In 2012, the Office of Retirement Services recommended that the local school districts treat the 3% of compensation withheld from employees who were participating in the Premium Subsidy Program as a pre-tax deduction. This meant that no federal, state, social security or medicare taxes were withheld from the employee on the 3% contribution. However, ORS never received a system wide answer from the Internal Revenue Service on the proper tax treatment. School districts throughout the State handled the tax treatment on the 3% withheld differently. Some treated it as a pretax deduction from the beginning, others changed from post-tax treatment to pretax sometime during the last eight years, and others continued to treat as post tax.

Recently, ORS along with a representative district heard from the Internal Revenue Service that a Closing Agreement will be issued to treat the 3% contributions as being exempt from federal income and FICA taxes. According to Thrun Law, “an IRS closing agreement covering a specific matter is final and conclusive only as to the named taxpayer and any additional taxpayers that the IRS may authorize to “use” or rely upon the closing agreement. Unnamed taxpayers may not “use” or rely upon a closing agreement of another taxpayer as a conclusive determination in any dispute (pending or future) between the un-named taxpayer and the IRS.” ORS is allowing each reporting unit in Michigan to join and be covered by this Closing Agreement. To participate, each reporting unit needs to sign a Power of Attorney and pay a reduced user fee of \$3000. ORS is covering the \$3,000 cost for participating reporting units. Reporting units are not required to participate.

The VBISD has treated the 3% contributions as being tax exempt from the beginning. Our attorneys from Thrun Law have written “participation in the Closing Agreement should preclude the IRS from changing its position and challenging your treatment of the 3% retiree healthcare contributions as exempt from federal income and FICA taxes for tax years 2013-2026. However, because the Closing Agreement remains unavailable for review and verification of terms, approval of the Closing Agreement ...carries substantive risk.” We have until March 1, 2021 to elect and sign the forms to participate. At this time, we are awaiting further guidance from both ORS and Thrun Law before asking the Board to approve a resolution to participate in the closing Agreement which would require a Power of Attorney to be executed with a different law firm.

Consumers Energy Rebate (19)

In January we received a rebate check in the amount of \$34,930 from Consumers Energy. The rebate was for the recently completed \$2.5 million HVAC replacement at the Bert Goens Learning Center. Since 2015 we have received a total of \$91,327.33 in rebates from Consumers Energy. The table that follows shows the project name and the related amount of rebate by year.

Program Year	Project #	Name of Organization	Project Name	Status	Payment
2015	CE-15-122980	Van Buren Intermediate School District	Gym Lighting	Paid	\$32.00
2016	CE-16-134041	Van Buren Intermediate School District	Learning Center Wall Packs	Paid	\$764.16
2016	CE-16-134764	Van Buren Intermediate School District		Paid	\$822.72
2017	CE-17-158209	Van Buren Intermediate School District	Vo-Tech Supply/Return VFD's	Paid	\$3,600.00
2017	CE-17-158341	VAN BUREN INTERMEDIATE SCHOOL DISTRICT	VO-TECH CLASSROOM LIGHTING	Paid	\$892.80
2017	CE-17-159550	VAN BUREN INTERMEDIATE SCHOOL DISTRICT	PAW PAW CTC BMS CONTROLLER REPLACEMENT	Paid	\$780.00
2017	CE-17-159637	Van Buren Intermediate School District	Special Services BMS Controller Replacement	Paid	\$1,685.00
2017	CE-17-163279	Van Buren Intermediate Schools District	VO. Tech Replacement hot water heating boilers	Paid	\$6,000.00
2017	CE-17-166465	Van Buren Intermediate School District	Transportation Bldg BMS Controller Replacement	Paid	\$4,695.00
2018	CE-17-166473	Van Buren Intermediate School District	Vo Tech Supply/Return VFD's	Paid	\$600.00
2018	CE-18-172803	Van Buren Intermediate School District	Kitchen Work ballast removal/new LED bulbs	Paid	\$875.00
2018	CE-18-173505	Van Buren Intermediate School District	Shipping/ Receiving Building	Paid	\$1,248.00
2018	CE-18-175435	Van Buren Intermediate School District	Lighting Upgrade in Hallway of Tech Center	Paid	\$750.00
2018	CE-18-175437	Van Buren Intermediate School District	Lighting Upgrade at Bus Garage	Paid	\$900.00
2018	CE-18-177142	Van Buren Intermediate School District	Commercial Art Lighting Upgrade	Paid	\$278.40
2018	CE-18-177274	Van Buren Intermediate School District	Tech Center Classroom Upgrade	Paid	\$210.00
2018	CE-18-177275	Van Buren Intermediate School District	Bus Wash Lighting Upgrade	Paid	\$264.00
2018	CE-18-177825	Van Buren Intermediate School District	Vo-Tech Bldg Cooling Tower Fan VFD Install	Paid	\$400.00
2018	CE-18-179941	Van Buren Intermediate School District	Bert Goens Learning Center	Paid	\$2,020.69
2018	CE-18-179943	Van Buren Intermediate School District	Vo Tech Building Roof	Paid	\$4,309.11
2018	CE-18-179945	Van Buren Intermediate School District	Transportation Lighting	Paid	\$504.00
2019	CE-19-186216	Van Buren Intermediate School District	Tech Center Site Lighting Upgrade Phase one	Paid	\$1,251.25
2019	CE-19-193734	Van Buren Intermediate School District	Maintenance Garage	Paid	\$211.15
2019	CE-19-200664	Van Buren Intermediate school District	Allied Health Classroom	Paid	\$231.00
2019	CE-19-201448	Van Buren Intermediate Schools District	Auto Labs Lighting Upgrades	Paid	\$3,794.40
2020	CE-20-220979	Van Buren Intermediate School District	Learning Center Interior Lighting Upgrade	Paid	\$4,069.80
2021	CE-20-220980	Van Buren Intermediate School District	Transport Canopy Lighting Upgrade	Reserved	\$2,400.00
2020	CE-20-221403	Van Buren Intermediate Schools	Transportation Building interior lighting upgrade	Paid	\$452.55
2020	CE-20-221711	Van Buren Intermediate Schools	Tech Center Interior Lighting Upgrade	Paid	\$1,446.90
2020	CE-20-222057	Van Buren Intermediate Schools District	VB Tech Classrooms	Paid	\$825.60
2020	CE-20-225864	Van Buren Intermediate School District	Pole Lighting Upgrade (John H Dominguez Jr Serv)	Paid	\$442.25
2020	CE-20-225865	Van Buren Intermediate School District	Learning Center Pole Lighting Upgrade	Paid	\$2,872.25
2020	CE-20-228041	Van Buren Intermediate School District	Learning Center Interior Lighting Upgrade	Paid	\$4,651.20
2020	CE-20-229572	Van Buren Intermediate School District	Learning Center Back Pole Lighting Upgrade	Paid	\$694.60
2020	CE-20-230756	Van Buren Intermediate School District	VBISD Learning Center Hvac Upgrade	Final Review	\$34,930.00
2020	CE-20-231028	Van Buren Intermediate School District	Cosmo	Paid	\$1,633.50
2021	CE-20-231087	Van Buren Intermediate School District	Special Services Building Lighting Upgrade Phase 1	Final Review	\$151.20
2021	CE-20-231089	Van Buren Intermediate School District	Confrance Center Lighting Upgrade Phase 1	Final Review	\$843.60

MEMO

DATE: 2/3/2021
TO: BOARD OF EDUCATION
FROM: TOM RICHARDSON, BUSINESS DEVELOPMENT AND PARTNERSHIPS
RE: BUSINESS DEVELOPMENT & PARTNERSHIP UPDATE

VBISD Project LEAN Staff Continue to Thrive During COVID (1,2,4,5,10,11,18,20)

The Project LEAN team continues to innovatively educate our students throughout the region. Despite COVID, the team is on track to have one of Project LEAN's most productive years.

The team's efforts are not going unnoticed. I recently received an email for our State Program Evaluator complementing the team on their effort and stated "I wanted to let you know it looks like the online surveys are rolling in, which is fantastic! VBISD educators are making their presence known in the proportion of educator logs they make up! (in the State)".

Please find below monthly highlights of the Project LEAN Program for December.

Project LEAN Quick Stats:

SNAP-Ed Classes Taught: 324 SNAP-Ed Classes Taught

SNAP-Ed Participants Engaged: 3,605 Participants

SNAP-ED Programming Sites: 36 Sites

Head Start Sites: 8 Sites

Community Meetings: 6 Meetings

School Based/Parent Meetings: 17 meetings

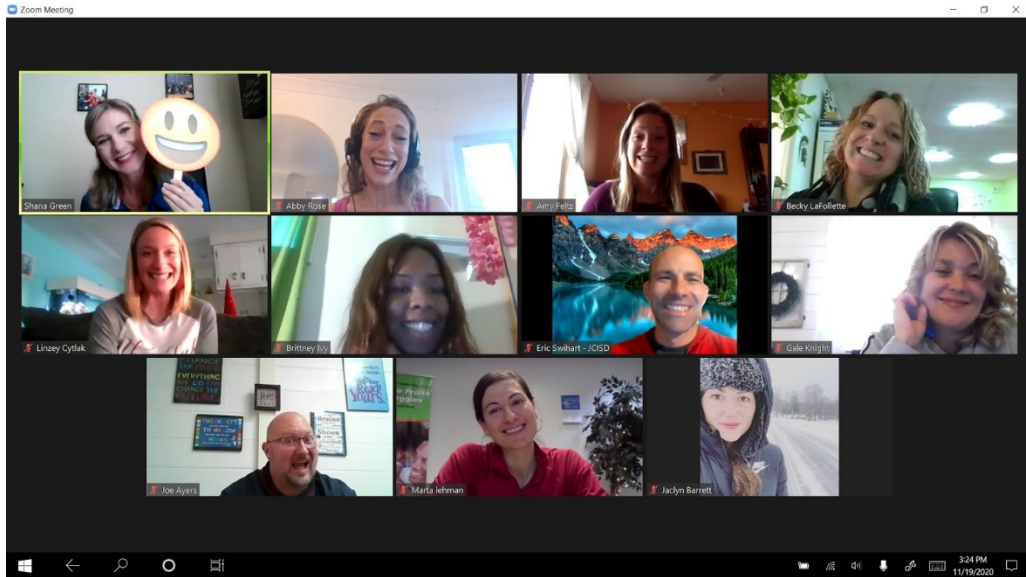
Project LEAN's Programming "Quotes" and Testimonials" of the Month

- ❖ "Thank you for doing this program with our kiddos. I know they always looked forward to your lessons and learning about all of the food groups. :) "- Kindergarten teacher
- ❖ "Thank you for all your hard work! The kids enjoyed it a lot and you are a great teacher." - 2-5 PE teacher
- ❖ A 2nd grade student from Comstock was sick and missed their first zoom of the day but logged into Project LEAN class and participated while laying down on the couch – Project LEAN teacher log
- ❖ Students are leaving their screens and running to their kitchens and bringing back apples, bananas, yogurt, and even an onion during our CWK lesson on roots. They are eating fruits and vegetables during our lessons. – Project LEAN teacher log

- ❖ Parents are in the background of the Google meet lessons and watching their child doing the physical activities. – Project LEAN teacher log
- ❖ “Thank you Mrs. Project LEAN for coming to our class today - the kids love having you and the lessons you bring to us. “- 1st Grade Teacher
- ❖ A 3rd grade student joined in on the Google Meet 10 minutes early to be the first one online so he could talk with me. He told me about what he ate for dinner last night and how he went outside with his dog to run around. – Project LEAN Educator
- ❖ “This was the first time that I was able to participate and it’s an awesome program. You did a great job with the kids!” - 2nd Grade Teacher
- ❖ “I was super impressed! My students were engaged and interacted very well. We talked about it at the end of the day and we decided "we liked it"!!” - GSRP Teacher
- ❖ During a physical activity parents and teachers joined in on the fun and when given the challenge to move their bodies for 60 minutes a day for 1 week, students were encouraged to include family members as well! It was amazing to see students turn and look at their family members with a huge smile on their face! – Project LEAN Teacher Log
- ❖ “I had a zoom question for you. I LOVE how you have the icons on your screen for the first part of the lesson before you screen share. How do you get those on there? Is it a special program? I want to put my learning targets up for my lessons and think that would be perfect!” – 2nd Grade Partner Teacher
- ❖ “We will be glad to be back in school with you next year! Thanks for your energy and positive attitude!” “Thank you for being a part of our learning! We appreciate you and what the program has to offer.” - Kindergarten Teachers
- ❖ "Ms. M from Project LEAN has been working with our students at Edison Elementary for almost one year now, and we are thrilled to work with her! Her lessons based around eating and living healthy have been invaluable to our students, and are greatly enjoyed and appreciated by our teachers. Exposing these children to new and healthy food in a fun and informative way is sure to affect their perspective on healthy eating habits for the rest of their lives.



Project LEAN participants join their SNAP-Ed class from everywhere. Homes, classrooms and even by the phone.

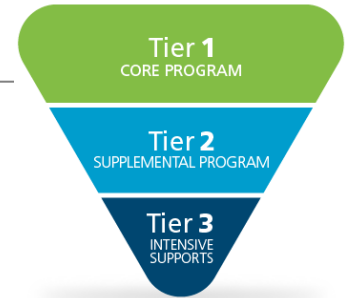


The Project LEAN team coordinated several staff trainings for our regional school partners.

The training, “Restart Smart” during COVID received high praise by more than 100 PE, Health and School Wellness Champions from around the region.

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: CHERYL-MARIE A. MANSON
RE: INSTRUCTIONAL SERVICES UPDATE



Anti-Racism (*Leadership, Professional Standards & Ethics, Decision Maker, Planner & Organizer, Faculty and Staff Personnel, and Student Achievement*)

As a part of our ongoing commitment to learning and growing as a department around this important topic of Anti-Racism, half of our department attended the African American Student Initiative (AASI) training this fall, with the other half beginning in the spring. AASI is an initiative from the Michigan Department of Education whose goal is to equip educators to examine and interrogate individual and collective values and beliefs to eliminate marginalization, disparities, and disproportionality within Michigan Schools. It works to integrate knowledge, skills and behaviors that systemically eradicate racism and advance diversity, justice, equity and inclusion as its core initiative.

There are three phases to MDE’s AASI. This first phase grounds participants in a common vocabulary and understanding of topics such as race, racism, microaggressions, privilege,



**AFRICAN
AMERICAN
STUDENT
INITIATIVE**

implicit bias, equity, inclusion through dialogue and self-reflective practices. A limited number of participants are accepted into MDE’s AASI. Therefore, applications must be

completed and reviewed prior to an individual taking part in this work.

Early Literacy (*Leadership, Communication Skills, Planner & Organizer, Student Achievement*)

As part of our Instructional Services Update at meetings with various stakeholders, we are reviewing the Nested Professional Learning Model for District-Wide and School Initiatives. This is the model we have been using for Literacy Coaching, and will continue to use.

In this Nested Professional Learning Model, the coach is often the:

- presenter or co-presenter for large-group learning, when there is a need for shared understanding/learning by a large group of teachers.
- facilitator for small-group coaching, when there are common needs or goals within specific grade levels or other small teams of teachers.
- thinking partner at the individual coaching level, when some teachers are requesting support in unique areas of literacy instruction.



The teacher is often the:

- active participant during large-group professional learning.
- collaborator & contributor when participating in small-group coaching.
- collaborator & reflector when participating in individual coaching.

Resource: *No More Random Acts of Literacy Coaching* by Erin Brown and Dr. Susan L'Allier

Michigan Integrated Continuous Improvement Plan (MICIP) (*Leadership, Policy Implementer, Communication Skills, Planner & Organizer, Student Achievement*)

January was a big month for school improvement, as the MICIP platform officially went live. Our MICIP Consultant has been working with districts to ensure that they are able to access the platform and continues to offer lab sessions to address any questions and concerns. In addition, Corey Harbaugh, the Curriculum Director from Paw Paw, joined one of the sessions to discuss with the group the adjustments to the process that Paw Paw has made while serving as a pilot program. Consultants will continue to support all of our districts as they begin to navigate the platform and complete the school improvement process.

Mental Health Supports (*Leadership, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity and Innovativeness, Student Achievement*)

Upon our return from Christmas Break, we have expanded services to high schools and alternative education buildings, and are working diligently with each building to discuss the role of Mental Health Clinicians, ensuring that we are doing our best to implement and embed mental health services into each building's MTSS structure.

In addition to meeting with our local buildings, we are continuing to meet with MDE and MDHHS regarding Project Aware. As we work together to launch this grant, we are partnering with Van Buren Community Mental Health to align our goals, vision, and services to best fit the needs of youth in Van Buren County.

Many of our clinicians are back to providing services face to face while schools continue to transition back to in person learning. Clinicians are also maintaining services for those students who continue to attend school in a virtual setting.

Our two new clinicians have begun servicing their assigned districts. Even though the change is recent, we have already received emails from local district administrators about the benefits their districts and students are experiencing from having mental health supports in place and also in appreciation of the gaps that are being filled by these services.

Multi-Tiered Systems of Support (MTSS) (Leadership, Communication Skills, Planner & Organizer, Student Achievement)

On January 18th, VBISD had the pleasure of hosting Dr. Anthony Muhammad and over 1,100 area educators. Dr. Muhammad's message punctuated our mission of MTSS: All students can learn at high levels. He emphasized the importance of educators having conversations about equity amongst all students, including marginalized populations. Dr. Muhammad offered tangible tools for these productive conversations that districts and school buildings can use in order to begin the process of planning to ensure equity of instruction and equity in the content of curricular materials.

MTSS consultants have connected with each of their schools following the presentation to discuss how this work can look in each of their individual contexts. Work has already begun in many buildings.

In January, we also launched our MTSS Interviews. These interviews are created to share the hard work and creative solutions of our local district educators. The first interview highlighted Mattawan High School and how they are addressing the mental health needs of their students. [This video can be found here.](#)

Resources

[Upcoming Trainings](#)

[January 2021 Newsletter](#)

[MTSS Bite Size Video Playlist](#)

[GTD with Google Playlist](#)

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD UPDATES
FROM: TONDA BOOTHBY
RE: ESSA/ESL/TITLE III/MIGRANT EDUCATION UPDATE

Marketing Michigan Migrant Education Program

(Leadership, Plan/Organize, Supervise, Fiscal Management, Community Relations)

The Michigan Migrant Program joined a federally funded consortium to enhance efforts to identify and recruit migrant families and out-of-school youth. This consortium has developed marketing materials and presentations that will help our recruitment efforts – both locally and in Region 2 counties in western Michigan.

Our migrant program typically recruits the most migrants in Michigan. When we were unable to offer child care or in-school classes, many migrant families decided they would not come to Michigan. Balancing a short working season and child care when so many facilities were restricted or shut down entirely made moving to Michigan unpredictable and the corona virus imposed more risks as well as restrictions for everyone. Consequently, our numbers were down last summer. Implementing new systems to increase communication with migrant families is important not only to our programs, but to the Michigan Migrant Education Program as well. So we are preparing new materials and media to share with migrant families and out-of-school youth to attract them to our communities and participate in our Migrant Education Program.

Separating Difference from Disability

(Leadership, Communication Skills, Plan/Organize, Community Relations)

Last year our department held a workshop on Separating Difference from Disability for English Learners who struggle. When students are struggling in school, teachers often refer them for special testing to see if a reason can be identified and special instruction provided to help students achieve. When the students are English Learners, not learning at the same rate as their peers is often attributed to not speaking English or not knowing enough English. This training conducted by Suzanne Toohey from Oakland Schools in Waterford, Michigan was well attended on its first day, March 9, 2020. The second day of training was scheduled for June 1. But due to the demands of providing instruction when the schools were closed, teachers and administrators did not want to commit to online training in June.

We rescheduled our second day as two half day sessions on January 22 and 28. The attendance dropped by half, but the questions and discussion were as lively as when we had forty-six. Ms. Toohey worked with her special education colleagues at Oakland to develop a manual and resources for teachers and others to better understand student backgrounds and learning experiences.

Southwest Michigan ESL Teacher Network
(Leadership, Communication Skills, Plan/Organize, Supervise, Community Relations)

During this past year, our Formative Assessment Michigan Educator (FAME) group for the English as a Second Language (ESL) teachers in our county, expanded its mission to include other ESL teachers in Southwest Michigan. The ESL FAME teachers in Van Buren County found their monthly meetings to be highly valuable sources of new instructional ideas, assessment solutions and tips on student and parent engagement. Several ESL teachers from neighboring counties asked to join our group, so it was easy to hold quarterly meetings for a larger group.

We started meeting again this fall, meeting monthly and remotely. We have approximately 25 ESL teachers who join us, and fourteen are from Van Buren. During January, our special guests were Kelly Alvarez, ESL Consultant at Michigan Department of Education (MDE) and Jennifer Paul, WIDA Assessment Coordinator at MDE. These two provided insights on safely conducting the WIDA assessments and enhancements to ESL programs.

In previous years, a big worry was spacing students so that the voice of one student was not picked up on the microphone of another student. That is still a concern, but the corona virus has created more concerns such as limiting the number of students in the room and disinfecting the headphones and microphones after each use. Testing students whose parents will only bring them to school when other students are not there, is also an issue. Teachers know that conducting all four tests on the same day will likely lead to test fatigue, parents want testing done at one time only.

Kelly Alvarez gave details on how students could earn the Seal of Biliteracy. Normally, qualifying students would receive the seal for their diplomas when they graduate. This year, MDE has extended the time so that students can qualify during the year after they graduate. Qualifying students must demonstrate proficiency in speaking, reading, listening and writing in a foreign language at the high intermediate level and meet graduation requirements. Proficiency can be demonstrated with a variety of approved ways including online testing. The VBISD ESL program has been a “testing site” for the Assessment of Performance toward Proficiency in Languages (AAPPL) for the past four years. Since the shut-down of schools, AAPPL offers both parent/guardian monitoring for testing or computer monitored testing for an additional fee. We have approximately 125 students in our county who have earned the Seal of Biliteracy.

MEMO


















DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: KATY HOLVERSTOTT & DAVE MANSON
RE: SPECIAL EDUCATION UPDATE

VBISD Program Schedule *Leadership, Communication Skills, Decision Maker, Planner & Organizer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Relations, Student Achievement*

Several variables are used to make informed decisions about our instructional model. These include, but are not limited to, the following:

- a. Van Buren/Cass County Health Department recommendations
- b. Community spread and related phase changes
- c. Staff and student attendance
- d. Transportation needs
- e. Staff and parent input
- f. Overall costs and benefits

Our current instructional model is a hybrid schedule that provides two days of in-person instruction and three days of remote instruction per week. Parents may also request a fully remote schedule. Below is a graphic showing this model.

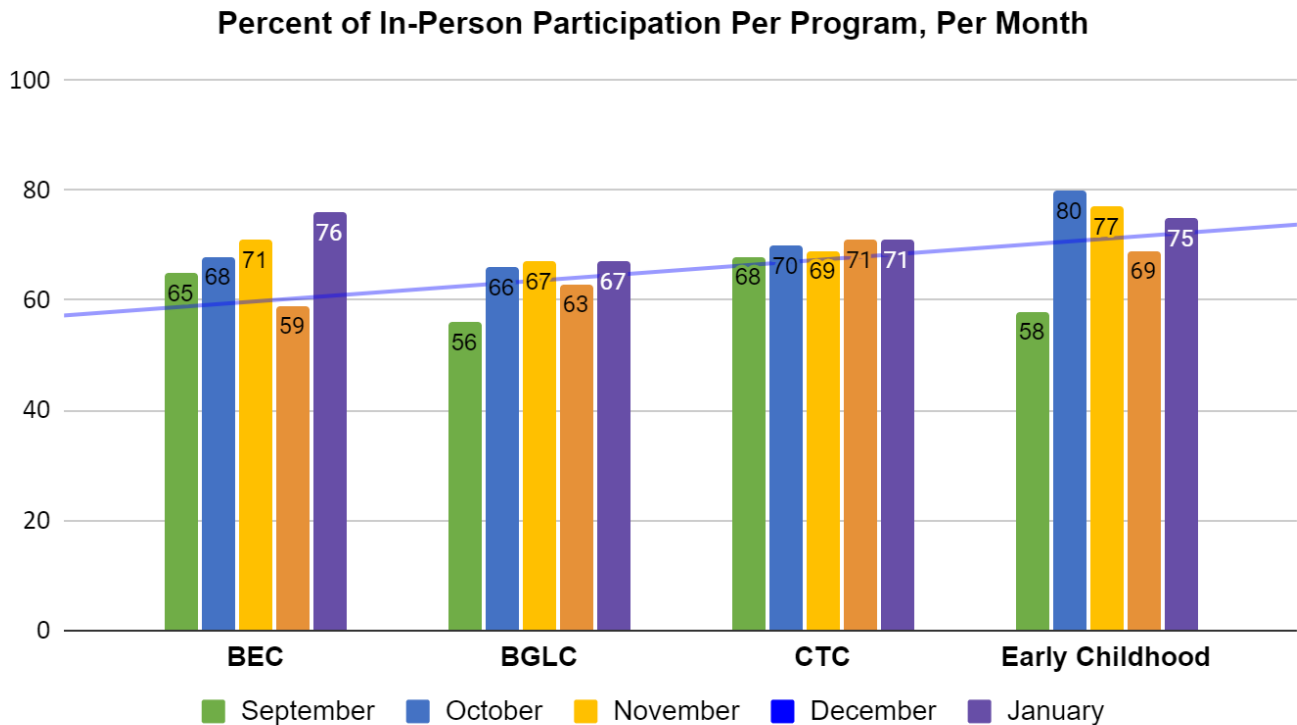
	Monday	Tuesday	Wednesday	Thursday	Friday	
Group A (Monday & Tuesday)						 = In-Person Learning  = Remote Learning
Group B (Wednesday & Thursday)						
Group C (Fully Remote)						

This applies to all of our programs, including the Behavioral Education Center, the Bert Goens Learning Center, the Community-based Transition Center, and the Early Childhood Special Education Programs and Services.

At this time, this instructional model is meeting our needs. It reduces the “density” of students onsite at the same time and it allows for adequate staffing even when we experience increased staff absences due to COVID-related exposure. We will continue to monitor the situation and are hopeful that as community spread decreases, we will be able to increase in-person programming.

Program Participation *Decision Maker, Planner & Organizer, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Community Relations*

As we’ve moved through the school year, there have been small shifts in participation rates, with an overall increasing trend for in-person participation. Below is a graph depicting participation rates across each of our programs since September 2020.



Millage Funds Put to Good Use

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Decision Maker, Planner & Organizer, School Plant & Facilities, Community Relations, Fiscal Management

Not to be overshadowed by COVID-19, Special Education across the county is grateful to the taxpayers for passing the millage request in March, 2020. As promised, these funds will be used to assist local school districts in paying for special education programs. Specifically, the VBISD will double its allocation to local school districts and, over the next several months as taxes are collected, the VBISD will pay out a percentage. A final payout for this year will occur in June, 2021. By the end of June, the total to be paid out will equal \$2 million.

The millage request was also made to make needed repairs and renovations to VBISD Special Education buildings on the Lawrence campus. These buildings provide programs and services to students from across Van Buren County and include the following: the Bert Goens Learning Center, which houses our program for students with severe and multiple disabilities, and the Special Services Center, which houses our Early Childhood Program, including Early On, Build Up, and related services.

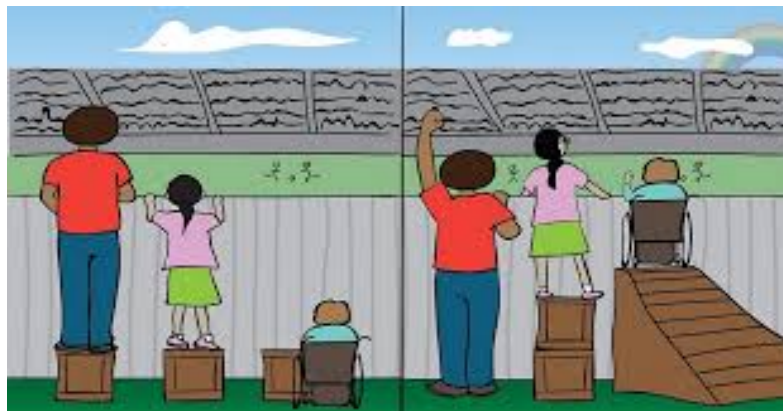
Projected renovations at Special Services Center will focus on the back half of the building and will include ceiling repair, heating/cooling and reconfiguration of rooms to increase efficiency and to promote a professional and comfortable experience for students and their families.

Renovations at the Bert Goens Learning Center are more extensive and include the rebuild of the wing for students with severe behavioral challenges, as well as a more secure entrance. Due to the size and complexity of this project, construction is anticipated to begin in 2022. Plans continue to be refined. See attached for the most recent plans proposed by C2AE, an architecture, engineering and infrastructure design firm.

Equity Practices

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Planner & Organizer, Faculty & Staff Personnel

The VBISD is committed to providing fair and equitable practices both for our students and our staff. An example of this commitment is the Cultural Understanding Committee (CUC), which facilitates the sharing of new information and activities to increase awareness and decrease bias.



This year, the CUC created subcommittees to build capacity in specific areas across the VBISD. One such subcommittee is focused on hiring and recruiting practices. Research shows that the field of education continues to suffer in terms of the availability of qualified staff and that the staff in our schools and classrooms do not reflect our diverse student population.

In order to create safeguards and promote diversity, this subcommittee has set the following goals: (1) Recruit candidates with diverse backgrounds, (2) Ensure interview committees include participants with diverse perspectives, and (3) Ensure interview questions are unbiased.

The first step towards these goals is to collect information about our current practices. Specifically, how do we currently recruit and interview our candidates? What does research say are "best practices?" What does our website communicate? What do our demographic data tell us? What are our retention data? What have we learned from exit interviews? The second step

is to develop guidelines for all VBISD departments to use to reduce bias and promote best practices and increase methods to attract diversity.

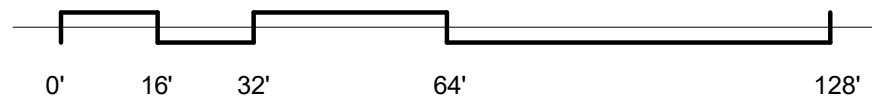
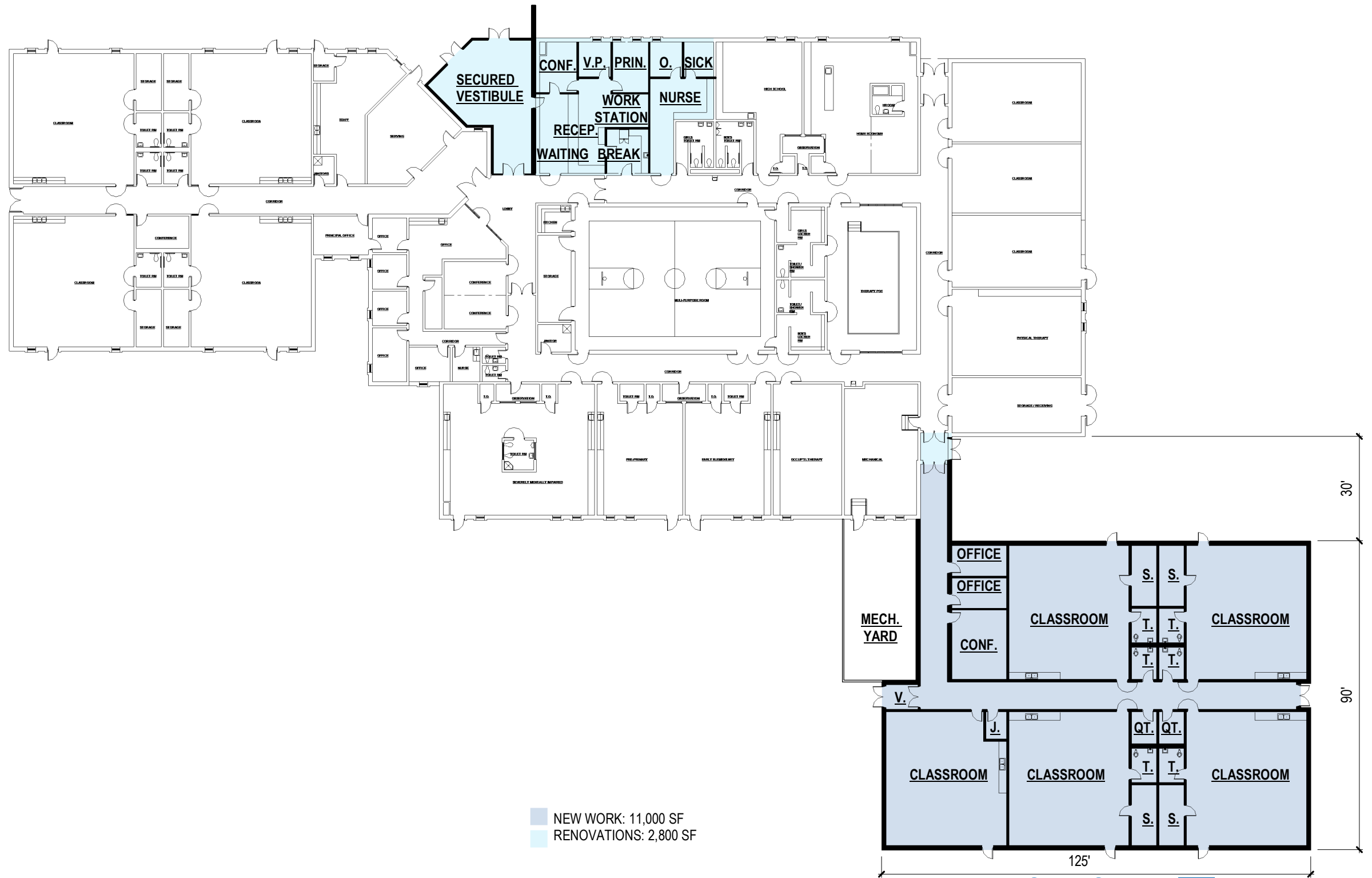
This work is led by volunteer participants, including Amy Chopp, Denis Huffman, Robert Smith, Nancy VanHoeven, Monica Mansfield, Anna Austin, Heather Visco, and Katy Holverstott.

Request for an Increase in Speech & Language Services

Decision Maker, Planner & Organizer, Faculty & Staff Personnel, Fiscal Management, Student Achievement

The Special Education Department is in need of additional Speech & Language Pathologist service days to meet the needs of our students. This need is consistent with the data shared at the Board Work Session on December 11, 2020, for which the VBISD has a higher than average ratio of students to pathologists when compared across the state. At this time, only one additional day per week is needed, but that additional days may be needed next fall when students return to school in-person full time.

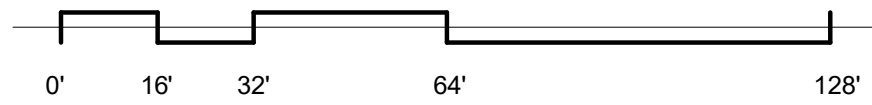




OPTION A
 VAN BUREN INTERMEDIATE SCHOOL DISTRICT
 VBISD LEARNING CENTER

DRAFT
 1/22/2021





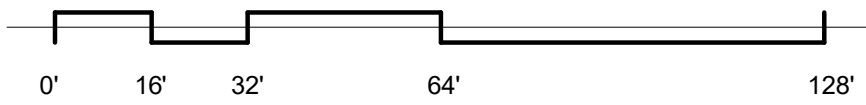
VAN BUREN INTERMEDIATE SCHOOL DISTRICT
OPTION B
 VBISD LEARNING CENTER

DRAFT
 1/22/2021





NEW WORK: 11,300 SF
 RENOVATIONS: 2,700 SF



VAN BUREN INTERMEDIATE SCHOOL DISTRICT
 VBISD LEARNING CENTER

DRAFT
 1/22/2021

OPTION C

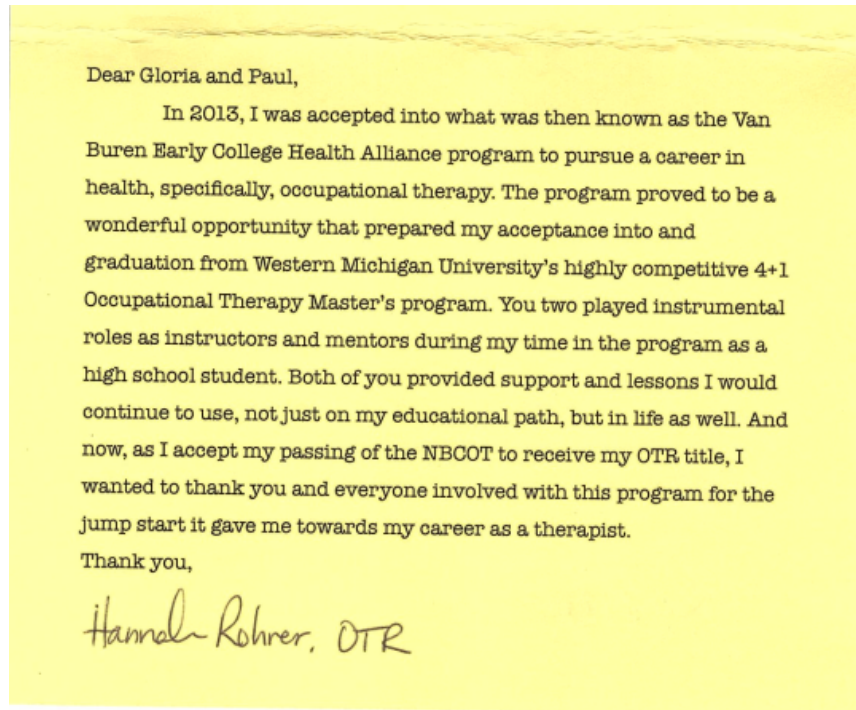


MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: ROBERT SMITH, DIRECTOR
RE: CAREER & TECHNICAL EDUCATION BOARD UPDATE

ALLIED HEALTH ALUMNI SUCCESS STORY (1,4,11,18,19,20)

At Van Buren Tech, staff often receive letters and memos from previous students thanking them for their service and acknowledging the impact that the individual and/or program had on their lives. Below is a thank you note from former Allied Health/Middle College student, Hannah Rohrer, to both VB Tech Allied Health instructor, Paul Mayuiers, and Middle College mentor, Gloria Jurado-Long. The letter highlights the great job that our staff does and reminds us of the impact that our programs have on students each day. Great job to all!



BPA COMPETITION RESULTS (1,4,11,18,19,20)



On January 6th-13th, 51 students from Van Buren Tech's *Cyber Security, Finance, Investment & Technology, and the Software Engineering* programs participated virtually in the annual *Business Professionals of America Region 1 Leadership Conference*. There were 450 students from high schools and career centers in southwest Michigan competing in over 80 events. The following 19 students received 27 awards.

Advanced Accounting

2nd Place	M. Bradley	Senior	Paw Paw High School
<u>C# Programming</u>			
1st Place	T. Briggs	Senior	Paw Paw High School
2nd Place	C. Taylor	Senior	Paw Paw High School
<u>C++ Programming</u>			
1st Place	D. Sandoval	Senior	Paw Paw High School
<u>Computer Network Technology</u>			
2nd Place	E. Guerra	Senior	Lawrence High School
5th Place	B. Sweeney	Junior	Bangor High School
<u>Computer Security</u>			
2nd Place	J. Jordan-Roney	Junior	Mattawan High School
3rd Place	B. Sweeney	Junior	Bangor High School
5th Place	C. Vargas	Junior	Covert High School
<u>Fundamental Accounting</u>			
4th Place	D. Gonzalez	Junior	South Haven High School
<u>Information Technology Concepts</u>			
3rd Place	W. Cartwright	Senior	Lawrence High School
5th Place	E. Guerra	Senior	Lawrence High School
<u>Java Programming</u>			
1st Place	N. Brewer	Junior	Watervliet High School
2nd Place	R. Shultz	Junior	Mattawan High School
3rd Place	D. Danes	Junior	Bloomington High School
<u>Linux Operating Systems</u>			
2nd Place	M. Austin Phifer	Senior	Lawton High School
3rd Place	Z. Jackson	Junior	South Haven High School
4th Place	C. Hatfield	Junior	Lawton High School
<u>Network Administration Using Cisco</u>			
1st Place	E. Guerra	Senior	Lawrence High School
2nd Place	O. Ruiz	Senior	South Haven High School
3rd Place	Y. Lyons	Senior	Mattawan High School
<u>PC Servicing & Troubleshooting</u>			
1st Place	O. Ruiz	Senior	South Haven High School
3rd Place	Y. Lyons	Senior	Mattawan High School
4th Place	D. Goss	Senior	Watervliet High School
<u>Server Administration Using Microsoft</u>			
2nd Place	Z. Jackson	Junior	South Haven High School
3rd Place	D. Goss	Senior	Watervliet High School
4th Place	M. Austin Phifer	Senior	Lawton High School

With these performances, students qualified to compete at the BPA State Leadership Conference from March 18th through the 21st. Each winner who meets the GPA minimum requirements has qualified for a \$3,000 per year (for four-years) scholarship worth \$12,000 from Davenport University.

Van Buren Tech Instructors & BPA Advisors are:

Denis Huffman	Cyber Security & Computer Network Technology
John Hinckley	Software Engineering
Kenneth Grinage	Finance, Investment & Technology
Steve Ambs	Integrated English

INSTRUCTIONAL COACHING SERVICES (1,3,11,15)

At the start of the 2020-21 school year, Van Buren Tech hired an instructional coach, **Kristen Pratley**, to provide resources and non-evaluative, instructional guidance to staff. Thus far, Kristen has done an excellent job acclimating herself to VB Tech and establishing excellent working relationships with staff. In addition, she has provided instructors with a “menu” of coaching services, held various instructional “refresher” sessions on topics such as learning targets and success criteria, has conducted virtual program visits to all CTE programs, created and shared a series of weekly teaching tips, demonstrated the use of various interactive remote learning tools at building-wide cluster meetings, and has taken on the responsibility of being the chair of the VB Tech School Improvement committee. Overall, we are extremely pleased with the wealth of information and instructional tools that Kristen has provided VB Tech staff and are excited about her vision for continued instructional growth and improvement. Great job!

Van Buren Tech Center
Coaching Menu

Appetizers

- Co-Planning/Collaboration Conversation**
Work together to plan a specific lesson, task, activity, unit, etc.
- Student Data Analysis**
What data is most useful for you? Let's unpack it and talk about how you can use it.
- Brainstorming**
Objective sounding board, sharing of ideas
- Resource Research & Location**
Looking for something that might be useful for a project, lesson, activity, etc.
- Goal-Setting**
Dig into your professional goals for the year. What's your plan? How will you know when you've achieved success?
- Technology Support**
Are you doing all the talking and thinking? Need some tips to make your lessons more engaging?
- Support Conversation**
Things are stressful right now. Need some uplifting support? I'm here for that, too!

Entrees

- Non-Evaluative Observation**
What are you working on? Non-evaluative feedback is highly impactful in professional growth, thus student success.
- Lesson-Planning Cycle (In-person & Online Lesson Design)**
Thoughtful & specific lesson design makes for a teacher AND student experience
- Reflection Conversation**
Think through & reflect upon what went well & why, what didn't go as planned & why, make a plan for next time
- Co-Teaching**
Partner to present a lesson together
- Coaching Cycle**
Focusing on specific goals for T and/or Ss; participate in full coaching cycle including planning, observation, feedback, and reflection
- Student-centered individual, Small, and Large-group professional learning sessions**
Topics determined by teacher-request/need

Desserts

Areas you would like to strengthen in your students:

- Recognizing what they have learned and still need to learn**
Documentation/Organization strategies
Formative assessment strategies
- Improving performance on assessments**
Instructional strategies and routines, including scaffolding and differentiation
- Engagement**
In-person & online engagement strategies
- Organizing their thinking**
Delivery & organization strategies

CYBERPATRIOT COMPETITION (1,4,11,18,19,20)

On Saturday, January 23rd, Students from the Cyber Security program participated in the 3rd round of the 2020-21 International CyberPatriot competition. From 9:00 a.m. to 3:00 p.m., students competed in a variety of events, including a Cyber Security Simulator Lab and a Cyber Security Exam. Overall, there were a total of 2,587 teams including military



academies and schools around the world, as well as thousands of high schools and some middle school teams across the United States. While scores have not yet been finalized, unofficially the Van Buren Tech AM Team finished the year with 369.88 points, and the Van Buren Tech PM Team finished with 513.27 points, which placed them in the top half of all teams. The top 30 teams will compete in the Championship Round March 18-22. This competition is a great experience for our students and gives them a real-world feel for a career pathway in Cyber Security.

CALENDAR EVENTS

- | | |
|-------------|---|
| February 2 | Virtual Staff Meeting |
| February 3 | Virtual Administrative Assistants Meeting |
| February 3 | Virtual School Board Meeting |
| February 10 | Spring Count Day |
| February 15 | ½ AM Staff Professional Development / ½ PM Students |
| February 17 | Regional Counselors Meeting |
| February 18 | Principals Meeting |

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: DAMIAN KOOB
RE: TECHNOLOGY SERVICES BOARD REPORT

MAEDS Professional Development Day (Communication Skills, Professional Preparation, Community Relations)

The Michigan Association for Educational Data Systems (MAEDS) is a professional organization comprised of the educational technology folks throughout Michigan whose purpose is to provide, promote, encourage, and advise in the use of technology in education. The annual MAEDS conference is normally held in the Fall, but the Fall 2020 conference was cancelled due to the pandemic. The members of MAEDS got together and decided that we could hold a makeshift virtual conference at no cost to our members and still be able to deliver some great content...which they did! On January 14th, 2021, MAEDS held a virtual PD conference with many great sessions and presenters. The sessions that myself and the Tech Services staff attended included: “Interactive AV Solution for Virtual and Face to Face Teaching”, “MICIP – Are you Ready and What Does It Mean to You?”, “Digital Forensics in Google”, and “Remote Broadcast Tips and Tricks”. All were very informative and presented by fellow Educational Technologists from the various Districts within Michigan. I’d like to thank the Board for allowing the Technology Services staff to attend these professional development opportunities. ☺

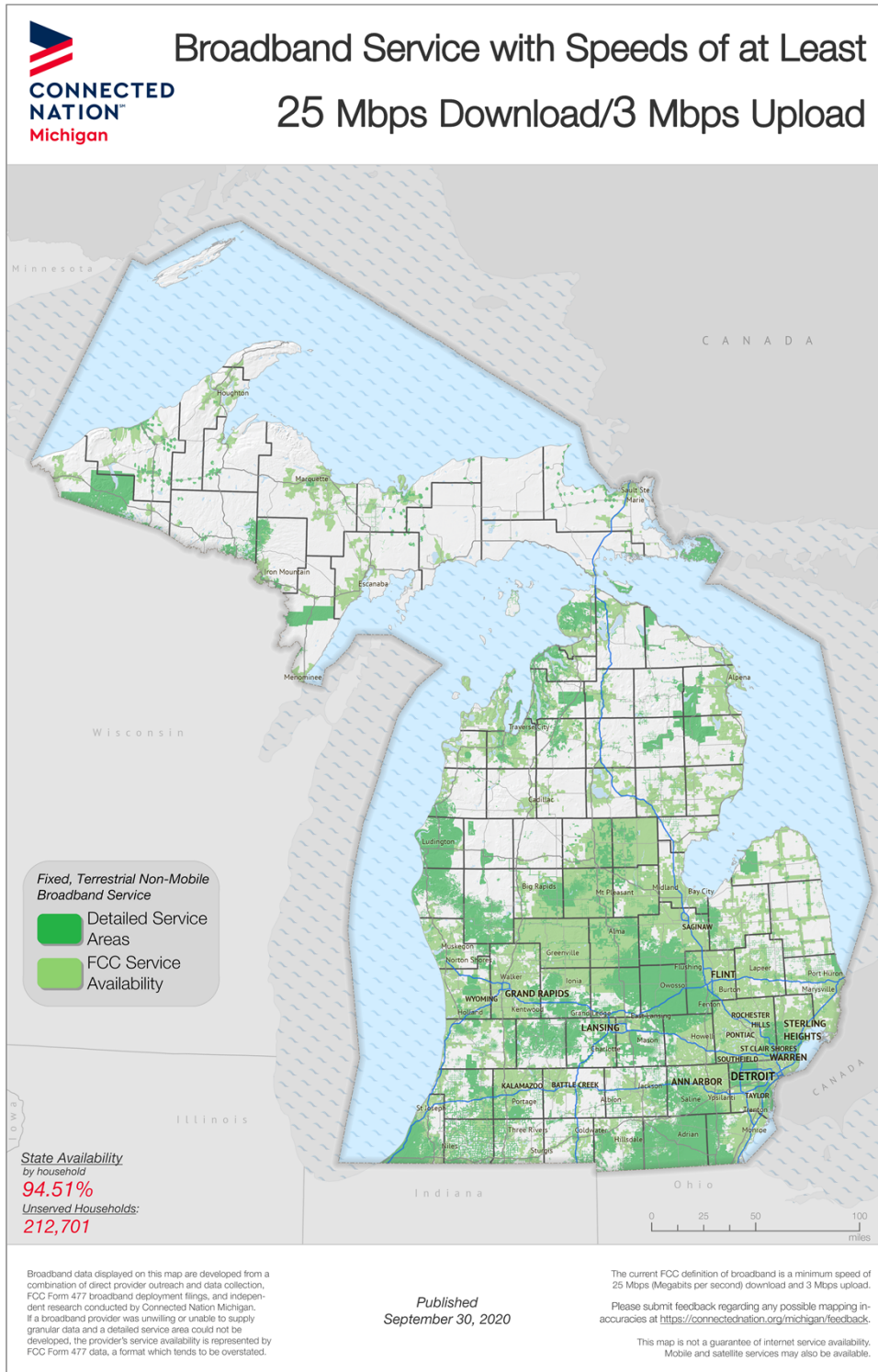


Connecting Michigan Communities: State and Local Efforts (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Community Relations)

On January 19th, I was invited to join the conversation at a State level regarding the holes in broadband connectivity to our students and communities by the Connected Nation folks. Connected Nation has been offering programs and initiatives across the United States to help bridge the Digital Divide for almost 20 years.

Below is a saturation map of services that meet the new minimum standard of 25MB download and 3MB upload. As you can see, this is an issue in our county and many rural counties. The fortunate part is that we now have the Emergency Broadband Benefit Act⁵⁴ commissioned by the FCC to connect rural

communities and low-income families with internet speeds that meet or exceed the 25/3 standard. According to the FCC: *The Consolidated Appropriations Act of 2021 directed the Commission to create the program, which would reimburse participating companies for providing discounted broadband service and connected devices to eligible households during the COVID-19 pandemic.* So, we are hopeful to keep the movement of connecting our families and communities going strong and at a swift pace.



MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: LISE BLACK, EARLY CARE & EDUCATION

Great Start Collaborative (5, 10, 18)

We have started our initial conversation with community partners on how we could feasibly create a care coordination process that makes it easier for families with prenatal to pre-K children know about and access early childhood resources. Partners at the table include VBISD's Early Care & Education and Early Childhood Special Education, Tri-County Head Start, and Bronson Hospital. The discussion will push out to include others in the near future. There are many models across the state that we are looking at to build understanding, and at this point there are far more questions than answers. During the next 10 months of exploration, we will need to decide if this is a feasible option to implement or not.

Upcoming efforts of the Van Buren Great Start Collaborative include:

- Safe Sleep Risk Reduction training for agency and medical staff. State level MDHHS staff will be leading the training and we will be one of the first sites receiving their revised training curriculum.
- Love & Logic Parenting Class via an online format. This is sponsored by our Van Buren Parent Coalition & the Van Buren Child Abuse Prevention Council. The series begins in mid-February and already has several registrants.
- The second annual Virtual GREAT START Community Baby Shower. The event includes parent education sessions for expectant and new parents. It will be held in April.

Great Start Readiness Program (GSRP) (preschool for at-risk children) (2, 9, 10, 13)

This month we begin in earnest the process for designing the 2021-2022 "free preschool" enrollment. We are laying the foundation for improvement with two goals: 1) to streamline our process with Head Start to ensure we maximize both programs' funds and staff time and 2) to improve the enrollment process for families with VBISD special education students transitioning into GSRP or Head Start programs. Both of these goals will take discussion, visioning, the willingness to let go of some current processes, and trust. While we are not clear what exactly will change, all the players have a common goal to reduce the barriers and get the services to the children who will benefit from them.

We currently have two Western Michigan University student interns in our program. One has a part-time placement at the Paw Paw GSRP site with Mrs. Weston's classroom. The second is working directly with our GSRP leadership team to learn more about the process of running preschool programs. While COVID makes it more challenging, the university is being very flexible in the process to make sure we can support the students' experience, while remaining safe.

Below you will see a picture of South Haven GSRP student Nolynn and the newly installed Friend Bench at Lincoln Elementary. Here is the story shared by her GSRP teacher Angela Burd:

“So on Friday, one of my kiddos approached me on the playground and told me how she thought we needed a friend bench. I asked her to explain what she meant. [Nolynn] recalled that it’s a bench you can sit on if you’re sad, then your friends will know that you need someone to play with you.” Mrs. Burd reached out to her network to see if anyone had a bench to donate and immediately had multiple offers of support. The bench was made and brought to the school.

Mrs. Burd then contacted Nolynn’s mom to share the story and found out that the idea came from a library book the family had read titled The Buddy Bench. The parent loaned the classroom the book so all the students could hear the story. Mrs. Burd ended her email to me with “I am so amazed by these kids this year and how much hope they give me that our future will be filled with kindness towards others”.



Family Links Home Visiting Program (2, 12, 20)

Lise is part of on a state committee that is looking at how we can improve our collection of outcome data for the Michigan Parents as Teacher (PAT) programs, of which VBISD Family Links is a part. All the PAT programs gather plenty of information, including a significant amount for our required annual reporting to our model affiliate and MDE. The problem we encounter as a whole is two-fold: we lack common data across the state programs and appropriate assessment of young children does not lend itself to “outcome reporting”. As a team we are looking specifically at what we can agree on to use to meet the legislated requirements for our 32p(4) funding, with a goal that it could be expanded to all PAT services.

III. ACTION ITEMS

A. Approval of Superintendent Contract (**Roll Call Vote**)

60

Date: February 3, 2021
To: Board of Education
From: Frances Sage, VBISD Board President
John Weiss, VBISD Board Secretary
Subject: *Approval of Superintendent Contract*

Based on the successful negotiations of a superintendent contract with Mr. Dave Manson and committee members Frances Sage and John Weiss, we are recommending that the board of education approve the following resolution.

RESOLVED, the board of education approves the superintendent contract as negotiated and reviewed with Mr. Dave Manson with an effective date of March 1, 2021.

B. Approval of Superintendent Supplemental Compensation (**Roll Call
Vote**)

62

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: FRANCES SAGE, BOARD PRESIDENT AND JOHN WEISS, BOARD SECRETARY
RE: APPROVAL OF SUPERINTENDENT SUPPLEMENTAL COMPENSATION

Given that the new Superintendent, Dave Manson has already accumulated approximately 43 vacation days and 86 sick days in service to Van Buren Intermediate School District prior to starting his new position, the Board will allow the selling back of up to 10 vacation days and 15 sick days at his daily rate.

RESOLVED, the Board approves the selling of vacation/sick days at full daily rate (total comp/230 days = daily rate) during the first pay period of March 2021.

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: JEFF MILLS
RE: **APPROVAL OF STAFF RESIGNATIONS**

BACKGROUND

Attached is the letter of resignation for Rebecca Longcore, Special Education Supervisor-Paw Paw Public Schools

RECOMMENDATION

RESOLVED that the Board of Education accept the resignation of Rebecca Longcore effective February 3, 2021.

Attachment

D. Approval of Addition of One Day for Speech-Language Pathology
Services (**Roll Call Vote**)

66

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: DAVE MANSON & KATY HOLVERSTOTT
RE: **APPROVAL OF ONE ADDITIONAL DAY OF SLP SERVICES**

BACKGROUND:

The Special Education Department is in need of additional Speech & Language Pathologist services to meet the needs of our students. This need is consistent with the data shared at the Board Work Session on December 11, 2020, for which the VBISD has a higher than average ratio of students to pathologists when compared across the state. At this time, the Special Education Department requests approval for one additional day per week.

RECOMMENDATION:

RESOLVED that the Board of Education approves one additional day per week of Speech & Language Pathology services.

E. Approval of 2021 Region 6 MASB Board of Directors Candidate (**Roll Call Vote**)

68

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: JEFFREY C. MILLS, SUPERINTENDENT
RE: **APPROVAL OF REGION 6 MASB BOARD OF DIRECTORS CANDIDATE**

The Van Buren Intermediate School District Board of Education has one (1) ballot to vote for the Region 6, 2021 MASB Board of Directors representative. The following candidates are running for this position:

Region 6 (two-year term)

- Pamela Dickenson – Comstock Public Schools
- Ella Harrington – Covert Public Schools
- Donald Myers – Harper Creek Community Schools **incumbent*

Recommend the following resolution:

Resolved, the Van Buren Intermediate School District Board of Education approves to cast vote for _____ as the Region 6, 2021 MASB Board of Directors representative



All votes are confidential and counted one time.

Please cast your vote for one candidate to represent Region 6 for a three-year term on the MASB Board of Directors. To cast your vote, click the circle to the left of the candidate you wish to select. Once you've selected your candidate, click "next." All votes are confidential and counted one time.

NOTE: Voting is a two-step process. Once you submit your vote (Step 1), you'll receive an email asking you to validate your ballot (Step 2). **You must follow the link in this email to complete the voting process.**

2021 MASB Board of Directors Official Ballot

This is a Required Question.



Pamela Dickinson

District: Comstock Public Schools

County: Kalamazoo

Time served on this board: Six years

Offices held: President, Secretary and Treasurer

MASB Certification:

Certified Boardmember Award

Award of Merit

Award of Distinction

Election Statement:



I am running for the MASB Board of Directors for Region 6. I believe that in our current social climate, I can bring a fresh outlook and a diverse perspective to the board. I have strong leadership, communication and creative analytical skills that make me a well-equipped for this position.

I am a strong advocate for public education, and I feel wholeheartedly that Kalamazoo County needs to be represented on the board of MASB as innovative leaders in education for region six.

The qualifications that make me an idea candidate is that I am an award winning, community conscious professional with 25 years of experience in nonprofit leadership. I feel that my experience and skills are uniquely aligned to contribute to the governance team and the mission of MASB. Thank you for your consideration.

○



Ella Harrington

District: Covert Public Schools

County: Van Buren

Time served on this board: Two years

Offices held: Treasurer

MASB Certification:

Certified Boardmember Award
Award of Merit

Election Statement:

I am Ella Harrington, a current school board member and the treasurer for the Covert Public School District. I have served on the school board for a total of 2 years, and I worked for the state of Michigan in public service for over 30 years. I am applying for a position on the Michigan Association of School Boards board of directors, because I have a strong passion for education and I desire to enhance my knowledge and experiences; while being part of a team that is the frontline to develop policy and implement procedures to advance schools and communities across the State of Michigan.

As a public servant, I commit myself to staying actively engaged in my community by volunteering and working to ensure the voices of others are heard. I have been involved in various organizations and committees and held leadership positions: Van Buren Civic Organization, National Association for the Advancement of Colored People, Community Action Program, UAW local 6000, Civil & Human Rights, Education, Labor Relations, Grievances and Miss Southwest Michigan Scholarship program.

I have a Bachelor’s degree in Family Life Education and an Associate degree in Business Administration Management. My experiences and my education have prepared me to take on a leadership role within the MASB, and I am excited for the opportunity to connect and share ideas and educational values with board members across the state.

I believe that it is important for students to learn and experience all they can. I am an advocate for equitable, accessible, and quality education for all.

All learning begins at home, however the communities, schools, board members, administrators, and teachers play a significant role in shaping educational growth and experiences. We must work together to grow and strengthen our schools throughout the state. In this fast-changing society, we are frontline workers building the future with confidence. I would be honored to serve on the MASB board of directors because it allows the opportunity to develop initiatives that prioritize diversity, unity, teamwork, and network. In addition, I would engage in sharing and enhancing innovative ideas, to improve schools and communities across the state. By engaging in continuous professional development and working with people of various ethnicities and socioeconomic classes, I am certain that I will be able to help my district and other districts implement creative ideas for schooling while in the 21st century.

○



District: Harper Creek Community Schools
County: Calhoun

Time served on this board: 10 years
Offices held: Vice President

MASB Certification:

Certified Boardmember Award
Award of Merit
Award of Distinction
Master Boardmember Award
Master Diamond Award

Election Statement:

Because we are currently amid the most challenging time facing public education, I am seeking re-election to the MASB Board of Directors. Educating all students, as well as working with teachers and support personnel, has been my passion for 48 years. My goal is to work with MASB's staff and directors to strengthen and creatively maximize student learning during and after the pandemic.

Throughout my career, I worked as a teacher, as an Instructional Specialist, as a secondary principal, as a superintendent, and as a mentor for new superintendents. In 10 years of retirement, I was active as a substitute teacher, as an interim principal, and as a grant monitor for the State. I currently serve my community as a school board member for Harper Creek Community Schools, having attained the Master Diamond Award level. I received a certificate of achievement as an Advocacy Skills Specialist. This training will support my efforts to advocate for all students and Board members. In 2019 I was elected to the MASB Board of Directors, representing Region 6. As a Board member, I work on MASB's finance and policy committees and actively represent MASB on the State's Special Education Advisory Committee, currently as an alternate.

I am active in my local community as well as the state-wide education community. I monitored schools with our legislators and governor to advocate for our students and local districts regarding new education legislation.

On a personal level, I am married to a retired elementary teacher and administrator and the father of two daughters. One daughter is a secondary school teacher in Ionia County and the other is a Community Initiatives Officer with the Battle Creek Community Foundation. My favorite role is being the proud Grandpa of six, ages 22 to 1. I also volunteer as a Dive Rescue Specialist for the Calhoun County Sheriff's Office.

I am honored to be considered to serve an additional term on the MASB Board of Directors, representing Region 6. If re-elected, my focus will be to work within the MASB board of directors to help our districts provide the best education possible for all public-school students during and after the pandemic. My advocacy will support the MASB's work to provide an equitable education for all students which includes equitable funding for every school.

[Next >>](#)

MEMO

DATE: FEBRUARY 3, 2021

TO: BOARD OF EDUCATION

FROM: JEFF MILLS, SUPERINTENDENT

RE: APPROVAL OF EMPLOYMENT FOR NEW STAFF

BACKGROUND:

As approved earlier, one new Mental Health Clinician has been added to the Instructional Services Department to provide direct mental health support to students. Following is a list of new staff, their position, salary and start date.

RECOMMENDATION:

<u>Mental Health Clinician:</u>	<u>Step:</u>	<u>Salary:</u>	<u>Start Date:</u>
Gregory Greenfield	MA+30 Step 7	\$57,016*	Feb. 8, 2021

**Salary will be prorated due to start date*

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



INTERVIEW CANDIDATE SELECTION

Candidate: Gregory Greenfield **Position:** Mental Health Clinician

Interview Panel (1st Round):

1. Cheryl-Marie Manson
2. Dave Manson
3. Kelly Tauschek-Hill
4. Lissette Mira-Amaya
5. Nicole Elder
6. Stacey Coon-Ballard
7. Heidi Olivares

January 27 & 28, 2021

Wednesday, January 27 @ 9:30am Cassandra Barron

Thursday, January 28 @ 12:30 pm Gregory Greenfield

Candidate Background:

Greg comes to us with a wealth of experience. He has worked the last four and a half years as a behavior interventionist for Battle Creek Public Schools, where his major role was to focus on supporting students with social and emotional needs. Prior to this, he worked with adjudicated youths at a live-in residential facility where he was able to impact and affect the lives of 13-18 year old boys who had criminal and/or sexual offenses. Prior to that he served as a middle school counselor focusing on academic as well as social and emotional concerns, completing his internship and interim counseling with Mattawan Middle School. Greg also brings experience as an Outpatient Therapist, which he has done on a part time basis for the past couple of years. The combination of these experiences have provided him a unique perspective in his approach to supporting youths during these crucial developmental years. We are excited to welcome Greg to our team.

MEMO

DATE: FEBRUARY 3, 2021
TO: BOARD OF EDUCATION
FROM: JEFFREY C. MILLS, SUPERINTENDENT
RE: APPROVAL OF POLICIES – SECOND READING

RESOLVED, that the Board of Education approve the following policies as presented for second reading:

Policy 2210	<i>Curriculum Development – Approved Courses – Revised</i>
Policy 2414	<i>Reproductive Health and Family Planning – Revised</i>
Policy 3362.01	<i>Threatening Behavior Toward Staff Members – Revised</i>
Policy 4162	<i>Controlled Substance and Alcohol Policy – Revised</i>
Policy 4362.01	<i>Threatening Behavior Toward Staff Members - Revised</i>
Policy 5200	<i>Attendance - Revised</i>
Policy 5335	<i>Care of Students with Chronic Health Conditions – New</i>
Policy 5610	<i>Emergency Removal Suspension and Expulsion of Students – Revised</i>
Policy 5611	<i>Due Process Rights - Revised</i>
Policy 6107	<i>Authorization to Accept/Distribute/Use Electronic Signatures - Revised</i>
Policy 6520	<i>Payroll Deductions – Revised</i>
Policy 8210	<i>School Calendar – Revised</i>
Policy 8462	<i>Student Abuse and Neglect - Revised</i>

Book	Policy Manual
Section	Policies for Board
Title	CURRICULUM DEVELOPMENT - APPROVED COURSES
Code	po2210
Status	Second reading
Adopted	February 23, 1996
Last Revised	April 3, 2019
Last Reviewed	February 3, 2021

2210 - CURRICULUM DEVELOPMENT - APPROVED COURSES

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as the courses of study, subjects, classes, and organized activities provided by the school

- A. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group
- B. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- C. the plan for learning necessary to accomplish the educational goals of the District;
- D. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provide grade-appropriate instruction on career development in each grade level from kindergarten through 12th;
- B. provides instruction in courses required by statute and State Department of Education regulations;
- C. ensures, to the extent feasible, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- D. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- E. incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving the academic outcomes for each area of the District's core curriculum;
- F. at the high school level, consider alternatives to the Carnegie Unit as a method for determining student progress toward receiving course credit;
- G. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;

- H. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- I. utilizes a variety of learning resources to accomplish the educational goals;
- J. encourages students to utilize guidance and counseling services in their academic and career planning;
- K. provides for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

As the educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board periodically.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

Approved Courses

The Board shall adopt a list of the individual courses that have been approved. The list shall include courses offered by the District for credit or grade promotion and shall be used when determining which courses may be included in membership for State aid purposes and for auditing purposes when examining the membership counted for State school aid on the count days. The list of approved courses shall include traditional offerings and courses offered through other means, such as experiential learning courses, online courses, and all courses offered in shared time programs under appropriate provisions of the State School Aid Act. (M.C.L. 388.1766b). The list of approved courses shall include all extended learning opportunities associated with each course and a description of each such opportunity. The list shall also include a description of the content of each approved course and documentation related to course approval (including the list of approved courses for membership purposes).

Unless the Board disapproves, the Superintendent may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the Superintendent to pursue actively State and Federal aid in support of the District's innovative activities.

M.C.L. 380.1282, 380.1166a

Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

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Legal

M.C.L. 380.1282, 380.1166a

Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Book	Policy Manual
Section	Policies for Board
Title	REPRODUCTIVE HEALTH AND FAMILY PLANNING
Code	po2414
Status	Second reading
Adopted	February 23, 1996
Last Revised	January 3, 2018
Last Reviewed	February 3, 2021

2414 - REPRODUCTIVE HEALTH AND FAMILY PLANNING

The Board of Education directs that instruction be provided on the principal modes by which dangerous communicable diseases, including HIV and AIDS, are spread and the best methods for the restriction and prevention of these diseases. The instruction shall stress that abstinence from sex is the only protection that is 100% effective against unplanned pregnancy and sexually transmitted diseases, including HIV and AIDS, and that abstinence is a positive lifestyle for unmarried young people.

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any school official, member of the Board, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

Each person who teaches K to 12 students about human immunodeficiency virus infection and acquired immunodeficiency syndrome shall have training in human immunodeficiency virus infection and acquired immunodeficiency syndrome education for young people. Licensed health care professionals who have received training on human immunodeficiency virus infection and acquired immunodeficiency syndrome are exempt from this requirement.

The District shall notify the parents, in advance of the instruction and about the content of the instruction, give the parents an opportunity, prior to instruction, to review the materials to be used (other than tests), as well as the opportunity to observe the instruction, and advise the parents of their right to have their child excused from the instruction.

Before any revisions to the curriculum on the subjects taught pursuant to M.C.L. 380.1169 are implemented, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1507.

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Legal	M.C.L. 380.1169, 380.1507, 388.1766 A.C. Rule 388.273 et seq.
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Book	Policy Manual
Section	Policies for Board
Title	THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code	po3362.01
Status	Second reading
Adopted	February 23, 1996
Last Reviewed	February 3, 2021

3362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or reasonably cause concern for his/her physical and/or psychological well-being is strictly forbidden. Examples of such behavior include: threats to cause bodily harm; stalking; bullying; threats to damage real or personal property at the workplace; unusual behavior that a reasonable person would consider threatening. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities.

The Superintendent shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.

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Book	Policy Manual
Section	Policies for Board
Title	CONTROLLED SUBSTANCE AND ALCOHOL POLICY FOR COMMERCIAL MOTOR VEHICLE (CMV) DRIVERS AND OTHER EMPLOYEES WHO PERFORM SAFETY-SENSITIVE FUNCTIONS
Code	po4162
Status	Second reading
Adopted	February 23, 1996
Last Revised	February 5, 2014
Last Reviewed	February 3, 2021

4162 - CONTROLLED SUBSTANCE AND ALCOHOL POLICY FOR COMMERCIAL MOTOR VEHICLE (CMV) DRIVERS AND OTHER EMPLOYEES WHO PERFORM SAFETY-SENSITIVE FUNCTIONS

Purpose

The Board of Education believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the school vehicle. To fulfill such a responsibility, each driver, as well as others who perform safety-sensitive functions with District vehicles, (collectively "Covered Employees") must be mentally and physically alert at all times while on duty.

To that end, the Board has established this policy, which includes an alcohol and controlled substances testing program. The Board also expects all Covered Employees to comply with Board Policy 4122.01 on Drug-Free Workplace which prohibits the possession, use, sale, or distribution of alcohol and any controlled substance on school property at all times.

Further, the Board concurs with the Federal requirement that all Covered Employees should be free of any influence of alcohol or controlled substance while on duty. Therefore, participation in the alcohol and controlled substances testing program is a condition of employment for all Covered Employees.

Definitions

For purposes of this policy and the guidelines associated with the policy, the following definitions shall apply.

- A. The term *alcohol* means the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols, including methyl or isopropyl alcohol.
- B. The term *illegal drug* means drugs and controlled substances, the possession or use of which is unlawful, pursuant to Federal, State, and/or local laws and regulations.
- C. The term *controlled substance* includes any illegal drug and any drug that is being used illegally, such as a prescription drug that was not legally obtained or not used for its intended purposes or in its prescribed quantity. The term does not include any legally-obtained prescription drug used for its intended purpose in its prescribed quantity unless such use would impair the individual's ability to safely perform safety-sensitive functions.
- D. The term *controlled substance abuse* includes excessive use of alcohol as well as prescribed drugs not being used for prescribed purposes, in a prescribed manner, or in the prescribed quantity.
- E. The term *safety-sensitive functions* includes all tasks associated with the operation and maintenance of District-owned and/or operated vehicles. This term further includes any period in which an individual is actually performing, ready to perform, or immediately available to perform any safety-sensitive function.

F. The term Covered Employee means all commercial driver license (CDL) holders and regular and substitute bus drivers as well as other staff who operate, inspect, service and condition a commercial motor vehicle (CMV) while on duty, regardless of whether they are required to hold a CDL.

This policy also covers other staff members who drive students in or inspect, service, and condition non-CMV District vehicles.

G. The term *while on duty* means all time from the time the Covered Employee begins to work or is required to be in readiness for work until the time s/he is relieved from work and all responsibility for performing work.

Procedures

The Superintendent shall establish a drug and alcohol testing program whereby each Covered Employee is tested for the presence of alcohol in his/ her system as well as for the presence of the following controlled substances:

- A. Marijuana
- B. Cocaine
- C. Opioid
- D. Amphetamines
- E. Phencyclidine (PCP)

The alcohol and controlled substances tests are to be conducted in accordance with Federal and State regulations

- a.) prior to employment (**Controlled Substances Only**),
- b.) reasonable suspicion,
- c.) upon return to duty after any alcohol or drug rehabilitation;
- d.) post-accident,
- e.) on a random basis, and
- f.) on a follow-up basis.

Candidates shall also be tested for the presence of alcohol in their system prior to employment.

The Superintendent shall require that the District query the FMCSA's Drug and Alcohol Clearinghouse for current and prospective CDL drivers' drug and alcohol violations before allowing a driver to operate a District-owned and/or operated vehicle, consistent with Federal regulations, including consent requirements.

Any staff member who tests positive as defined in the guidelines shall be immediately prohibited from driving any District-owned and/or operated vehicle or conducting a safety-sensitive function:

- A. and evaluated by a substance abuse professional;
- B. and provided information regarding drug/alcohol counseling; or referred to the District's Employee Assistance Program;
- C. and subject to discipline, up to and including discharge, in accordance with District guidelines and the terms of any applicable collective bargaining agreements.

No staff member who has tested positive for alcohol or a controlled substance may be returned to a safety-sensitive position without having been evaluated by a qualified substance abuse professional (SAP), completing any required treatment program, and passing a retest. Return to a safety-sensitive position is solely at the District's discretion and the employee may be required to participate in ongoing services if recommended by the SAP. Any staff member who has tested positive for alcohol or a controlled substance will be provided with a list of SAPs available and acceptable to the District.

Furthermore, if during any test the lab determines that an adulterant has been added to the specimen, then:

the test will be considered positive and the employee shall be prohibited from performing any safety-sensitive functions and be referred to the District's Employee Assistance Program and,

the employee will be re-tested with an observed collection to prevent the addition of an adulterant to the specimen.

Any staff member who refuses to submit to a test shall immediately be prohibited from performing or continuing to perform his/her safety-sensitive functions (e.g., driving any Board-owned vehicle).

Prior to the beginning of the testing program, the District shall provide a drug-free awareness program which will inform Covered Employees and their supervisors, about:

- A. the dangers of illegal drug use and controlled substance and alcohol abuse;
- B. indicators of probable alcohol misuse and controlled substance abuse;
- C. Board Policy 4122.01 - Drug-Free Workplace, Policy 4161 - Unrequested Leaves of Absence/Fitness for Duty, Policy 4170 - Substance Abuse, and Policy 4170.01 - Employee Assistance Program;
- D. the sanctions that may be imposed for violations of Policy 4122.01.

All time spent undergoing an alcohol or controlled substance test, including travel time, will be paid at the staff member's regular rate of pay, or at his/her overtime rate, if applicable. Any staff member who is not allowed to return to work while awaiting test results will be compensated during the waiting period for all work time lost, including overtime, if applicable. The Board shall pay all costs associated with the administration of alcohol and controlled substance tests. This includes testing of the "split specimen" at a Federally certified laboratory if so requested by a staff member. Requests for a "split specimen" must be made within seventy-two (72) hours of receipt of the notification of a positive drug test. The Board will not pay for the employee's time while not on duty, if the split specimen test results are positive.

Alcohol and drug test results shall be protected as confidential medical records as appropriate under Federal law (i.e. test results shall be provided on a right to know basis - the employee, the employer, and the substance abuse professional - and the results shall not be presented until analyzed by a Medical Review Officer).

A tested individual, upon written request, will be promptly provided copies of any records relating to his/her use of drugs and alcohol, including any records pertaining to his/her drug and alcohol tests. A tested individual must provide specific written consent before his/her test result can be provided to any other person except as required by law.

All tests shall be conducted in accordance with Federal testing guidelines and be performed by a laboratory that is Federally certified.

The alcohol and drug testing program shall be under the direction of the Superintendent.

The Superintendent shall arrange for periodic retraining of supervisors and staff members as necessary. The Superintendent shall provide a copy of this policy and testing guidelines to all Covered Employees and will include available resources to assist employees with problems related to the use of alcohol and controlled substances.

The Superintendent shall submit, for Board approval, a contract with a certified laboratory to provide the following services:

- A. testing of all first and second test urine samples
- B. clear and consistent communication with the District's Medical Review Officer (MRO)
- C. methodology and procedures for conducting random tests for controlled substances and alcohol
- D. preparation and submission of all required reports to the District, the MRO, and to Federal and State governments

The Superintendent shall also select the agency or persons who will conduct the alcohol breathalyzer tests, the District's MRO, and the drug collection site(s) in accordance with the requirements of the law.

Notification

A tested candidate shall be notified of the results of a pre-employment controlled substances test conducted under this part, if the driver requests such results within sixty (60) calendar days of being notified of the disposition of the employment application.

A tested individual shall be notified of the results of random, reasonable suspicion and post-accident tests for controlled substances conducted under this policy if the test results are verified positive. The tested individual shall also be informed which controlled substance or substances were verified as positive.

The Superintendent shall make reasonable efforts to contact and request each driver who submitted a specimen under the employer's program, regardless of the driver's employment status, to contact and discuss the results of the controlled substances test with a medical review officer who has been unable to contact the driver.

The Superintendent shall immediately notify the medical review officer that the driver has been notified to contact the medical review officer within seventy-two (72) hours.

Individuals holding a CDL license must notify all current employers of any DOT violations (such as testing positive for the presence of alcohol or a controlled substance in violation of this policy). The notification must be made 1) by the end of the business day following the day the individual first receives notice of the violation or 2) prior to performing any safety-sensitive function, whichever comes first. Individuals are not required to notify the employer that administered the test or that documented the circumstances giving rise to the violation.

In the event that an individual is selected for testing, the Superintendent will inform the individual that the test is required by applicable law.

Reporting Test Results

The Superintendent shall report all information required by Federal regulations to the Clearinghouse in a timely manner. The Superintendent shall prepare and maintain a summary of the results of its alcohol and controlled substances testing programs performed under this policy during the previous calendar year, when requested by the Secretary of Transportation, any DOT agency, or any State or local officials with regulatory authority over the employer or any of its drivers. Such summaries shall be submitted in a manner and timeline as required by law.

Educational Materials Related to Certain Federal Regulations, Board Policies, and Procedures

CDL License Holders and other employees who perform safety-sensitive functions will be provided educational materials at the time of hire or at any time when required to operate a school vehicle. The educational materials shall explain the requirements of applicable Federal regulations and the Board's policies and District's procedures with respect to meeting these Federal regulations. The Board designates **the Transportation Supervisor** as the individual responsible for providing educational materials to CDL License Holders and other employees who perform safety-sensitive functions. The educational materials will include, at a minimum, the following:

- A. the contact information for **the Transportation Supervisor**, who is the individual designated by the Board to answer questions about the educational materials
- B. a statement that all CDL License Holders and other employees who perform safety-sensitive functions are subject to Federal law addressing the misuse of alcohol and other controlled substances
- C. information sufficient to make clear to employees the period of the work day during which they are required to comply with the regulations
- D. information concerning prohibited conduct
- E. the circumstances under which employees are subject to testing for alcohol and/or controlled substances
- F. the procedures for testing for the presence of alcohol and controlled substances in order to protect the employee and the integrity of the testing process, to safeguard the validity of the test results, and to confirm the results are attributed to the correct employee, including post-accident information, procedures, and instructions required under Federal regulations
- G. the requirement that staff members must submit to alcohol and controlled substance testing as required by the regulations
- H. an explanation of what constitutes a refusal to be tested or alcohol or controlled substances and the attendant consequences
- I. the consequences of testing positive, including the requirements of immediate removal from safety-sensitive functions, and the procedures regarding referral, evaluation, and treatment
- J. the consequences for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04
- K. information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol and/or controlled substances problem (the employee's or a co-worker's); and available methods of intervening when a controlled substances and/or alcohol problem is suspected (including confrontation and how

to refer someone to an Employee Assistance Program or to management), and

- L. information regarding the requirement that certain personal information collected and maintained under Federal law be reported to the Commercial Driver's License Drug and Alcohol Clearinghouse
- M. information indicating that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including alcohol, is prohibited on all school board property and at school-sponsored activities. Individuals are strictly prohibited from reporting to work or being on duty while under the influence of alcohol or a controlled substance.

These materials are to be distributed to each staff member upon being hired or transferred into a covered position thereafter. Each staff member must sign a statement certifying receipt of these materials. A staff member who refuses to sign the requisite statement shall be prohibited from performing any safety sensitive functions. Each employee (and labor organization representing Board employees) shall receive written notice of the availability of this information, and the identity of the Board's designated representative in charge of answering employee questions about the materials.

Return-to-Duty (Safety-Sensitive Positions)

Employees who are removed from performing safety-sensitive functions as a result of this policy must take and pass return-to-duty test before returning to performing safety-sensitive functions. The return-to-duty test will not occur until after a Substance Abuse Professional (SAP) has determined that the employee has successfully complied with prescribed education and/or treatment. The employee must have a negative drug test result and/or an alcohol test with an alcohol concentration of less than 0.02 before resuming performance of safety-sensitive duties. The employee will not be permitted to perform safety-sensitive functions until the start of the employee's next regularly scheduled duty period, but not less than twenty-four (24) hours following administration of the return-to-duty test.

Employees must also comply with the SAP's written follow-up testing plan, which will be administered by the District, or they will not be permitted to perform safety-sensitive duties.

Subject to any collective bargaining agreement or other legal requirements, employees who are eligible to return to performing safety-sensitive functions may not do so without the approval of the Superintendent.

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Legal 49 C.F.R. 382
 49 C.F.R. Part 40

Book	Policy Manual
Section	Policies for Board
Title	THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code	po4362.01
Status	Second reading
Adopted	February 23, 1996
Last Reviewed	February 3, 2021

4362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or reasonably cause concern for his/her physical and/or psychological well-being is strictly forbidden. Examples of such behavior include: threats to cause bodily harm; stalking; bullying; threats to damage real or personal property at the workplace; unusual behavior that a reasonable person would consider threatening. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities.

The Superintendent shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.

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Book	Policy Manual
Section	Policies for Board
Title	ATTENDANCE
Code	po5200
Status	Second reading
Adopted	February 23, 1996
Last Revised	March 2, 2005
Last Reviewed	February 3, 2021

5200 - **ATTENDANCE**

The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the school is in session or during the attendance session to whichs/he has been assigned

A student may be considered a full-time equivalent student provided the student is enrolled in at least six (6) hours of instruction (courses), as defined by State law, per school year.

The Superintendent or his designee shall require, from the parent of each student or from an adult student who has been absent for any reason, a written statementand/or confirmation of the cause for such absence.

The Superintendent or his deisgnee shall develop procedures for the attendance of students which:

- A. ensure a school session which is in conformity with the requirements of the law;
- B. ensure that students absent for any excusable reason have an opportunity to make up work they missed;
- C. ensure the student is not given a failing grade or his/her credit is not unconditionally revoked where lack of attendance is the sole or primary determining factor, but which allow reduction in grade or denial of credit, if the student does not make appropriate use of make-up sessions provided by the instructor or administrator;
- D. govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Such guidelines should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

M.C.L.380.1561, 380.1561(3a-3c), 380.1586(3)

Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

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M.C.L.380.1561, 380.1561(3a-3c), 380.1586(3)

Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Book	Policy Manual
Section	Policies for Board
Title	CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS
Code	po5335
Status	Second reading
Last Reviewed	February 3, 2021

5335 - **CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS**

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designed instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity (in the school setting) so that they have the same access to education as students without disabilities. Such accommodations/modifications/interventions will be provided pursuant to a Section 504 Plan (Form 2260.01 F13).

Chronic health conditions, for the purposes of this policy, shall include:

- A. "peanut" and other food allergies;
- B. allergies;
- C. asthma;
- D. diabetes

All information regarding student identification, health care management, and emergency care shall be safeguarded as personally identifiable information in accordance with Policy 8330 and Policy 8350.

The District will coordinate school health practices for management of a chronic health condition and shall provide for:

- A. identification of individuals with chronic health conditions;
- B. development of individual health care action plans;
- C. coordination of health care management activities by school staff;
- D. communication among school staff who interact with children with chronic health conditions;
- E. development of protocols to prevent exposure/episodic reactions;
- F. awareness and training of school staff regarding Board policy on acute and routine management of chronic health conditions, information on signs and treatment of chronic health conditions, medication and administration, and emergency protocols for dealing with reactions in "unusual" situations such as field trips;

School health practices shall provide students with chronic health conditions the opportunity for:

- A. full participation in physical activities when students are well;
- B. modified activities as indicated by the student's health care action plan, 504 plan, or Individualized Education Plan (IEP);

- C. access to preventative medications before activity (as prescribed by their medical providers) and immediate access to emergency medications during activity;
- D. communication regarding student health status between parents, physicians, teachers (particularly physical education teachers), and coaches;

Healthcare management activities shall include:

- A. procedures to obtain, maintain, and utilize written health care action plans, signed by the child's parents and physician, for each student with a chronic health condition;
- B. a standard emergency protocol in place for students experiencing a distress reaction if they do not have a written health care action plan on site;
- C. established communication strategies for students to use to tell an adult they may be having a health-related problem;
- D. procedures for students to have immediate access to medications in accordance with Policy 5330 and AG 5330 that allow students to self-care and self-administer medications, inhalers, and Epi-pens, as prescribed by a medical professional and approved by parents/guardians;
- E. prevention strategies to avoid causal elements;
- F. case management for students with frequent school absences, school health office visits, emergency department visits, or hospitalizations due to chronic health conditions;
- G. management and care of the student's chronic health condition in the classroom, in any area of the school or school grounds, or at any school-related activity or event;

Staff will be trained about chronic health conditions and their control at least annually in each school in which there is a student with a chronic health condition.

Administrative guidelines shall provide guidance for the implementation of this policy.

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Book	Policy Manual
Section	Policies for Board
Title	EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF STUDENTS
Code	po5610
Status	Second reading
Adopted	February 23, 1996
Last Revised	February 6, 2019
Last Reviewed	February 3, 2021

5610 - EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF STUDENTS

The Board of Education is continually concerned about the safety and welfare of District students and staff and, therefore, will not tolerate behavior that creates an unsafe environment, a threat to safety or undue disruption of the educational environment.

Factors to be Considered Before Suspending or Expelling a Student

The Board of Education also recognizes that exclusion from the educational program of the schools is a severe sanction that should only be imposed after careful and appropriate consideration.

Except as otherwise noted below with respect to possession of a firearm in a weapon-free school zone, if suspension or expulsion of a student is considered, the Board (Superintendent) shall consider the following factors prior to making a determination of whether to suspend or expel:

- A. the student's age
- B. the student's disciplinary history
- C. whether the student has a disability
- D. the seriousness of the violation or behavior
- E. whether the violation or behavior committed by the student threatened the safety of any student or staff member
- F. whether restorative practices will be used to address the violation or behavior
- G. whether a lesser intervention would properly address the violation or behavior

The **Board** will exercise discretion over whether or not to suspend or expel a student. In exercising that discretion for a suspension of more than ten (10) days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the **Board** can demonstrate that it considered each of the factors listed above. For a suspension of ten (10) days or fewer, there is no rebuttable presumption, but the **Board** will still consider these factors in making the determination.

Restorative Practices

The **Board** shall consider using restorative practices as an alternative to or in addition to suspension or expulsion. If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices that emphasize repairing the harm to the victim and school community caused by the student's misconduct.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment and cyberbullying.

If the **Board** decides to utilize restorative practices as an alternative to or in addition to suspension or expulsion, the restorative practices may include victim-offender conferences that:

- A. are initiated by the victim;
- B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;
- C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");
- D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.

The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Due Process

The Board recognizes exclusion from the educational programs of the District, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without appropriate due process, since exclusion deprives a child of the right to an education. The Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours. However, if an emergency removal may result in a suspension, then due process must be ensured.

In all cases resulting in short-term suspension, long-term suspension or expulsion, appropriate due process rights described in Policy 5611 and AG 5610 must be observed. The Director of Special Education shall check to make sure the student is not classified as disabled under Section 504. Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with their rights under Federal law.

For purposes of this policy, suspension shall be either short-term (not more than ten (10) days) or long-term (for more than ten (10) days but less than permanent expulsion) removal of a student from a regular District program. The Superintendent may suspend a student for a period not to exceed 10 school days.

For purposes of this policy, unless otherwise defined in Federal and/or State law, expulsion is defined as the permanent exclusion of a student from the District. Students who are expelled may petition for reinstatement as provided below.

Emergency Removal or Short-Term Suspension

A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct, or he/she may be given a short-term suspension by the Superintendent. A student so removed may not

be allowed to attend other classes taught by other teachers during the term of the one (1) day removal. A student removed from the same class for ten (10) days will be entitled to the process for short-term suspensions outlined in AG 5610. A student removed from the same class for more than ten (10) days will be entitled to the process for long-term suspensions outlined in AG 5610. The Board designates the Superintendent as its representative at any hearings regarding the appeal of a suspension.

Long-Term Suspension or Expulsion

Due process set out in Policy 5611 and AG 5610 shall be followed in all circumstances in which a student may be expelled or suspended for a period of more than ten (10) days.

The Superintendent may recommend to the Board a long-term suspension or that a student be expelled.

In all cases resulting in short-term suspension, long-term suspension, or expulsion, appropriate due process rights must be observed. In determining whether a student is to be suspended or expelled, District Administrators shall use a preponderance of evidence standard.

The Superintendent shall develop procedures to implement this policy that shall include the following:

- A. strategies for providing special assistance to students in danger of being expelled and not achieving the academic outcomes of the District's core curriculum;
- B. standards of behavior for all students in accordance with District Board policy on student discipline;
- C. procedures that ensure due process; and
- D. provision for make-up work at home, when appropriate.

When making a determination whether or not a student will be expelled or permanently excluded under this policy, the Superintendent shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - Information Management (i.e. "Litigation Hold")) created and/or received as part of an investigation.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Persistent Disobedience or Gross Misconduct/CSC Against Another District Student

Any student may be removed from the classroom, and/or, after consideration of the factors identified above, suspended or expelled for persistent disobedience or gross misconduct or if the student commits criminal sexual conduct against another student enrolled in the District regardless of the location of the conduct. A student may not be expelled or excluded from the regular school program based on pregnancy status.

In recognition of the negative impact on a student's education, the Board encourages the District's administrators to view suspensions, particularly those over ten (10) days, and permanent expulsions as discipline of last resort, except where these disciplines are required by law. Alternatives to avoid or to improve undesirable behaviors should be explored when possible prior to implementing or requesting a suspension or expulsion.

Physical and Verbal Assault

Unless a different determination is made after consideration of the factors identified above, the District shall permanently expel a student in grade six or above if that student commits physical assault at school against a staff member, a volunteer, or a contractor.

Unless a different determination is made after consideration of the factors identified above, the District shall suspend or expel a student in grade six or above for up to one hundred eighty (180) school days if the student commits physical assault at school against another student.

Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

Unless a different determination is made after consideration of the factors identified above, the District shall suspend or expel a student in grade six or above and may discipline, suspend or expel a student in grade five (5) and below for a period of time as determined at the Board's discretion if the student commits verbal assault at school against a District employee, volunteer, or contractor or makes a bomb threat or similar threat directed at school building, property, or at a school-related activity.

Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

The District may provide appropriate instructional services at home for an expelled student not placed in an Alternative Education Program. The instructional services provided shall be similar to those provided to homebound or hospitalized students and shall be contracted for in the same manner.

Weapons, Arson, Criminal Sexual Conduct

In compliance with State and Federal law, and unless a different determination is made after consideration of the factors identified above, the District shall expel any student who possesses a dangerous weapon, other than a firearm, in the District's weapon-free school zone (except as noted below), commits either arson or criminal sexual conduct in a school building or on school property, including school buses and other District transportation, or pleads to, is convicted of or is adjudicated of criminal sexual conduct against another student enrolled in the District.

In compliance with State and Federal law, the District shall expel any student who possesses a firearm in the District's weapon-free school zone in violation of State law, unless the student can establish the mitigating factors relating to possession of a dangerous weapon set out below, by clear and convincing evidence.

For purposes of this policy, a "dangerous weapon" is defined by law as a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. This definition also includes other devices designed to (or likely to) inflict bodily harm, including, but not limited to, air guns and explosive devices. The term "firearm" is defined as any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of the explosive, the frame, or the bearer of any such weapon, as well as a firearm muffler, firearm silencer, or any such destructive device.

The District need not expel a student for possession of a dangerous weapon, including a firearm, if the student can establish in a clear and convincing manner the following mitigating factor(s) to the satisfaction of the Board the:

- A. object or instrument was not possessed for use as a weapon, or for direct (or indirect) delivery to another person for use as a weapon; or
- B. weapon was not knowingly possessed; or
- C. student did not know (or have reason to know) that the object or instrument in his/her possession constituted a dangerous weapon; or
- D. weapon was possessed at the suggestion, request, direction of, or with the express permission of the Superintendent or the police.

There is a rebuttable presumption that expulsion for possessing the weapon is not justified if the **Superintendent** determines in writing that the student has established that he or she fits under one of the exceptions above by clear and convincing evidence and that the student has no previous history of suspension or expulsion.

For expulsions for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor, the Superintendent shall provide that the expulsion is duly noted in the student's record, the student is referred to the Department of Human Services or Department of Community Health within three (3) school days after the expulsion, and the parents are informed of the referral. Furthermore, if a student who is expelled is below the age of sixteen (16), the Superintendent shall ensure notification of the expulsion is given to the Juvenile Division of the Probate Court. In compliance with Federal law, the Superintendent shall also refer any student (regardless of age) expelled for possession of a dangerous weapon to the criminal justice or juvenile delinquency system serving the District. In addition, the Superintendent shall send a copy of this policy to the State Department of Education and shall include a description of the circumstances surrounding the expulsion of the student for possessing a firearm or weapon in the District's weapon-free school zone, together with the name of the District, the number of students so expelled, and the types of firearms or weapons brought into the weapon-free school zone.

A student expelled under this policy for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor may apply for reinstatement in accordance with the following guidelines:

- A. If the student is in grade five (5) or below at the time of the expulsion and was expelled for possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after sixty (60) school days from the date of the expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.
- B. If the student is in grade five (5) or below at the time of the ~~expulsion~~ ^{expulsion} and was expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, or emancipated minor may submit a request for reinstatement at any time, but the student may not be reinstated before ten (10) school days from the

expulsion date.

- C. If the student is in grade six (6) or above at the time of the expulsion, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.
- D. The parent, adult student, or emancipated minor shall submit the request for reinstatement to the Superintendent.
- E. Within ten (10) school days after receiving the petition, the Board shall appoint a committee consisting of two (2) Board members, a school administrator, a teacher, and a school-parent representative. During this time period, the Superintendent shall prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.
- F. Within ten (10) school days after being appointed, the committee shall review all pertinent information and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of the following the:
 - 1. extent to which reinstatement would create a risk of harm to students or school staff;
 - 2. extent to which reinstatement would create a risk of school or individual liability for the Board or school staff;
 - 3. age and maturity of the student;
 - 4. student's school record before the expulsion incident;
 - 5. student's attitude concerning the expulsion incident;
 - 6. student's behavior since the expulsion and the prospects for remediation;
- G. The degree of cooperation and support the parent has provided and will provide if the student is reinstated (if the request was filed by a parent), including, but not limited to the parent's receptiveness toward any conditions placed on the reinstatement. Such conditions, for example, might include a written agreement by the student and/or a parent who filed the reinstatement request to accomplish the following:
 - 1. abide by a behavior contract involving the student, his/her parents, and an outside agency;
 - 2. participate in an anger management program or other counseling activities;
 - 3. cooperate in processing and discussing periodic progress reviews;
 - 4. meet other conditions deemed appropriate by the committee;
 - 5. accept the consequences for not fulfilling the agreed upon conditions.

The Board shall make its decision no later than the next regular Board meeting following the committee's submission of its recommendations. The Board's decision shall be final and is not subject to appeal.

In the event a student who has been permanently expelled from another school requests admission to this District, in making its decision, the Board shall follow the same procedure it has established in paragraphs A-F, above, for the reinstatement of a student.

Students expelled for reasons other than dangerous weapons, arson, criminal sexual conduct, or assault upon an employee, volunteer or contractor may also petition the Board for reinstatement. The Board may, at its discretion, consider the petition in accordance with the procedures set forth above or upon any standards and with any procedures it determines appropriate under the circumstances.

The Superintendent shall ensure Board policies and procedures regarding a student's rights to due process are followed when dealing with a possible suspension or expulsion under this policy.

In-School Discipline

The purpose of this policy is to provide an alternative to out of school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board to support such a program.

In-school discipline will only be offered at the discretion of the Superintendent for offenses found in the Student Code of Conduct.

The Superintendent is to establish procedures for the proper operation of such a program and to ensure appropriate due-process procedures are followed as applicable. (See Policy 5630.01)

Due Process Rights

The Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board establishes the following:

A. Students Subject to Short-Term Suspension

Except when emergency removal is warranted, a student must be given at least oral notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The Superintendent or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the Superintendent whose decision will be final.

B. Students Subject to Long-Term Suspension and Expulsion

A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefor, and must also be given an opportunity to appear before the Board with a representative to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and the hearing procedure, a list of the witnesses who will provide testimony to the Board, and a summary of the facts to which the witnesses will testify. At the student/parent's request, the hearing shall be held in closed session, but the Board must act publicly. The Board shall act by providing a written decision on any appeal of an expulsion, a request for reinstatement, or a request for admission after permanent expulsion from another school.

The Superintendent shall develop procedures to ensure all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights shall be placed in all student handbooks, in a manner that facilitates understanding by students and their parents.

Corporal Punishment

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or District through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

- A. restrain or remove a student who refuses to comply with a request to behave or report to the office;
- B. quell a disturbance threatening physical injury to self or others;
- C. obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or
- D. the protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping or any other kind of physical force) as a means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the District contracts for services.

The Superintendent shall provide guidelines, including a list of alternatives to corporal punishment.

Removal, Suspension, and Expulsion of Students with Disabilities

The District shall abide by Federal and State laws in matters relating to discipline, suspension, and expulsion of disabled students.

Legal

M.C.L. 380.1301, 380.1309, 380.1310d, 380.1311

20 U.S.C. 3351

State Board of Education, Resolution to Address School Discipline Issues

Impacting Student Outcomes, Adopted June 12, 2012

Book	Policy Manual
Section	Policies for Board
Title	DUE PROCESS RIGHTS
Code	po5611
Status	Second reading
Adopted	February 11, 1996
Last Revised	February 6, 2019
Last Reviewed	February 3, 2021

5611 - DUE PROCESS RIGHTS

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines which District Administrators shall use when dealing with students:

A. Students subject to short-term suspension:

Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the Superintendent whose decision will be final.

B. Students subject to long-term suspension and expulsion:

A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefor, and an opportunity to appear with a representative before the **Board** to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the **Board** and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion, to a request for reinstatement, or to a request for admission after being permanently expelled from another district (Policy 5610).

In determining whether disciplinary action set forth in this policy is to be implemented, District Administrators shall use a preponderance of evidence standard. Further, any individual charged with making a disciplinary determination under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - Information Management (i.e. "Litigation Hold")) created and/or received as part of an investigation.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Book	Policy Manual
Section	Policies for Board
Title	AUTHORIZATION TO ACCEPT AND DISTRIBUTE ELECTRONIC RECORDS AND TO USE ELECTRONIC SIGNATURES
Code	po6107
Status	Second reading
Adopted	February 5, 2014
Last Reviewed	February 3, 2021

6107 - AUTHORIZATION TO ACCEPT AND DISTRIBUTE ELECTRONIC RECORDS AND TO USE ELECTRONIC SIGNATURES

Unless a provision of law specifically prohibits the use of an electronic record for the specified purpose, the Board of Education authorizes the acceptance and distribution/transmission of electronic records and electronic signatures to and from District staff and other persons, as well as between District staff members. The Board further authorizes District staff to create, generate, send, communicate, receive, store, process, use, and rely upon electronic records and electronic signatures. The Superintendent shall put in place measures to protect the integrity, security, and accessibility of electronic signatures and electronic records to comply with mandates of State and Federal agencies or programs, including Medicaid.

All District staff shall comply with all provisions of the Uniform Electronic Transaction Act when creating, generating, sending, communicating, receiving, storing, processing, using, and relying upon electronic records. Further, all District staff and other persons who use electronic signatures when completing transactions with the Board shall do so in compliance with State law.

The Superintendent is authorized to develop administrative guidelines concerning the acceptance and distribution/transmission of electronic records and electronic signatures. After giving due consideration to security, the Superintendent may specify the following:

- A. The manner and format in which the electronic records must be created, generated, sent, communicated, received, and stored, and the systems established for those purposes.
- B. If electronic records must be signed by electronic means, the type of electronic signature that is required, the manner and format in which the electronic signature must be affixed to the electronic record, and the identity of, or criteria that must be met by any third party used by a person filing a document to facilitate the process.
- C. Control processes and procedures as appropriate to provide for adequate preservation, disposition, integrity, security, confidentiality, and auditability of electronic records.
- D. Any other required attributes for electronic records that are specified for nonelectronic records or reasonably necessary under the circumstances.

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Legal	15 U.S.C. 7001 et seq M.C.L. 450.831-450.849
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Book	Policy Manual
Section	Policies for Board
Title	PAYROLL DEDUCTIONS
Code	po6520
Status	Second reading
Adopted	February 5, 2014
Last Revised	February 5, 2014
Last Reviewed	February 3, 2021

6520 - **PAYROLL DEDUCTIONS**

The Board authorizes in accordance with the provisions of law or upon proper authorization on the appropriate form that deductions be made from an employee's paycheck form for the following purposes:

- A. Federal and State income tax
- B. Social Security
- C. Municipal income tax
- D. Public School Employees Retirement System
- E. Michigan Public School Employment Retirement System (MPSERS) Tax Deferred Payment (TDP) plan
- F. Section 125 deductions (cafeteria plans)
- G. U.S. Savings Bonds
- H. direct deposit in a chartered credit union and/or bank
- I. contributions to charitable corporations, not-for-profit, and community fund organizations
- J. payment of group insurance premiums for a plan in which at least ten percent (10%) of the District employees participate
- K. payment for benefits of part-time employees who elect to participate in benefits provided to full-time staff
- L. court-ordered judgments

To the extent permitted by law and in accordance with the procedures set forth below, the Board of Education declares its willingness to enter into an agreement with any of its employees whereby the employee agrees to take a reduction in salary with respect to amounts earned after the effective date of such agreement in return for the Board's agreement to use a corresponding amount to purchase an annuity for such employee (or group of employees desiring the same annuity company) from any company authorized to transact the business as specified in law in accordance with Section 403(b) and 457(b) of the Internal Revenue Code, and in accordance with the District's administrative guidelines. However, it shall be clearly understood that the Board's only function shall be the deduction and remittance of employee funds.

In any case, where the employee designates the agent, broker or company through whom the Board shall arrange for the placement or purchase of the tax-sheltered annuity, the agent, broker or company must execute a reasonable service agreement, an information-sharing agreement, and/or other similar agreements as determined at the discretion of the District. The service agreement shall include a provision that protects, indemnifies, and holds the District harmless from any liability attendant to procuring the annuity in accordance with provisions of the Internal Revenue Code and other applicable Federal or State law.

The Board may limit the number of participating providers and select approved providers.

The Board, by providing employees with payroll deduction services for annuities and tax-deferred compensation plans, is not providing any financial advice to employees and is not vouching for the suitability of any investment or any annuity provider. The District assumes no responsibility or liability for any investment decisions or losses with respect to employee annuity purchases.

Said agreement shall comply with all of the provisions of law and may be terminated as said law provides upon notice in writing by either party. Employees shall notify the Superintendent's Office in writing if they wish to participate in such a program.

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Legal

M.C.L. 380.1224, 408.477; 423.210 (2012 P.A. 53)

M.E.A. v. Secretary of State, (on rehearing) 489 Mich. 104 (2011)

Mich. OAG 7187 (2006)

Book	Policy Manual
Section	Policies for Board
Title	SCHOOL CALENDAR
Code	po8210
Status	Second reading
Adopted	February 23, 1996
Last Revised	November 6, 2019
Last Reviewed	February 3, 2021

8210 - SCHOOL CALENDAR

The Board of Education shall ensure that its school calendar complies with the common calendar adopted by the Van Buren Intermediate School District (ISD) unless the District is statutorily exempt from this requirement or receives a waiver from the Superintendent of Public Instruction in compliance with State law. The common calendar will identify the specific dates for each school year when school will not be in session for at least a winter holiday break, and a spring break for at least the next five (5) school years, and may further describe them more generally for subsequent school years as long as the dates can be readily determined. This calendar shall be posted on the District's website and distributed to the District's constituents. The calendar shall provide for the instructional program of the schools, for orderly educational planning, and for the efficient operation of the District.

The Board shall determine annually the total number of days when the schools will be in session for instructional purposes. To avoid withholding of State-school aid payments, the number of days and number of hours will be in accordance with statute. The Board shall ensure that school is not in session before Labor Day, unless the District is statutorily exempt from this requirement or receives a waiver from the Superintendent of Public Instruction in compliance with State law.

A school session shall not be held on the following public holidays in Michigan Public Schools: January 1st, New Year's Day; the last Monday of May, Memorial or Decoration Day; July 4th, Independence Day; the first Monday in September, Labor Day; the fourth Thursday of November, Thanksgiving Day; and December 25th, Christmas Day.

If one (1) of these days falls on Sunday, the Monday following shall be a public holiday in the public schools.

The District shall provide at least 1,098 hours during 180 days of student instruction per school year, unless it obtains a waiver from this requirement.

The District's Superintendent is authorized to work with the Intermediate School District on the development of a common calendar for all of the districts in the ISD.

No more than six (6) days of student instruction lost due to conditions not within the control of the District (e.g., severe storms, fires, epidemics, and health conditions), can be counted as a part of the required minimum hours/days of instruction. With the approval of the Superintendent of Public Instruction, not more than three (3) additional days or the equivalent number of additional hours for which instruction is not provided due to unusual and extenuating occurrences resulting from conditions not within the control of school authorities (such as those conditions described above) shall be counted. Hours lost due to strikes by District staff or to teacher conferences, unless approved as qualifying professional development in accordance with State law, shall not be counted as hours of instruction.

The Superintendent shall certify to the Department of Education by no later than August 1st of each year, the number of hours of student instruction during the previous school year.

M.C.L. 380.1284, 380.1284a, 380.1284b

M.C.L. 380.1175, 388.1701

A.C. Rule R340.10 et seq.

Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Legal

M.C.L. 380.1284, 380.1284a, 380.1284b

M.C.L. 380.1175, 388.1701

A.C. Rule R340.10 et seq.

Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Book	Policy Manual
Section	Policies for Board
Title	STUDENT ABUSE AND NEGLECT
Code	po8462
Status	Second reading
Adopted	February 23, 1996
Last Revised	April 12, 2017
Last Reviewed	February 3, 2021

8462 - STUDENT ABUSE AND NEGLECT

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Each professional staff member employed by this District and all other persons employed by this District who are mandatory reporters under the law who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means.

The professional staff member or other mandatory reporter or appropriate administrator in the presence of the staff member shall immediately contact Michigan Department of Health and Human Services (MDHHS) Centralized Intake , by telephone, or, if available, through the online reporting system, of the suspected child abuse or child neglect. If an oral report is made by telephone, the reporting person shall file a written report within seventy-two (72) hours of making the oral report as required by the Child Protection Law and shall secure prompt medical attention for any such injuries reported.

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

Any support staff member who has reasonable cause to suspect child abuse or neglect shall immediately report any such case to the principal or his/her supervisor who shall, in turn, immediately contact the Michigan Department of Health and Human Services (MDHHS) Centralized Intake by telephone, or, if available, through the online reporting system, of the suspected child abuse or child neglect. If an oral report is made by telephone, the reporting person shall file a written report within seventy-two (72) hours of making the oral report as required by the Child Protection Law.

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and subjects the disseminator to civil liability for resulting damages.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by a staff member. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent.

The Board authorizes the Superintendent to develop a protocol that addresses the prevention of sexual abuse of children. The protocol shall include at least the:

- A. age-appropriate, evidence-based curriculum and instruction for students in grades pre-K to 5 concerning child sexual abuse awareness and prevention;
- B. training for school personnel on child sexual abuse, including, but not limited to, training on supportive, appropriate response to disclosure of abuse;
- C. providing educational information to parents or guardians on the warning signs of a child being sexually abused and information on needed assistance, referral, or resources:

This information may be provided in the student handbook that is distributed to students, parents, and guardians.

- D. available counseling and resources for students affected by sexual abuse;
- E. emotional and educational support for a student affected by sexual abuse to allow the student to continue to be successful in school;
- F. a review of the system that is in place in the District to education and support personnel who are required to report child abuse or neglect under Section 3 of the Child Protection Law, 1975 PA 238, M.C.L. 722.6223, and the process in place for making those mandatory reports.

This review should include an analysis of the level of compliance with the mandatory reporting requirements and suggestions to improve compliance.

M.C.L. 380.1505, 722.621 et seq.

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Legal M.C.L. 380.1505, 722.621 et seq.

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.