

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 April 13, 2022, beginning at 4:00 PM in the Van Buren Conference Center
490 S Paw Paw Street
Lawrence, MI 49064.

Van Buren ISD is in compliance with the Michigan Department of Health and Human Services Epidemic Order under MCL 333.2221.

The public is invited to attend the Van Buren Intermediate School District Board of Education meetings. 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, please contact Dave Manson, Superintendent at dmanson@vbisd.org.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. REGULAR MEETING

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

1. Minutes

2

A **Regular Meeting** of the Van Buren Intermediate School District Board of Education was held in person on **March 9, 2022**, in the Board of Education office and called to order at **4:00 PM**. Members Present: Sage, Weiss, Kent, Faul, and Middaugh. Members Absent: None.

Weiss moved to approve the Consent Agenda for March 9, 2022, as follows: (*February 9, 2022 Minutes, Voucher Budget Summary, Imprest, and Payroll Summary*) Supported by Kent. Roll call vote: Sage – yes, Weiss – yes, Kent – yes, Faul – yes, and Middaugh – yes. Motion carried.

Sage moved to approve Superintendent/Board Travel as presented and shown below:

Pre-Approval

NAME	DATES	LOCATION	ESTIMATED COST
Kenneth Kent	February 25-27, 2022	MASB Winter Institute Virtual Conference/CBA Classes	\$630.00
John Weiss	February 25-27, 2022	MASB Winter Institute Virtual Conference/CBA Classes	\$270.00

Post Approval

NAME	DATES	LOCATION	ACTUAL COST
Dave Manson	January 17-20, 2022	MAISA Mid-Winter Conference Amway Grand Plaza Grand Rapids, Michigan	\$775.96

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

Board president, Middaugh attended the 2022 Van Buren Tech National Honor Society ceremonies held in February 2022. Board members Weiss, Middaugh and Faul attended the First Lego League event for GSRP students on February 23, 2022. The 2022 MASB Winter Institute was attended by board members Kent and Weiss in March. Board members Faul and Kent participated in the MASB Superintendent Evaluation Training on March 8, 2022. Board Department updates were provided to the Board.

Weiss made the motion to approve the following resolution:

RESOLVED, that the Board of Education appoint a District-Wide Professional Development Advisory Committee and approve up to 29 hours of professional development to count as hours of pupil instruction for the 2022-2023 school year.

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

Kent made the motion to approve the following resolution:

RESOLVED, that the VBISD Board of Education approve five additional days for Gary Brown for the 2021-22 school year.

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

Sage made the motion to approve the following resolution:

RESOLVED, that the general appropriations for the General, Special Education, Career Technical Education, and Debt Service Funds of the Van Buren Intermediate School District for the 2021-22 school year are amended as shown in Attachments 1-5.

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

Faul made the motion to approve the following resolution:

RESOLVED that the Board of Education employ the staff below:

	<u>Salary*</u>	<u>Start Date</u>
Severiano Sandoval (<i>IT Support Specialist</i>)	\$35,000	2/28/2022
Joshua Hamelink (<i>IT Support Specialist</i>)	\$31,000	3/07/2022
Annalisa Davenport (<i>CTC Teacher</i>)	\$57,870	2/14/2022
Britani Olds (<i>Human Resources Administrator</i>)	\$84,000	3/14/2022

**All salaries are based on the 2021-2022 salary schedule.*

Supported by Weiss. Voice vote. Motion carried.

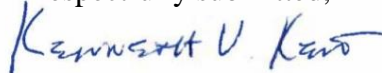
Kent made the motion to approve the following resolution:

RESOLVED that the Board of Education accept the resignation of Gary Brown effective June 30, 2022.

Supported by Sage. Voice Vote. Motion carried.

Meeting adjourned at **5:02 PM**.

Respectfully submitted,



Kenneth Kent, Secretary
Van Buren Intermediate School District
Board of Education, Lawrence, Michigan

Summary of Significant Changes made to 2021-22 Budgets

The proposed changes to the 2021-22 budgets are predominately a result of new or increased funding sources which resulted in the hiring of new staff and program expansion. In addition, a budget was created for a Debt Service Fund. This fund will record the receipt of tax funds from the Special Education Fund and the principal and interest payments related to the 2021 Building and Site Bonds.

The following table describes the changes that were out of the norm and/or had a significant impact on the budget.

Type	Description	Net increase (decrease)
	GENERAL FUND	
State Sources	Increase in Early Literacy Teacher Coaches Grant	\$93,909
	Increase in Mental Health and Support Services Grant	\$422,678
	Increase for TRAILS Program Grant	\$96,428
	Increase in GSRP Program Grant	\$535,128
	Increase in Section 81 Intermediate District Funding	\$59,000
Federal Sources	Increase for federal revenue earned in 2020-21 but not recognized until 2021-22	\$257,335
Incoming Transfers and Other Transactions	Increase for Technology Services to Local Schools	\$97,746
	Increase in Instructional & Mental Health Services to Local Schools	\$796,400
	Increase for Transportation Services to Local School	\$102,000
Instruction-Basic Needs	Increase in GSRP Programming	\$298,000
Support Services-Pupil	Increase in Staffing for Mental Health and Support Services	\$988,000
Support Services- Instructional Staff	Increase for Instructional Improvement Coaches, TRAILS Program and Hiring of Administrator for the Whole Child Services	\$497,000
Support Services-General Administration	Increase due to change in Superintendent	\$138,000
Support Services- Transportation	Increase for providing transportation services to Lawrence Public Schools	\$102,000
Support Services-Central	Increase Related to Staffing Changes	\$405,000
	SPECIAL EDUCATION FUND	

State Sources	Increase in State Aid Special Education Funding	\$474,600
Federal Sources	Decrease in Anticipated Use of Federal Grants	\$(526,000)
Instruction Added Needs	Decrease in Projected Use of Federal Funds	\$(1,200,000)
Supporting Services-Transportation	Increase for purchase of 10 Passenger Vans	\$116,853
Supporting Services-Central	Increase in Technology Costs for Staffing and Contracted Services	\$162,000
Facilities Construction and Improvements	Decrease Due to Reclassification of BGLC Building Project to Capital Projects Fund	\$(1,950,000)
Transfers Out	Property tax revenue assigned to Debt Service Fund	\$1,272,650
	CAREER TECHNICAL EDUCATION FUND	
Instruction Added Needs	Increase for tuition, supplies and equipment	\$151,206
Supporting Services Pupil	Increase for new staff position	\$112,600

**GENERAL FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2022**

REVENUES	ACTUAL 2018-19	ACTUAL 2019-20	ACTUAL 2020-21	ORIGINAL BUDGET 2021-22	PROPOSED BUDGET 2021-22
<i>Local Sources</i>	813,440	1,104,581	883,605	889,943	983,370
<i>Non-Educational Entity Sources</i>	4,789	4,967	3,867	3,867	1,985
<i>State Sources</i>	5,118,261	6,075,509	6,673,894	5,822,854	7,092,596
<i>Federal Sources</i>	2,991,895	2,696,021	2,452,713	3,384,655	3,565,840
<i>Incoming Transfers and Other Transactions</i>	516,887	859,353	1,153,209	1,023,154	2,021,300
TOTAL REVENUES	9,445,272	10,740,431	11,167,288	11,124,473	13,665,091
EXPENDITURES					
<i>Instruction</i>					
<i>Basic Program</i>	1,026,108	1,271,293	1,584,614	1,468,409	1,771,125
<i>Added Needs</i>	1,117,080	1,089,505	1,054,733	1,244,115	1,163,534
<i>Adult Continuing Education</i>	70,597	57,461	46,960	80,887	80,887
<i>Supporting Services</i>					
<i>Pupil</i>	1,228,264	1,464,310	1,863,622	2,088,715	3,018,152
<i>Instructional Staff</i>	2,143,177	2,697,846	2,461,084	2,722,807	3,245,803
<i>General Administration</i>	458,900	462,305	595,393	460,968	604,135
<i>School Administration</i>	10,000	13,000	15,000	15,000	19,200
<i>Business</i>	964,585	1,035,450	1,117,721	1,085,496	1,097,372
<i>Operations and Maintenance</i>	623,407	644,216	627,982	685,351	826,406
<i>Transportation</i>	136,472	149,754	92,406	155,742	254,562
<i>Central</i>	1,787,339	2,233,578	2,288,173	2,293,747	2,738,147
<i>Community Services</i>	305,650	321,592	279,582	307,000	336,228
<i>Facilities Construction and Improvements</i>	35,376	26,778	5,874	154,000	154,000
<i>Outgoing Transfers and Other Transactions</i>	1,159,730	1,273,491	832,990	622,700	744,020
TOTAL EXPENDITURES	11,066,685	12,740,579	12,866,134	13,384,937	16,053,571
EXCESS OF REVENUES OVER EXPENDITURES	(1,621,413)	(2,000,148)	(1,698,846)	(2,260,464)	(2,388,480)
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	0	0	0	0	3,200
<i>Transfer In</i>	1,890,437	1,971,025	1,981,382	2,028,946	2,115,651
<i>Transfers out</i>	(207)	(120,363)	(50,549)	0	(90)
TOTAL OTHER FINANCING SOURCES (USES)	1,890,230	1,850,662	1,930,833	2,028,946	2,118,761
NET CHANGE IN FUND BALANCE	268,817	(149,486)	231,987	(231,518)	(269,719)
FUND BALANCE, JULY 1	2,057,525	2,333,603 *	2,184,117	2,416,104	2,416,104
FUND BALANCE, JUNE 30	2,326,342	2,184,117	2,416,104	2,184,586	2,146,385

* Fund Balance restated due to adoption of GASB Statement 84

**SPECIAL EDUCATION FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2022**

REVENUES	ACTUAL 2018-19	ACTUAL 2019-20	ACTUAL 2020-21	ORIGINAL BUDGET 2021-22	PROPOSED BUDGET 2021-22
<i>Local Sources</i>	15,131,194	15,232,511	19,530,523	19,882,823	19,763,552
<i>Non-Educational Entity Sources</i>	42,304	44,023	34,275	34,275	59,500
<i>State Sources</i>	10,041,375	10,009,961	10,075,818	10,223,223	10,724,713
<i>Federal Sources</i>	3,603,136	4,121,195	4,359,242	5,095,661	4,569,619
<i>Incoming Transfers and Other Transactions</i>	142,841	273,199	148,877	63,100	69,100
TOTAL REVENUES	28,960,850	29,680,889	34,148,735	35,299,082	35,186,484
EXPENDITURES					
<i>Instruction</i>					
<i>Added Needs</i>	8,719,342	8,597,060	8,730,291	10,397,360	9,178,988
<i>Supporting Services</i>					
<i>Pupil</i>	9,786,861	10,230,460	10,640,089	12,009,556	12,088,322
<i>Instructional Staff</i>	3,065,977	3,152,973	3,060,063	3,294,460	3,168,904
<i>Business</i>	23,928	50,590	21,673	32,717	32,717
<i>Operations and Maintenance</i>	924,575	946,797	1,047,891	1,269,301	1,356,459
<i>Transportation</i>	2,919,292	2,322,619	2,767,310	2,878,202	3,085,088
<i>Central</i>	206,179	224,935	229,411	262,468	421,655
<i>Community Services</i>	44,214	25,762	31,212	32,111	43,161
<i>Facilities Construction and Improvements</i>	283,311	1,475,956	1,639,700	2,532,000	582,000
<i>Debt Service</i>					
<i>Principal</i>	0	0	0	102,483	102,483
<i>Interest</i>	0	0	0	15,300	15,300
<i>Outgoing Transfers and Other Transactions</i>	1,093,647	1,031,570	3,045,987	3,048,000	3,073,595
TOTAL EXPENDITURES	27,067,326	28,058,722	31,213,627	35,873,958	33,148,672
EXCESS OF REVENUES OVER EXPENDITURES	1,893,524	1,622,167	2,935,108	(574,876)	2,037,812
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	9,114	10,440	4,400	4,000	18,000
<i>Proceeds from Long term Loan</i>	0	0	541,925	0	0
<i>Transfer In</i>	72,361	132,189	45,517	54,000	54,090
<i>Transfers out</i>	(991,937)	(1,088,825)	(1,105,161)	(1,150,446)	(2,509,801)
TOTAL OTHER FINANCING SOURCES (USES)	(910,462)	(946,196)	(513,319)	(1,092,446)	(2,437,711)
NET CHANGE IN FUND BALANCE	983,062	675,971	2,421,789	(1,667,322)	(399,899)
FUND BALANCE, JULY 1	4,475,586	5,460,038 *	6,136,009	8,557,798	8,557,798
FUND BALANCE, JUNE 30	5,458,648	6,136,009	8,557,798	6,890,476	8,157,899

* Fund Balance restated for adoption of GASB Statement 84

**CAREER TECHNICAL EDUCATION FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2022**

<u>REVENUES</u>	<u>ACTUAL 2018-19</u>	<u>ACTUAL 2019-20</u>	<u>ACTUAL 2020-21</u>	<u>ORIGINAL BUDGET 2021-22</u>	<u>PROPOSED BUDGET 2021-22</u>
<i>Local Sources</i>	10,171,480	10,578,213	10,410,306	10,947,314	10,980,514
<i>Non-Educational Entity Sources</i>	31,731	33,020	25,709	25,709	35,102
<i>State Sources</i>	2,977,659	3,014,427	1,429,238	1,392,989	1,350,334
<i>Federal Sources</i>	144,151	146,527	145,652	138,788	172,246
<i>Incoming Transfers and Other Transactions</i>	314,010	322,567	308,172	351,000	351,000
TOTAL REVENUES	13,639,031	14,094,754	12,319,077	12,855,800	12,889,196
<u>EXPENDITURES</u>					
<i>Instruction</i>					
<i>Added Needs</i>	5,781,003	5,754,198	6,173,079	7,271,728	7,488,225
<i>Supporting Services</i>					
<i>Pupil</i>	1,159,422	1,189,294	1,145,126	1,381,888	1,544,965
<i>Instructional Staff</i>	668,207	627,801	618,900	811,809	872,902
<i>School Administration</i>	560,901	592,239	589,782	610,579	635,024
<i>Business</i>	60,870	66,196	69,979	67,939	71,739
<i>Operations and Maintenance</i>	856,600	781,085	786,283	1,002,883	1,080,627
<i>Transportation</i>	7,492	4,518	1,888	18,884	18,884
<i>Central</i>	43,594	37,643	47,021	59,450	147,365
<i>Community Services</i>	31,310	34,807	8,629	45,690	45,690
<i>Facilities Construction and Improvements</i>	480,721	342,958	188,871	580,750	562,441
<i>Outgoing Transfers and Other Transactions</i>	1,737,387	1,599,680	666	0	0
TOTAL EXPENDITURES	11,387,507	11,030,419	9,630,224	11,851,600	12,467,862
EXCESS OF REVENUES OVER EXPENDITURES	2,251,524	3,064,335	2,688,853	1,004,200	421,334
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	3,579	0	6,085	1,000	13,000
<i>Transfer In</i>	0	61,112	37,873	0	0
<i>Transfers out</i>	(1,021,153)	(2,866,763)	(2,695,803)	(929,000)	(1,096,102)
TOTAL OTHER FINANCING SOURCES (USES)	(1,017,574)	(2,805,651)	(2,651,845)	(928,000)	(1,083,102)
NET CHANGE IN FUND BALANCE	1,233,950	258,684	37,008	76,200	(661,768)
FUND BALANCE, JULY 1	7,979,626	9,221,202 *	9,479,886	9,516,894	9,516,894
FUND BALANCE, JUNE 30	9,213,576	9,479,886	9,516,894	9,593,094	8,855,126

* Fund Balance Restated for Adoption of GASB Statement 84

**DEBT SERVICE FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2022**

REVENUES	ACTUAL <u>2018-19</u>	ACTUAL <u>2019-20</u>	ACTUAL <u>2020-21</u>	ORIGINAL BUDGET <u>2021-22</u>	PROPOSED BUDGET <u>2021-22</u>
<i>Local Sources</i>	0	0	0	0	0
<i>State Sources</i>	0	0	0	0	0
<i>Incoming Transfers and Other Transactions</i>	0	0	0	0	0
TOTAL REVENUES	0	0	0	0	0
EXPENDITURES					
<i>Debt Service</i>					
<i>Principal</i>	0	0	0	0	1,225,000
<i>Interest</i>	0	0	0	0	25,000
TOTAL EXPENDITURES	0	0	0	0	1,250,000
EXCESS OF REVENUES OVER EXPENDITURES	0	0	0	0	(1,250,000)
OTHER FINANCING SOURCES (USES)					
<i>Transfer In</i>	0	0	0	0	1,272,650
<i>Transfers out</i>		0		0	0
TOTAL OTHER FINANCING SOURCES (USES)	0	0	0	0	1,272,650
NET CHANGE IN FUND BALANCE	0	0	0	0	22,650
FUND BALANCE, JULY 1	0	0	0	0	0
FUND BALANCE, JUNE 30	0	0	0	0	22,650

2. Voucher/Budget Composite & Cash Flow Summary Vouchers

11

Van Buren Intermediate School District
March 2022

Imprest Fund Vouchers	\$ 501,268.11
Payroll Fund Vouchers	3,521,475.93
Purchasing Card Vouchers	72,987.77
EDUSTAFF ACH Payments	13,745.00
	\$ 4,109,476.81

Budget-to-Expenditure Comparison 21-22

Fund	Budget	Actual & Encumbered Expenses	Unencumbered Balance	Year-to-Date Variance
General	16,053,571	9,231,256	6,822,315	2,140,024
Special Education	35,658,473	15,349,737	20,308,737	9,908,349
Vocational Education	13,563,964	6,796,904	6,767,060	2,810,903
Food Service	103,755	49,746	54,009	23,747
Capital Projects	0	225,689	N/A	(225,689)

Cash Flow Summary

	Ending Balance 1/31/2022	Cash Receipts	Cash Disbursements	Ending Balance 2/28/2022
General	539,618	1,077,132	1,005,702	611,048
Special Education	926,257	2,187,238	2,145,995	967,500
Vocational Education	5,040,005	808,308	741,934	5,106,380
Student Activity Fund	33,620	10	0	33,630
Food Service	66,076	391	4,849	61,618
Capital Projects	5,000,000	0	41,236	4,958,764
	11,605,575	4,073,080	3,939,715 *	11,738,940

* 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
4/1/2022

GENERAL	424,685.61
SPECIAL EDUCATION	879,901.58
VOCATIONAL EDUCATION	278,197.97
STUDENT ACTIVITY FUND	0.00
FOOD SERVICE FUND	0.00
TOTAL PAYROLL	<hr/> 1,582,785.16

IMPREST VOUCHER SUMMARY
April 2022

FUND NAME	CHECKS	PURCHASING CARDS	TRANSFERS/ INTEREST/FEES	TOTAL
General Fund	485,130.66		(12,883.74)	472,246.92
Special Education	921,529.33		6,263.20	927,792.53
Vocational Education	554,383.25		6,620.54	561,003.79
Capital Projects	35,290.20			35,290.20
Health Consortium				0.00
Student Activity Fund				0.00
Food Service Fund	11,965.43			11,965.43
TOTAL	2,008,298.87	0.00	0.00	2,008,298.87

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

16

CONFERENCE ATTENDANCE

Superintendent/Board of Education

April 13, 2022

Pre-Approval

NAME	DATES	LOCATION	ESTIMATED COST
Kenneth Kent	April 22-24, 2022	MASB Spring Institute 2022 Livingston RESA Howell, Michigan	\$345.00
Mary Ann Middaugh	April 22-24, 2022	MASB Spring Institute 2022 Livingston RESA Howell, Michigan	\$456.00

Post Approval

			COST



Upcoming Events

April 13 (Wednesday)

4:00 pm – 5:30 pm

Board of Ed Meeting

Van Buren Conference Center

6:00 pm

[Spring Concert](#)

BGLC Transition Classroom

Lawrence High School

April 28 (Thursday)

4:30 pm – 5:00 pm

Groundbreaking Ceremony

Bert Goens Learning Center

5:00 pm – 6:00 pm

Board of Ed Dinner

Van Buren Tech – North Dining Room

6:00 pm – 7:00 pm

Excellence in Education Award Reception

Parent Advisory Committee

Van Buren Conference Center



May 2022

Annual Plant Sale

To be announced

May 10 (Tuesday)

5:30 pm – 7:00 pm

13th Year Spring Recognition Dinner

Early Middle College

Van Buren Conference Center

May 19 (Thursday)

Graduation Ceremony

Bert Goens Learning Center

Gym at 1:00 pm

May 26 (Thursday)

Graduation Ceremony

Behavioral Education Center (BEC)

Art Room @12 noon

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

20



VBISD

Respect • Integrity • Compassion • Excellence

Date: April 13, 2022
To: Board of Education
From: David D. Manson, Superintendent
Subject: **Superintendent Update**



Michigan Association of School Boards Awards: (Governance & Board Relations, Community Relations, Staff Relations)

On Wednesday, April 27, 2022 several VBISD school board members will participate in a recognition event designed to highlight the achievements of school board members across the State of Michigan. Congratulations go out to the following board members for improving their leadership skills on behalf of VBISD.

Mary Ann Middaugh - Advocacy Skills Specialty Award
Mary Ann Middaugh - Data Specialty Award
John Weiss - Master Boardmember Award
John Weiss - Advocacy Skills Specialty Award
Kenny Kent - Award of Merit
VBISD - Honor Board Whole Board Award

Literacy at the Learning Center: (Staff Relations, Instructional Leadership)

Over the past few weeks, the Learning Center has been hosting “guest readers” designed to promote reading and literacy for students and staff. Recently, Principal Susan Reynolds was caught on camera during a read along in the LC gymnasium.



Countywide School Safety Committee: (Community Relations, Staff Relations, Business & Finance, Instructional Leadership)

On March 25, 2022, the first countywide school safety meeting was held at the Conference Center under the premise that while the districts of Van Buren County have implemented many proactive and reactive measures related to school safety, the interconnectedness of these measures should be smoother from district to district and student to student. The purpose of this committee is to examine what currently exists, identify the gaps in our services, explore additional measures that might be adopted, eliminate extraneous initiatives and work to align them in a seamless manner.




Backpack Giveaway - Reinvention: (Community Relations, Staff Relations, Business & Finance, Instructional Leadership)

After being impacted by the pandemic the last several years, the VBISD Annual Backpack Giveaway will undergo a facelift this coming year. A small committee is hoping to reinvigorate the giveaway by offering additional services that also focus on topics such as: literacy, nutrition, mental health, physical health, accessing community agencies and more.

C. Department Updates
1. Instructional Services

24

Memorandum	
Date:	April 13, 2022
To:	VBISD Board of Education
From:	Cheryl-Marie A. Manson <i>Director of Instructional Services</i>
Subject:	Instructional Services Update



	<p>State Level</p> <p><i>(Leadership, Level of Professional Awareness, Resourcefulness, Creativity and Innovativeness, Planner & Organizer)</i></p>
---	--

Literacy:

The third statewide quarterly literacy coaches meeting was held on February 9th. Topics included the following:

*Time to reflect and review as coaches around Chapters 5 and 6 from Dr. Gholdy Muhammad’s book, [Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy](#)

Literacy

*Writing

- Focusing on genre during writing instruction
- Using rubrics to support effective writing pedagogy
- Vocabulary development during writing instruction

This learning is integrated into coaching cycles throughout our districts.

Math: March’s Early Math Task Force Meeting began with some learning around schoolwide and centerwide practices for literacy and what a resource like that might look like to support math instruction. The Early Math Professional Learning Institute is planning some in-person summer learning with several researchers to build capacity in our leaders to support, sustain, and inspire high quality math instruction for all early learners in Michigan. We also did some work in small groups to build a MICIP Strategy Bank, build self reflection surveys for teachers,

write job descriptions and qualifications for Early Math Specialists, and develop learning outcomes for next school year.

Continuous Improvement:

The MICIP Monitor and Adjust Guide has been updated with several new graphics, new resources, and a bit of new narrative to better align with the recent changes to the platform. This version will also be incorporated into the larger Process Guide when it is updated during Summer 2022. The MICIP platform has undergone several updates this year to help with usability.


As part of the continuous improvement process, schools are asked to identify an area of inquiry. During this first step in the assess needs process, the task of identifying a line of inquiry prompts the team to look at the degree to which a district’s system is or is *not* aligned with the Whole Child tenets of safety, health, challenge/academic press, engagement and belonging. Districts should then create a goal around one of these tenets if they haven’t already. This is another attempt to take a whole child approach to improvement.

Social Emotional Learning:

We continue to participate in MDE’s SEL Community of Practice. This past month we focused on engaging Student Voice within our communities. Heidi also met with the U of M TRAILS team to discuss upcoming training opportunities for School Based Mental Health Staff and District Administrators. These trainings are expected to occur in April.

Mental Health:

During the 31n Implementor’s Meeting this month, we discussed the many initiatives the State of Michigan currently has to support student Mental Health. The state, as well as VBISD, continues to work towards fully implementing BH Works, an online platform for documentation and referral of student services.

	<p style="text-align: center;">County Level <i>(Leadership, Professional Standards & Ethics, Decision Maker, Planner & Organizer, Faculty and Staff Personnel, and Student Achievement)</i></p>
---	--

Adult Ed:

How do we step forward? We continue to evaluate the current state of Adult Education in both Van Buren County and in the entire region. Multiple meetings to obtain information have been held with local districts, Kalamazoo Literacy Council, and employees of Michigan’s Department

of Labor and Economic Opportunity. We are considering current contracts in place with Kalamazoo Literacy Council for multiple services, and how to best utilize those as we expand services. The area of Adult ESL Services seems to be bubbling to the top and conversations have begun, and collaboration will continue, with Angie Gutierrez.

Literacy:

As we continue to explore several writing frameworks as a department, we have two different schools piloting Fountas and Pinnell Writing. Coaches are supporting this work and are also continuously seeking feedback from teachers and students in order to best evaluate this programming.

Our first [College-Level Examination Program® \(CLEP\) Test](#) was administered on March 4th and was a success! We have been very carefully disseminating information throughout the school year as we have worked to open our own CLEP Testing Center at VBISD. Gini Beran, Director, CLEP Outreach and Account Management College-Level Examination Program (CLEP) has spoken at our Secondary Principals Meeting and Curriculum Directors Meeting. Future plans to reach out to stakeholders include connecting with paraprofessionals at VBISD and one-one meetings with local district counselors. Please check out [more information](#) on CLEP and how it can be used to support our current high school students and paraprofessionals in receiving college credit with a very minimal cost.

Math: In order to be able to efficiently share ideas to all districts, the creation of a bank of video resources has begun.

Video Series:

#1: [Meet Amanda](#)

#2: [Regularly Shared Resources](#)

Coming soon:

#3: Unpacking Standards and Creating Clipboards to Track Observable Data

#4: Favorite Classroom Games to Teach Standards

Facebook groups are being piloted for Kindergarten and 2nd Grade in order to connect teachers from different districts and to support the sharing of ideas, resources, and joys of the profession.



MTSS:

Instructional Services will be offering a tune-up series for our schools next year. In this series, all schools in the county will be invited to get a refresher on the basics of MTSS, how to use data to drive instruction and interventions, and how to incorporate both academic and social supports to enrich the whole child. In these sessions, schools will also have an opportunity to network with one another to share successes as well as challenges.

Continuous Improvement:

As the schools in our county focus on continuous improvement work, questions have started to arise. Below is one question that our schools are working around followed by responses for how to navigate it.

How might we create clarity around the various functions, roles and responsibilities of the district and the school?

- Be explicit in the orders of change and talk through the process as you go, acknowledging that this work may feel challenging for some (first/second order change).
- Moving into this as collaborative teams (building and district together) - using that center line (the collaborative functions) as a starting point for where we strive to create the roadmap. This will be helpful to articulate right away...from ME to WE!
- Conversation around why we start with the district - we need to help people that may have previously been "experts" in this work to develop this new understanding.
- Honor where people are at this time as a means to be able to move them forward.
- Readiness will need to include conversations around the *why* for this approach.

Social Emotional Learning:

As many of our buildings work towards the implementation of TRAILS SEL, we had the opportunity to gather feedback about TRAILS successes and have compiled that [here](#). A few highlights include:

- The overall environment of my classroom is now positive and close knit, like a family.
- Students feel more comfortable sharing in the whole group setting. Students are more open about coming into the building.
- A LOT of my students have come to me telling me that they have put some of the tools we have practiced into practice in their normal lives. - At sporting practices, at home, on the bus, at school!
- This has helped students really think and reflect on what they are feeling as well as recognize and show care for their classmates and what they are feeling too.
- I have even learned stuff while teaching it when reading the script to my classes. If I can relate it to a time in my life I felt that way, I have found sharing my story with them so they can see they are not alone helps. I see them nodding along as I tell my stories and how I felt and how this would have helped me in that instance.

Mental Health:

VBISD participated in a Project Aware Site Visit on March 9, hosting guests from MDE and MDHHS. We began the morning in one of our local districts, gathering middle school and high school student input regarding mental health services.

During the visit, students shared that having mental health providers directly in school has helped them receive services. The accessibility of having someone to talk to, who's there specifically to talk to them about their mental health and challenges. has comforted them. Students also shared that in the past they have been unable, or unwilling, to seek outside mental health services due to the stigma of being "crazy." They went on to say that by having providers available at school, the stigma on mental health services will be reduced while simultaneously promoting mental health wellness for staff and students.



After gathering student voices, the team came back to the ISD to meet as a Community Management team to discuss current mental health needs and plans for moving forward. The group was engaged and had great ideas for continuing to provide support to our students and families, as well as improving our systems.

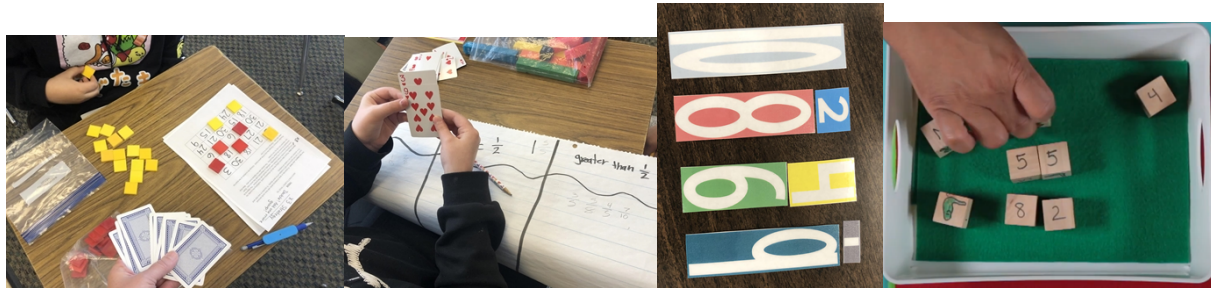
Additionally, we held our last scheduled Youth Mental Health First Aid Training of the year with twenty-four participants. This brings our total number of Van Buren County Educators trained in Youth Mental Health First Aid this school year to 134, far surpassing our goal of 50!

	<h2>Building Level</h2> <p><i>(Leadership, Professional Standards & Ethics, Faculty and Staff Personnel, and Student Achievement)</i></p>
---	---

Literacy:

With consultants in every building across the county, we continue to refine our communication system to ensure we are coordinating work and capitalizing on each consultant’s area of expertise, while remaining responsive, flexible and focused on research-based best practices like MTSS and [Essential Instructional Practices in Literacy](#).

Math: As teachers focus their instruction and pacing on their essential standards, conversations are common around tweaking the language in the essential standards charts in order to gradually increase the rigor in guided practice and on assessment items. Teachers are aligning sample standardized test items to their classroom resources and clarifying the scaffolding used to reach high expectations. Teachers are also seeking out engaging and purposeful games that provide opportunities for students to discuss strategies and work with manipulatives to practice math skills and gain confidence.



Social Emotional Learning (SEL):

Heidi attended a SEL Celebration at Paw Paw High School this month, where she had the opportunity to gather input directly from students and staff in regards to their experience with TRAILS. Students shared that in the beginning they were somewhat hesitant to participate in the lessons, further explaining that it felt somewhat “awkward” to talk about their feelings openly. They also shared that as the lessons went on, it helped them to build relationships with other students and their teachers, as well as learn skills to help identify feelings and to cope when things are rough.


Mrs. Wells, who has been co teaching these lessons for the past few weeks, shared that she has seen the benefit with her students in regards to their willingness to talk about feelings with each other, as well as building relationships across groups that otherwise wouldn't have been created. She shared that the lessons have helped build community in her classroom and that the students can now come to her with their challenges in life. Additionally, the band teacher at Paw Paw High School created the board pictured below as a resource for students to use as they support each other throughout the day.



Mental Health:

This month, our mental health clinicians presented the following at local districts: "Essential Coping for Today's New Normal," "Strengthening Community Series," and Secondary Traumatic Stress.

Along with providing professional learning opportunities, the clinicians continue to work hard to provide quality mental health services to students. A current snapshot in time shows that our clinicians are currently providing ongoing individual therapy services to 342 students throughout Van Buren County.

Memorandum		
Date:	April 13, 2022	
To:	VBISD Board of Education	
From:	Angie Gutiérrez <i>Administrator of Whole Child Services</i>	
Subject:	Whole Child Services Update	

ESL/Migrant Teacher Spotlight: (*Faculty and Staff Personnel/Professional Preparation*)

This month in the newsletter, “The Round Up” I will highlight one of our EL/Migrant Consultants, Beth Martinez. Beth goes above and beyond to meet the needs of our EL and Migrant Students. Elizabeth has done extensive work with Newcomers. This year Covert has had between seventeen and twenty Newcomers. Beth collaborates with teachers to make sure students are set up to be successful.

She recently took a group of 11th/12th graders to a Cesar Chavez event at Western Michigan University. Students were introduced to a variety of services and university programs available at Western Michigan University including the CAMP program and Upward Bound. Current students shared their experiences in these programs. Michael Reyes, a poet, artist and organizer performed live for students. Eduardo Chavez, one of Caesar's grandsons, was the afternoon keynote speaker. He is also a civil rights activist and documentary filmmaker. He shared his film “Hailing Cesar” which illustrates his journey to connect with his grandfather’s legacy. This was a great opportunity for all the students at Covert.

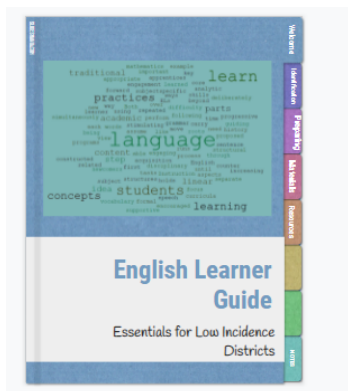


El Consult Spotlight

Beth Martinez has worked at Van Buren ISD for eleven years. Beth earned her undergraduate degree at Anderson University in Spanish/Business. Eventually Beth attended Western Michigan University and earned her teaching certificate. She also earned her masters degree at Cornerstone University in TESOL and also has her masters degree in Literacy Studies from Western Michigan University. She works with our English Learners as well as Migrant students. In the past she also co-taught an El Newcomer class for secondary students in our county at VB-Tech. Beth currently serves the district of Covert. She is very passionate in her work with Newcomers and often helps other educators that have Newcomers in their classrooms. Beth has a wealth of knowledge and is always willing to collaborate with other teachers. Thank you Beth, for the support you provide to students, families, and staff.

Low Incidence English Learners Collaborative Group: (Planner & Organizer and Leadership)

[El Digital Notebook](#)



In January Kelly Alvarez, our English Learner consultant for the State of Michigan asked me to join a small group of educators to collaborate on creating resources for districts that have a low incidence of English learners. I am working with Deb Neddo from Northwest Education Services and Kim Tanis from Mid-Michigan/Belding Area Schools. This digital notebook is a great starting point for educators that are new to English learners, but designed specifically for

districts that have a low incidence of English learners. Many different educators we spoke to found it very difficult to locate resources because they are all located on a variety of different websites or platforms. This digital notebook has all of the resources in one spot. We are now expanding the group and will be meeting to collaborate with more educators at the end of April. The digital notebook will continue to evolve based on the needs of districts. I look forward to the collaboration and have already shared the notebook with our ESL teachers and presented it to principals and curriculum directors in our county.



ID & R Region 2 Update : (*Faculty and staff Personnel, Supervisor, Decision Maker, And Evaluator*)



The Van Buren ISD not only runs a Migrant program, but we are also one of two ID & R (Identification and Recruitment) Centers in the state of Michigan. We oversee Region 2. This means that we are responsible for recruiting Migrant students if they do not have a local Migrant Program to ID and recruit them in this region. I have been working to find recruiters to cover the different areas of the map. Currently we have contracted with Maria Cervantes and Consuelo

Vela from Mason/Ocean County. We also have Susan Narvaez from Kent County and Laura Gonzalez from Berrien County. I have been working closely with Bruce Lack over the past several weeks to develop a plan for these recruiters to identify Migrant students using different data systems, migrant housing lists, and farm lists. I am excited to have these ladies onboard. They all have a wealth of experience and are very knowledgeable. I am excited to see what happens over the next year with recruitment and identification in Region 2.



Van Buren County Comprehensive Needs Assessment of English Learners (*Evaluator, Decision Maker*)

Last month I shared that I have been working on the Comprehensive Needs Assessment for English learners in our county. On March 25th I was able to meet with the superintendents from the county and shared this [comprehensive needs assessment](#). Dave and I also plan on meeting with each district individually to go over more specific findings and recommendations. The goal is to provide equitable services across Van Buren County to our English language learners .

[EL CNA](#)

Some of the things I am exploring include:

- Number of English Learners at each school in the county
- WIDA Proficiency levels of students (21-22)
- WIDA growth percentages from 2017-18; 18-19; 20-21 (No data collected during 19-20)
- Staff to student ratio numbers for EL students
- Time dedicated to Direct EL instruction at each district
- Endorsed ESL (English as a Second Language) or Bilingual Teachers at each district
- Bilingual staff members in each district to meet language access needs
- Plans for staff for the 22-23 school year

- Professional development opportunities each district provides in relation to English Learners
- Curriculum being used at each district

MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: BRITANI OLDS, ADMINISTRATOR FOR HUMAN RESOURCES
RE: HUMAN RESOURCES UPDATE

HUMAN RESOURCES UPDATE

COVID 19 UPDATE: (Policy Implementer, Leadership, Communication Skills)

In March, MDHHS released updated COVID guidance. In alignment with this guidance, VBISD implemented the following guidelines effective March 14.

- Continue to follow the regular cleaning and disinfection procedures.
- If a **student or staff member** tests positive for COVID-19 (Isolation), everyone regardless of vaccination status **is mandated to:**
 - Stay home for 5 days and isolate. To calculate your 5-day isolation period, day 0 is your first day of symptoms. Day 1 is the first full day after your symptoms developed. You can leave isolation after 5 full days.
 - If you have no symptoms or your symptoms are getting significantly better after 5 days, you can return to work
 - Wear a mask for an additional 5 days
 - If you have a fever, continue to stay home until your fever resolves for a 24 hour period
- Extracurricular activities, Food Service, Offices, Recess/Outdoor Activities and Transportation resume pre-pandemic levels.
- Face Coverings are optional.
- Staff and Student Vaccination and Social Distancing is encouraged.

GENERAL UPDATE: (Level of Professional Awareness, Communication Skills, Resourcefulness, Creativity, and Innovativeness, Professional Preparation, Decision Maker, Planner and Organizer, Faculty and Staff.)

I am excited to have joined the VBISD as the Administrator of Human Resources. My onboarding is going great and I look forward to continuing to learn as well as leverage my prior HR experience to continue to enhance and streamline our HR programs and processes. Shout out to Kara Duffy for extra coverage between the transition of Heather and myself!!

We created standard interview questions and a best practice guide for supervisors to utilize when conducting interviews. This provides a structure to help them prepare for the interview, standard questions aligned to our R.I.C.E principles as well as helps create the best possible candidate experience.

I also had the opportunity to attend an eFinance training and will take the learning to begin to work on further system automation of our onboarding and offboarding processes.

MEMO

DATE: APRIL 13, 2022
TO: BOARD UPDATES
FROM: TONDA BOOTHBY
RE: ESSA/ESL/TITLE III/MIGRANT EDUCATION

Science Olympiad on WMU Campus

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

The Region 13 Science Olympiad has a history of gathering hundreds of excited students in a huge gym from which they disperse to compete in multiple events and to wander around the Kalamazoo Valley Community College campus. We did that for thirty-seven years. This year I was the scorekeeper in a room far from the students and the amazing devices constructed by students. Familiar coaches came by to check scores, but the events were in multiple buildings far away from our hub. One hardly knew that young people were hauling in their constructions and shooting off a variety of flying objects. But at the end of the day, the excitement among the students and coaches was there in the Bernhard Center ballroom where winners received medals and applause from their peers and coaches. Fewer parents attending the celebration, but the students hardly noticed. In the end, most teams won at least one medal for first through fourth place, and cheers filled the room. It seemed like their cheers were both for the team as well as just being able to compete as a team outside of their own school.

Four teams from both Division B for middle school and Division C for high school won invitations to the State Tournament at Michigan State University on April 30. Region 13 has schools from Cass, St. Joseph and Van Buren Counties. The following were top scoring teams:

	<u><i>Division B</i></u>	<u><i>Division C</i></u>
<i>First Place</i>	<i>Edwardsburg Middle School</i>	<i>Mattawan High School</i>
<i>Second Place</i>	<i>White Pigeon Junior High School</i>	<i>Edwardsburg High School</i>
<i>Third Place</i>	<i>Mattawan Middle School</i>	<i>Hartford High School</i>
<i>Fourth Place</i>	<i>Hartford Middle School</i>	<i>Marcellus High School</i>
<i>Fifth Place</i>	<i>Paw Paw Middle School</i>	<i>White Pigeon High School</i>
<i>Sixth Place</i>	<i>Decatur Middle School</i>	<i>Paw Paw High School</i>

While few coaches were responsible for supervising any event this year, holding the tournament on Saturday affected the number of students who showed up to participate. The teams are limited to fifteen students and most events only allow two students to compete as a team. However, most schools had students missing that day, and some only had four students which is not enough to participate in all twenty-three events. Schools who normally are major contenders in Science Olympiad did not have students participating in events, so they lost points for their team. We plan to survey the coaches about returning to KVCC where we could do the tournament on a school day, but coaches would have to create and supervise most of the events or returning to WMU where the tournament is only on a Saturday, but most events are created

and supervised by WMU faculty and student groups. Having feedback from the coaches will help us plan for the tournament in 2023.

Summer Program Planning

(Plan/Organize, Supervise)

We are progressing on finding a location for the summer migrant program. We should have more information shortly. We are also recommending changes in the pay rate for summer staff to keep our program competitive with other programs and businesses looking for temporary employees.

Angie Gutierrez, Sara Ledesma and I attended the National Migrant Education Conference in San Antonio at the end of spring break. This conference promotes networking with other migrant programs across the nation and sharing best practices at both the state and local levels.

WIDA Assessments

(Leadership, Plan/Organize, Supervise)

WIDA assessments ended in Michigan on March 25. Staff who scheduled the multiple testing sessions for each grade and for those students who were absent on the day of testing were glad to see the end of testing. Testing booklets for kindergarten and the writing booklets for students in grades 1, 2 and 3 are essentially all that have to be returned for scoring. All of the scores should be available around June 20.

Growers' Conference

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

Isaac Lopez, consultant for Michigan Labor and Economic Opportunity, and I organized and hosted the annual Grower's Conference on Thursday, March 10, at the VBISD Conference Center. Approximately 50 people attended. The theme for this year was "Time to Renew & Gear Up for 2022." The speakers for this conference represented agencies dealing with licensing migrant housing, wage and hour regulations at both the state and federal levels, general issues dealing especially with temporary employees who may be migrant or seasonal workers, and finding those workers. Feedback from those attending was very positive and the growers in particular appreciated the lineup of speakers that we had assembled. Most growers had not heard of the Farm to School program that promotes selling produce to local schools. Next year, the growers want us to include environmental water inspection among the presentations.

MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: KATY HOLVERSTOTT
RE: SPECIAL EDUCATION UPDATE



We can do this.
VBISD Special Education Department

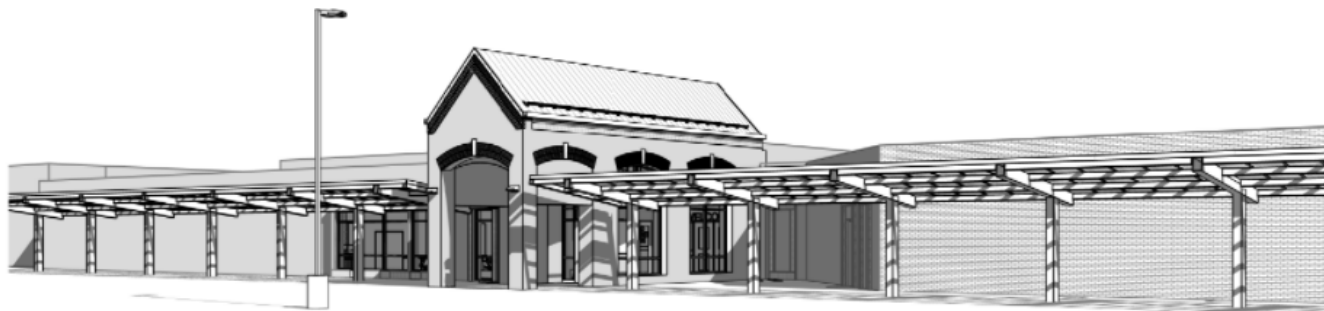
Ready, Set, Build! Leadership, Communication Skills, Planner & Organizer, School Plant & Facilities

Below is a message from Susan Reynolds, Principal of the Bert Goens Learning Center with an update on the Bert Goens Learning Center remodel. Susan will join the board meeting to give the Board an in-person update.

After much anticipation, I am happy to report that the Learning Center remodel has begun! Staff and students have been busy preparing for demolition to begin on April 11th. Three classrooms have moved into their temporary spaces and are beginning to feel at home already! Additionally, our Occupational Therapists, Physical Therapists and Nurses have moved into a joint space and are leading the way with teamwork and flexibility! None of this would have been possible without Sean Baker's support and willingness to think outside of the box.

Our grounds have also undergone preparation for the upcoming build. In order to supervise renovations and help facilitate a smooth process, our construction manager, Owen-Ames-Kimble (OAK), has set up a portable office right on campus! Doug Paulsen from OAK and Sean Baker have been collaborating to set appropriate boundaries, walking paths and more to ensure construction can happen, while keeping our students and staff safe!

Our official Groundbreaking Ceremony is on April 28th at 4:30pm. We hope you can join us in celebrating the beginning of this project. The future is bright at the Bert Goens Learning Center!



NEW Bridge Reconstruction Leadership, Decision Maker, Planner & Organizer, Faculty & Staff Personnel, Community Relations, Student Achievement

[The VBISD Bridge Consultation Team](#) is a group of highly skilled professional and specialized support staff that are available to provide consultation and support to member school districts in many areas of speciality (e.g., positive behavior management, effective instruction, crisis intervention, etc.). While much of their work supports students with special education eligibility, this team is also available to provide training and support for all students and staff needing support.

Since the beginning, VBISD consultants have been centralized in that team members were “dispatched” to address member district needs based on request. This model capitalized on the specialty areas of our consultants as those were matched with the specific requests. However, this model is inefficient in terms of travel, and it has not allowed our consultants to truly get to know individual district teams, the context, and the dynamics that impact their services.

Over the last several years, regionalization has been discussed as a remedy because if consultants were assigned to an area, versus the entire county, more long term relationships may be built, which along with less travel could create a more efficient and effective consultation experience.

After weighing the pros and cons of a model change with member district superintendents, principals, as well as VBISD administrators and Bridge Consultants, the team has decided to move ahead with a regional model, starting next school year.

Regions will be determined based on district size and historical use of consulting services. The tentative plan is as follows:

- Mattawan
- Paw Paw & Lawton
- Gobles, Bloomingdale & Bangor
- Lawrence, Hartford & Decatur
- South Haven & Covert.



professional staff support

To provide regionalized consultation, two additional positions are needed, as well as three specialized positions. A proposal for the additional positions will be included in the June board report for consideration by the Board along with any other staff increase proposals.

It is noted that four Bridge Consultants will remain centralized due to the nature of their role. This includes consultants in the areas of assistive technology, transition (14-16 year olds), crisis prevention/intervention training, and the coordination of county-wide professional learning.

NEW Direct Transition Leadership, Level of Professional Awareness, Decision Maker, Planner & Organizer, Supervisor, Evaluator, School Plant & Facilities, Student Achievement

The ultimate goal of the Behavioral Education Center (BEC, soon to be Maple Creek Education Center) is to teach students the skills needed to return to their home school community. When a student at the BEC has achieved their goals and is ready to return, they usually first join what is referred to as the BEC Regional Rooms. These consist of one classroom at Bangor Middle School and one classroom at Bangor High School.

This model is based on the idea that the students should show that they have the skills needed to return to their school before being granted the opportunity. While this makes logical sense, the reality for students is that they are expected to adapt and form relationships in one setting, and then again in their home school district, which likely consists of entirely different expectations and personalities.

Given the fact that students in this program struggle to follow expectations and form relationships, we have come to believe that this model creates an unintended barrier for students. This conclusion is supported by data, as many of our students who have been placed in a Regional Room elect to stay in Bangor until graduation, or find a return to their school district after success in the Regional Room to be extremely difficult.

In response, the administrative team at BEC piloted several direct transitions from BEC to the student's home school district and have found great success. In these situations, a direct transition consisted of intensive collaboration between the BEC team (with support from Bridge consultants), the student's home school team, and the student's family to design an individualized plan. This plan typically included daily data collection, regular data reviews, plan adjustments, consultation support to the receiving school team, and parapro support, as needed. This plan was "faded" over time as the student found success and adjusted to their home school environment.

Given this success, the direct transition model will be implemented fully next year and the Regional Classrooms will be discontinued. To fully support students currently placed in the regional classrooms, the staff currently assigned to those rooms will work with Individualized Education Program (IEP) teams to support a transition to the most appropriate setting..

It is noted that the VBISD has appreciated being a part of Bangor Middle and High School, and are thankful for the collaboration and support we have received over the years.



MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: ROBERT SMITH, DIRECTOR
RE: CAREER & TECHNICAL EDUCATION BOARD UPDATE

CAREER CAMP LOGO COMPETITION

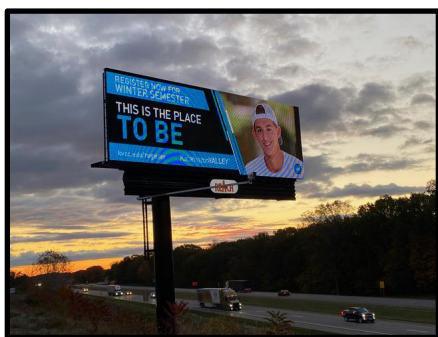


Van Buren Tech recently created a Career Camp Logo challenge, where students from the Graphic Design and Print Design programs used their creative minds to develop a variety of logos for Career Camp 2022. Overall, there were several excellent submissions and the submission from Gabe Huntley (Paw Paw) was selected as the winner. Gabe's design will be displayed on all Career Camp t-shirts, flyers, newspapers, and graphics. Congrats Gabe,



keep up the great work in your
Graphic Design program!

KVCC COMMENCEMENT STUDENT SPEAKER



Angela Solis Sarat, a Van Buren Middle College student (Lawton) has been selected by Kalamazoo Valley Community College to be the 2022 KVCC Commencement Student Speaker for their annual ceremony, which will take place May 1st. Angela is an amazing student and truly serves as a leader in our Middle College program. Angela is graduating with her Associate's from KVCC this spring, with a plan to transfer to WMU next Fall.



VAN BUREN REMINDER

Van Buren Tech's Millan, continues to do an showcasing all of the wonderful "Times" marketing publication has during the last week of each wonderful things that are edition highlighted the work of Culinary Arts, Biomedical Design. The feature also Q2 and included an advertisement and registration information for the 2022 Career Camp Event.



Marketing/Communications Specialist, Brittany outstanding job marketing VB Tech and things that are happening. The VB Tech "Tech been featured monthly in the Van Buren Reminder month. Tech Times is a great snapshot of the happening at VB Tech each month. This month's several programs, including Construction Trades, Science, Allied Health, Fire Science, and Graphic recognized VB Tech's Student of the Quarter for the 2022 Career Camp Event.

VAN BUREN TECH SCHOLARSHIPS

Congratulations to Van Buren Tech's 2022 Cluster Scholarship winners! Each year, VB Tech awards \$1,000 scholarships to students in the various program clusters. These scholarships are funded by the West Michigan Education Research and Development Foundation under the leadership of Executive Director, Chris Rice. The West Michigan Education Research and Development Foundation "Seeks to support worthy causes with an emphasis on current relevance to the K-12 education landscape."
(WMERDF.org)



Pictured left to right:

Morgan Hall: Cadet Teacher Academy/Human Services Cluster- Decatur High School
Sharon Lozano: Marketing, Sales, & Business/Info Tech Cluster- Bloomingdale High School
Chris Rice: Executive Director of the West Michigan Education Research and Development Foundation
Morgan Diskin: Patient Care/Health Cluster- Lawrence High School

Van Buren Tech has also entered into a partnership with The Lakeview Foundation, which has donated \$30,000.00 to award scholarships for Van Buren Tech Students. Moving forward, VB Tech will be awarding up to fifteen \$2,000.00 scholarships. A special Thank You to leadership and members of The Lakeview Foundation for their commitment and support!

BPA STATE LEADERSHIP CONFERENCE

Students from various programs at Van Buren Tech recently competed in the BPA State Leadership Conference in Grand Rapids. Based on the results of that event, we are extremely proud to announce that 7 VB Tech students qualified to go to the National Leadership Conference in Dallas, Texas, May 4-8! This conference is known as the ultimate event for BPA members and students will have the opportunity to compete against other BPA members from all over the country. Great job students!

Daniel Danes: 3rd Place, C# Programming
Alex Puttman: 5th Place, Java Programming
Nathan Brewer: 5th Place, C++ Programming
Devin Poux: 1st Place, Server Administration Using Microsoft
Jakob Mak: 2nd Place, Server Administration Using Microsoft
Madryn Hegelmann: 3rd Place, Server Administration Using Microsoft
Christian Vargas: 4th Place, Network Administration Using Cisco



NATIONAL POLICY SEMINAR EVENT

The ACTE National CTE Policy Event was recently (March 21-23) held in Washington, D.C. As a member of the State's CTE Executive Board, I was invited to attend the event along with various members of the Michigan Department of Education's Office Technical Education. The event was structured to engage on key education policy topics, hear best practices for influencing policy related to CTE advocacy and messaging, and participate in visits. The event was filled with outstanding information about the CTE is having throughout our nation and I was able to meet with representatives from Representative Fred Upton, Senator Debbie and Senator Gary Peters' offices to discuss CTE and the impact it is specifically in Michigan and discuss various legislative priorities related to CTE.



along with attendees federal Capitol Hill impact that Stabenow, having



COUNSELOR SPEED EDUCATOR EVENT

During our March 16th Regional Guidance Counselor meeting we hosted a speed educating event. This event provided an opportunity for attendees to gain a better understanding of the offerings at Van Buren Tech. Attendees were broken into groups and rotated through 26 tables. Each table had a student representing one of our programs who spoke for roughly 4 minutes about expectations in the program and provided samples of work. A questions and answer period was provided at each table. Attendees included guidance counselors from each of our Van Buren County schools, post-secondary institutions, and community agency members.



FAMILY, CAREERS, AND COMMUNITY LEADERS OF AMERICA - FCCLA



Students from the Cadet Teacher Academy and Early Childhood Careers & Education programs recently competed in the State FCCLA competition in Midland, Michigan. VB Tech students did exceptionally well, with seven students qualifying to participate in the FCCLA National Conference June 29th - July 3rd in San Diego, California. Way to go!

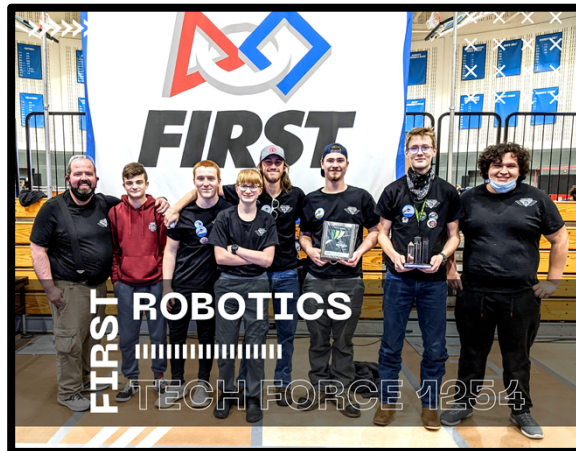
FIRST ROBOTICS

Congratulations to Van Buren Tech's FIRST Robotics team, Tech Force 1254, for their award at the recent FIRST event in Michigan District West Michigan Event at Grand Valley State University. Tech Force 1254 won the 2022 Judges' Award based on interviews that judges conducted with students about their robot and their overall experience. The judges said they were impressed with the team's engineering and designing process, as well as the students' total involvement in the design, model, and cutting of the parts themselves. The judges were also impressed with Tech Force 1254 for their ability to coordinate the build process through two distinct AM and PM groups, also considering that they were not able to work together until the weekend of the competition itself. They overcome this challenge with teamwork and a networking strategy that allows them to fully function as a unified team. Great job 1254!

Congrats Tech Force 1254!

2022 Judges' Award

FIRST in Michigan District West Michigan Event



MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: BARB MATTHEWS
RE: FINANCE & OPERATIONS UPDATE

Executive Budget Recommendation for 2022-23 School Aid (2,8,19)

On February 9, 2022 Governor Whitmer presented her 2022-23 budget recommendation to the Legislature. The proposed budget provides for the largest increase in state education funding in more than 20 years. Included in the recommendations are proposed increases in funding to our existing State Aid grants and allocations as follows:

- Appropriate an additional \$150 million under Sec. 51f - Special Education Cost Reimbursement. These funds are used to reimburse districts for approved special education costs at a rate of approximately 8%. This would amount to an additional \$1.1 million in funding for the ISD.
- Section 54d - Special Education Early On would receive a \$7.1 million or 50% increase in funding to provide state Early On service programs to children birth to 3 years old with developmental delays or disabilities and their families. Our current allocation is \$171,468.
- Increase Section 81 - Intermediate School District General Operations by 5% for an increase of \$76,454.
- Increase GSRP allocations from \$8,700 to \$9,135 per pupil for full-day programs. The new per pupil amount would be equal to the proposed foundation allowance for 2022-23. At current allotments this would increase our revenue by \$149,205.
- Increase Sec. 31n(6) - ISD Mental Health and Support Services from \$575,000 to \$1.3 million.
- Appropriate an additional \$9.5 million to Sec 32p - Early Childhood Block Grants. This is a 70% increase in funding. Our current grant allocation is \$163,594.

The above appropriations and related increases are what the Executive Branch has proposed for fiscal year 2022-23. As this proposal progresses through the legislative process changes are most likely to occur.

MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: DAMIAN KOOB, DIRECTOR
RE: TECHNOLOGY SERVICES UPDATE

MACUL (Michigan Association of Computer User Learners) Conference (Leadership, Professional Awareness, Communication Skills, Professional Preparation)

On March 17th and 18th, I was accompanied by a team of seven Technology Staff members to the annual MACUL conference in Grand Rapids. The MACUL conference is a fantastic venue for K-12 educators to attend more than 200 sessions discussing technology from classrooms to District-wide solutions. I attended a few sessions on cloud computing and network security, as well as vendor product highlights with the latest technologies. This has always been a great venue to do some networking with folks in other Districts and ISDs and I enjoyed the conversations and learned quite a bit! The conference was not as well attended as it was pre-pandemic, but it was nice to see folks in person again and learn how to navigate through these cautious times. I would like to thank the Board and Mr. Manson for giving me the opportunity to attend this conference and bring along my team for some great professional development and networking opportunities.



Technology Services Professional Development (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Planner and Organizer)

On March 29th, the VBISD Technology Services staff came together at the Paw Paw District Library to take part in a well-deserved professional development session. We spent 3 hours going over topics like Customer Service, Google Tips and Tricks, Troubleshooting 101, Cyber Safety and security, and departmental procedure updates. We had all 21 Technology Services staff members in attendance for this great session.

I've mentioned this in previous updates, but I want to continue to thank the Board and Mr. Manson for allowing me to build such a great team and for your continued support! I firmly believe that the work of this group is making a difference in the lives of our staff and students in Van Buren County.

Rural Broadband Task Force (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Planner and Organizer)

The Van Buren County Internet [Taskforce](#), which I am [a](#) member of, has gained a lot of steam from the Federal, State, County, and Township levels now that there are funds allocated for this initiative to get homes in rural areas connected to RELIABLE and stable Internet access. The efforts of this group have caught the attention of several state legislators, including Sen. Aric Nesbitt, Rep. Beth Griffin, and Rep. Steven Johnson. These legislators were invited to speak at a 'Meet and Greet' at Bloomingdale Communications on March 25th, where I was invited to join in on the conversation. There were representatives from six Internet Service Providers as well at this meet and greet to communicate their efforts with this rural initiative. Many of the members from the task force were in attendance and able to ask the legislators questions to assist in our efforts. I was very pleased with the movement and look forward to getting ALL of Van Buren County connected soon.

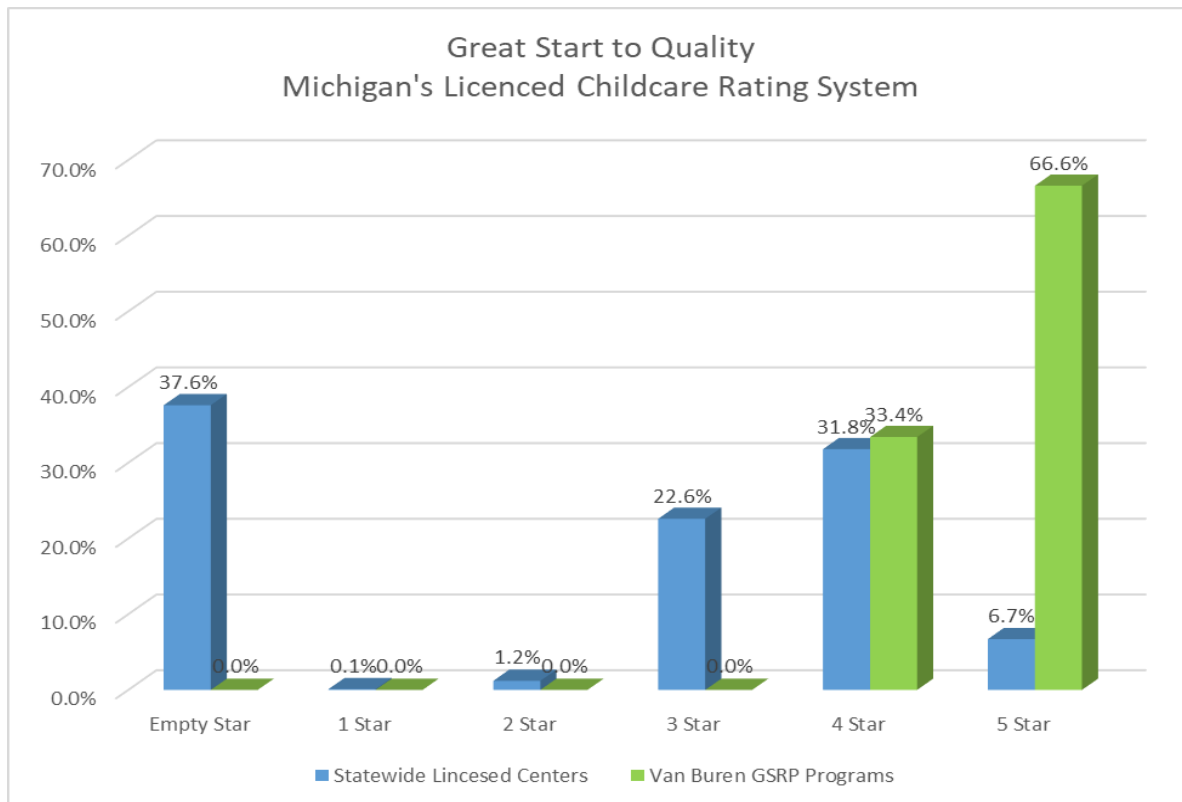
As an added bonus, the Task Force led by Market Van Buren, invited all of the township supervisors and county commissioners to a Van Buren County Municipal Leadership meeting on broadband on March 28th to detail what has been done so far and what the plan is moving forward to get fiber to homes within the county. We heard from Melissa Fish from Gov. Whitmer's office regarding the efforts out of the Governor's office, as well as a company that will be driving every inch of road within Van Buren County to assess the actual parcel-level connectivity for every home within the county. This is exciting work as this will give us the data we will need to apply for and validate the funds being allocated to this initiative. Our hope is that this data will place Van Buren County at the top of the list for funding since we have put forth the effort and data to show the need. I am VERY excited to see where this goes and will keep the Board updated as I get info. Connecting our families has endless possibilities from telehealth to closing the homework gap. More to come!

MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: LISE BLACK, EARLY CARE & EDUCATION

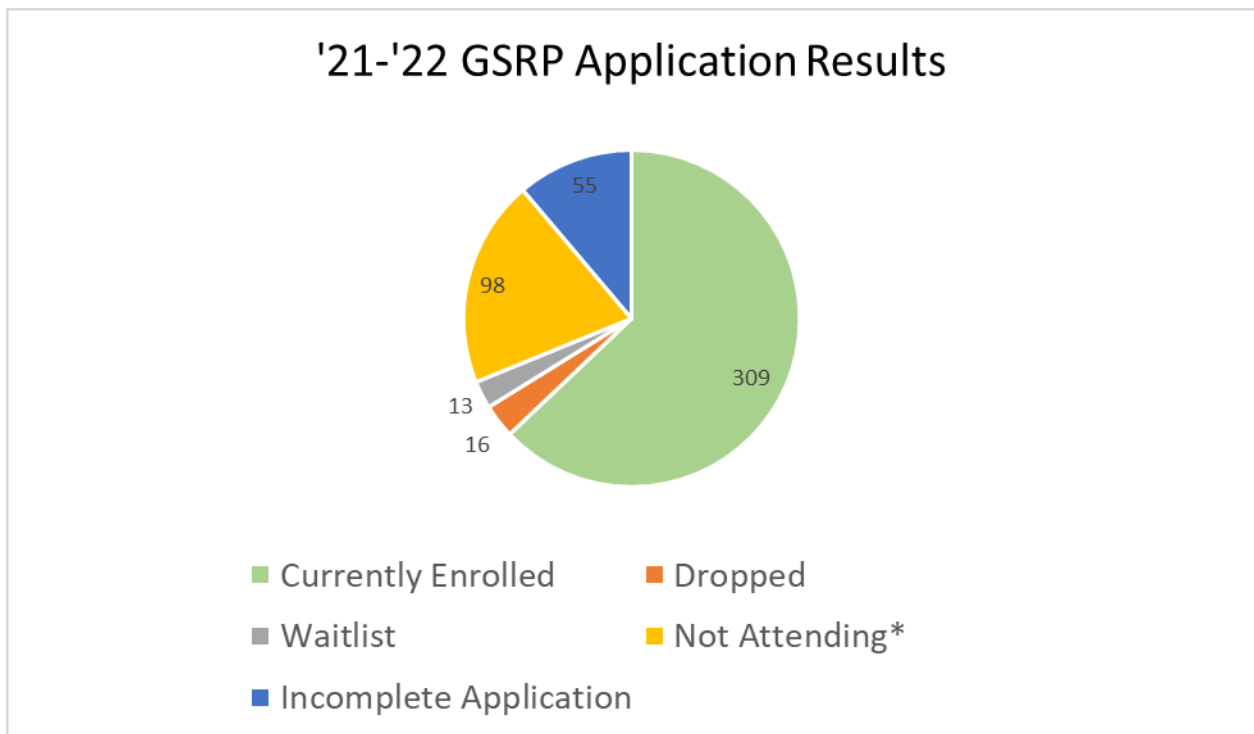
GSRP (Great Start Readiness Program - preschool for at-risk children)
3 Professional Standards & Ethics; 10 Planner and Organizer; 13 Policy Implementer

GSRP classrooms participate in Michigan’s childcare quality rating system for all licensed childcare. While our grant requires us to maintain a minimum of a three STAR rating, our goal is always a five STAR. Below is a chart showing the current status of Van Buren’s GSRP sites. Achieving these high levels takes a team effort: from the quality work being done at the classroom level to the strong internal system that streamlines the application process. Ratings require renewal every two years and the evidence that needs to be submitted is quite extensive (see attachment). Heidi Anson, ECS/Supervisor takes the lead for all the ISD’s classrooms. At the state level they are beginning a shift to an entirely new rating process, which will require a revamping of our current system. The good news is that our current STAR rating stay in effect until they expire, giving us a couple of years to make the necessary adjustments.



Enrollment for the current school year has closed and we are transitioning to next year’s process. Because GSRP students have to meet specific qualifications, including verification of family income, it requires a detailed system that must address considerations for a Head Start and special education process. Our MDE guidance is designed to assure that the most at-risk families have the opportunity to be considered. This means that while a family may be quick to apply, it could be several weeks before they know if their student is to be awarded a slot.

Below is a summary of the applicants from this year. We processed 490 applications, not including those students that received GSRP services through Head Start blends. The overall number of applications was down around 100 or so from pre-pandemic numbers. Round-ups begin this month and we will be doing a strong social-media focus to begin our advertising campaign.



*Not Attending: includes students that were age or income ineligible, moved, received services at other programs or families decided not to pursue enrollment.

Family Links Home Visiting (Parents as Teachers)

18 Community Relations

Family Links is moving back to in-person parent-child socialization groups. There will be two monthly offerings. A weekly group will be hosted in Paw Paw. Freshwater Church has agreed for us to use space at their building. The second will be a monthly bi-lingual group at the Lawton Community Library. The library was very excited to have us return to their site. A group was held in March and ten families attended. Both groups will focus on literacy activities and an opportunity for very young children to learn cooperation in a group setting. We will continue to evaluate opportunities on the west side of the county for a similar opportunity.

Great Start Collaborative (GSC) (5, 18)

9 Decision Maker; 10 Planner and Organizer; 4 Communication Skills

The Great Start Parent Coalition has wrapped up another offering of Parenting with Love and Logic®. They decided to remain with the virtual format. This model has proved very effective for allowing families from all over the county to easily participate and reduces the barrier of finding childcare. By using grant allocated funds, the only cost to parents is the \$15 workbook fee. A total of 49 adults participated with an impact on 80+ children.



In mid-March the GSC hosted the annual School Readiness Advisory meeting. GSRP preschool staff, preschool parents, community members, and early childhood leadership met virtually to discuss the successes and challenges of preschool in our communities.

One topic of discussion was the advertising for preschool applications. We have often used the verbiage “FREE Preschool” in our outreach to indicate services from Great Start Readiness Programs (GSRP) and Head Start. Feedback was received that this can be misleading making it seem that everyone can receive free services. Because both programs have qualification requirements, with the primary factor being lower income, it was decided to not use this phrase in situations where it can’t be readily qualified. This year a goal of the application process will be to improve the connections for non-qualifying families to the Great Start to Quality system (greatstarttoquality.org) and the Kalamazoo Child Care Resources where families can find tuition based preschool services.



Great Start to Quality Program Quality Indicators Guidance for Child Care Centers 0-5



September 2021

*Funding from the Office of Great Start within the Michigan Department of Education supports the implementation of **Great Start**.*

Introduction

Great Start to Quality is Michigan's quality rating and improvement system that supports programs, while also helping families find and choose quality programs that meet their children's needs. There are more than 40 different program quality indicators Great Start to Quality uses to measure the quality of programs. A program quality indicator is a standard used to measure the quality of a program in a specific area. Each program quality indicator falls into one of five categories. These five categories and indicators appear on the Self-Assessment Survey.

The categories on the Self-Assessment Survey are:

- Family and Community Partnerships
- Environment
- Curriculum and Instruction
- Administration and Management
- Staff Qualifications and Professional Development

How to Use the Guidance Document

This document is for planning and reflection purposes only and can help when completing the Self-Assessment Survey. The use of this document does not guarantee that credit will be given for each indicator selected. This document can help organize which documents should be uploaded as evidence or help plan for the rating process. This document is intended to be a working document used throughout the rating process. The guidance document will:

- Help programs understand the indicators
- Help programs understand the intent (purpose/goal) and importance of each indicator
- Give explanations, ideas, and suggestions of what to upload to show the intent of the indicators are being met

Throughout the document a reflection section is provided. In this section, programs can:

- Select whether the program is currently meeting or not currently meeting the indicator
- Track name and location of documentation, such as where it may be saved
- Make notes of items for improvement, learn more about, and plan for implementation

This document is for planning and reflection purposes only. The use of this document does not guarantee credit will be given for each indicator selected.

Scoring

Throughout the document, the points possible for each indicator on the Self-Assessment Survey are included. As programs use this document, they can track the points they could possibly earn by adding them up. After completing the rating process, the program's Self-Assessment Survey rating will be calculated on a scale of 1 through 5 Stars.

Star Rating	Number of Points for Star rating
1	0-15
2	16-25
3	26-37
4	38-41
5	42-50

Figure 1- Points Distribution Chart

The chart shows the range of points needed for each star rating. *Please note ratings are not calculated on points alone.* For more details about the scoring of the Self-Assessment Survey, please see the [Great Start to Quality Program Quality Indicators](#) point distribution document or contact your local Great Start to Quality Resource Center at 1-877-614-7328 for further guidance and support.

General Information

Program Name:

License Number:

MiRegistry Organization ID Number:

MiRegistry Login Information

Email Address:

Password:

Great Start to Quality Login Information

Email Address:

Password:

Star Rating Information

Current Star Rating:

Expiration Date:

Desired Star Rating:

Total Self-Assessment Survey Score:

Support and Resources

Quality Improvement Specialist:

Contact Information:

Quality Improvement Consultant:

Contact Information:

C-FP1: Center provides parenting education opportunities

C-FP1
Center provides parenting education opportunities

Currently meeting
 Not meeting at this time

Evidence

No documents found. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .dtt, .tif

Figure 2. C-FP1 Indicator

Why this Indicator is Important

Families are children's first teacher, through providing education materials and opportunities families will develop a deeper understanding of children's development and educational experience.

How a Program May Meet the Intent of the Indicator

- Provides information about child development through newsletters and handouts.
- Shares learning and training opportunities from program partners.
- Shares calendar of events and activities.
- Provides family or program handbook(s).
- Offers resources on the program's website.
- Hosts curriculum information and events.
- Offers professional development opportunities for families.
- Other:

Meeting the Indicator

The program has evidence showing or can explain how families are given the chance to get parenting education information and/or information on the different areas of child development.

[Michigan's Early Childhood Standards of Quality](#)

Teachers are qualified to develop and implement a program consistent with the program philosophy and appropriate to the developmental and learning needs of the children and families being served, including the development of a continuing parent education and family involvement component.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Family Partnerships (0, 2, or 4 pts.)

- Program has 0-2 of the indicators in place (0 pts.)
- Program has 3-5 of the indicators in place (2 pts.)
- Program has all 6 of the indicators in place (4 pts.)

C-FP2: Classroom staff engages in informal communication with parents

C-FP2
Classroom staff engages in informal communication with parents

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 3. C-FP2 Indicator

Why this Indicator is Important

When staff interact informally with families, they support the development of an on-going relationship. Through sharing information about the child's development and involvement in the program it keeps families involved in their child's education.

How a Program May Meet the Intent of the Indicator

- Provides information about the child's day to families.
- Shares options for communication between administrators, educators, and families.
- Provides information about upcoming events through newsletters and handouts.
- Shares calendar of events and activities.
- Provides family or program handbook(s).
- How anecdotal notes or observations are shared and discussed with families.
- Other:

Meeting the Indicator

The program has evidence showing how the staff communicate with families about their child's day during pick up, drop off, and throughout the day.

[Michigan's Early Childhood Standards of Quality](#)

Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Family Partnerships (0, 2, or 4 pts.)

- Program has 0-2 of the indicators in place (0 pts.)
- Program has 3-5 of the indicators in place (2 pts.)
- Program has all 6 of the indicators in place (4 pts.)

C-FP3: Center provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress

C-FP3
Center provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children's developmental progress

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 4. C-FP3 Indicator

Why this Indicator is Important

When staff interact formally with families, they support the development of an on-going relationship. Through sharing detailed information about the child’s development, staff support and encourage families to collaborate on goals and desired outcomes for the child.

How a Program May Meet the Intent of the Indicator

- Provides scheduling options for parent-teacher conferences or home visits.
- Shares learning objectives for child assessment tools.
- Provides family or program handbook(s) with parent-teacher conferences or home visit policy.
- Other:

Meeting the Indicator

The program has evidence showing conferences and/or home visits are offered to the families of all children, no matter the child’s age or classroom.

[Michigan’s Early Childhood Standards of Quality](#)

Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Family Partnerships (0, 2, or 4 pts.)

- Program has 0-2 of the indicators in place (0 pts.)
- Program has 3-5 of the indicators in place (2 pts.)
- Program has all 6 of the indicators in place (4 pts.)

C-FP4: Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.)

C-FP4
 Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.)

Currently meeting
 Not meeting at this time

Evidence

No document found. Add a document to upload documents.

The following file types are accepted:
 .doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 5. C-FP4 Indicator

Why this Indicator is Important

By providing families with information and/or resources in ways that meet their individual needs; staff ensure all families are included in programming.

How a Program May Meet the Intent of the Indicator

- Provides information in multiple languages.
- Shares resources for translation.
- Collects family survey or enrollment materials that include options for communication preferences.
- Provides family or program handbook(s) with a policy on different family structures and various modes of communication.
- Shares statement or policy on communicating with various family members or guardians.
- Other:

Meeting the Indicator

The program has evidence showing how staff communicate with families in a way that meets their individual needs/preferences.

[Michigan’s Early Childhood Standards of Quality](#)

The program’s policies and practices promote support and respect for the home language, culture, and family composition of each child in ways that support the child’s health, learning, and social-emotional well-being.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Family Partnerships (0, 2, or 4 pts.)

- Program has 0-2 of the indicators in place (0 pts.)
- Program has 3-5 of the indicators in place (2 pts.)
- Program has all 6 of the indicators in place (4 pts.)

C-FP5: Center offers opportunities for parents to participate in program governance

C-FP5
Center offers opportunities for parents to participate in program governance

Currently meeting
 Not meeting at this time

Evidence

No documents have been added.
Click here to upload documents.

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 6. C-FP5 Indicator

Why this Indicator is Important

Providing families with options to make decisions about programming will ensure the program meets the individual needs and interests of all children and families.

How a Program May Meet the Intent of the Indicator

- Provides opportunities for family members to sit on parent advisory committee relating to the preschool or organization.
- Facilitates parent surveys throughout the year to collect input regarding the program.
- Provides various ways for families to be involved in making decisions that affect programming.
- Other:

Meeting the Indicator

The program has evidence showing families (who have children enrolled in the program) are given the chance to be part of making decisions that affect the center/program.

[Michigan's Early Childhood Standards of Quality](#)

The program has funds necessary for parent involvement and education programs and family-oriented activities.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Family Partnerships (0, 2, or 4 pts.)

- Program has 0-2 of the indicators in place (0 pts.)
- Program has 3-5 of the indicators in place (2 pts.)
- Program has all 6 of the indicators in place (4 pts.)

C-FP6: Center provides opportunities for parents to participate in education inside and outside the classroom

C-FP6
Center provides opportunities for parents to participate in education inside and outside the classroom

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

+ File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 7. C-FP6 Indicator

Why this Indicator is Important

Providing opportunities both inside and outside the classroom and at home to participate in their child's education allows families to feel connected and included to the child's education and program.

How a Program May Meet the Intent of the Indicator

- Provides activities that families can do at home or outside of the program with children.
- Shares volunteer opportunities.
- Shares calendar of program and community events.
- Provides family or program handbook(s) with ways families can be involved in the program.
- Other:

Meeting the Indicator

The program has evidence showing how parents can participate in their child's education.

[Michigan's Early Childhood Standards of Quality](#)

Families have multiple opportunities to participate in the child's classroom program as they prefer and are able to do so.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Family Partnerships (0, 2, or 4 pts.)

- Program has 0-2 of the indicators in place (0 pts.)
- Program has 3-5 of the indicators in place (2 pts.)
- Program has all 6 of the indicators in place (4 pts.)

Total points for Family Partnership Section:

C-CP1: Partnerships to provide or connect families to appropriate comprehensive services

C-CP1
Partnerships to provide or connect families to appropriate comprehensive services

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 8. C-CP1 Indicator

Why this Indicator is Important

Connecting families with public/private community agencies supports the needs of, and awareness of, available resources. Ensuring families and children have their basic needs met allows for optimal development and growth.

How a Program May Meet the Intent of the Indicator

- Provides opportunities to meet with families to discuss concerns or questions about the child's development.
- Shares information on local and community resources.
- Shares handouts and contact information for local businesses.
- Provides family or program handbook(s) with policy on how referrals are made.
- Other:

Meeting the Indicator

The program has evidence showing how staff help refer families to, and access services they need.

[Michigan's Early Childhood Standards of Quality](#)

The program works with public and private community agencies and educational institutions to meet the comprehensive needs of children and families, to assist one another in the delivery of services, increase resources, and to strengthen advocacy efforts.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Community Partnerships (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has all 3 of the indicators in place (4 pts.)

C-CP2: Partnerships that take basic steps to facilitate children’s transition between and among programs, agencies and schools

C-CP2
Partnerships that take basic steps to facilitate children's transition between and among programs, agencies and schools

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

+ File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 9. C-CP2 Indicator

Why this Indicator is Important

To provide quality continuity of care, program staff work cooperatively and collaboratively with community organizations, schools, and programs to ease children’s transitions. Partnerships and communication between all agencies allow for the social/emotional development of children served.

How a Program May Meet the Intent of the Indicator

- Provides opportunities for children and families to meet new staff prior to transitioning rooms.
- Shares information about transitions and how to ease the stress of transitioning.
- Shares information on other preschool options and local kindergarten(s).
- Provides family or program handbook(s) with policies on transitions including; moving classrooms, other preschools, or kindergarten.
- Other:

Meeting the Indicator

The program has evidence showing how staff help children transition into and out of the program and from one classroom to the next.

[Michigan’s Early Childhood Standards of Quality](#)

The program works cooperatively and collaboratively with other early childhood programs in the community in order to facilitate children’s transition into and out of programs and from one program to another.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Community Partnerships (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has all 3 of the indicators in place (4 pts.)

C-CP3: Participation in community associations

The screenshot shows a digital form for the C-CP3 indicator. At the top, it is titled 'C-CP3 Participation in community associations'. Below the title are two radio button options: 'Currently meeting' and 'Not meeting at this time'. Underneath is an 'Evidence' section with a large text box. A prominent red watermark reading 'Documentation Required' is overlaid across the text box. To the right of the text box is a '+File' button. Below the text box, there is a list of accepted file types: .doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif.

Figure 10. C-CP3 Indicator

Why this Indicator is Important

Partnering with other professional educational organizations allows programs to enhance its services to children and families through evidence-based research.

How a Program May Meet the Intent of the Indicator

- Provides meeting agenda, meeting minutes, or membership from local or professional organization.
- Obtains local or national professional membership.
- Provides proof of attendance to local infant toddler learning community.
- Provides proof that 50% of staff members are members of MiRegistry.
- Other:

Meeting the Indicator

The program has evidence showing how it or a staff member, is currently participating with a professional organization to enhance the program's early childhood or business practices.

[Michigan's Early Childhood Standards of Quality](#)

The early childhood specialist and/or program administrator participates in continuing education/professional development activities.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Community Partnerships (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has all 3 of the indicators in place (4 pts.)

Total points for Community Partnership Section:

C-PE1: Center is in a physical location that is free of environmental risks (e.g., lead, mercury, asbestos and indoor air pollutants)



Figure 11. C-PE1 Indicator

Why this Indicator is Important

Program facility is safe, secure, and complies with the child care licensing requirements of Michigan.

How a Program May Meet the Intent of the Indicator

- Provides a safe and clean environment.
- Program follows licensing requirements.

Meeting the Indicator

The program is in good standing with licensing.

- This is verified by Great Start to Quality staff during the rating process.
- No additional evidence is required.

[Michigan’s Early Childhood Standards of Quality](#)

Programs address requirements for continuous safe environments for children.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Physical Environment (0 or 2 pts.)

- Program has a safe physical environment in place (2 pts.)

Total points for Physical Environment Section:

C-R1: Center demonstrates that it has smaller group size and better teacher: child ratio than required by licensing

C-R1
Center demonstrates that it has smaller group size and better teacher: child ratio than required by licensing

Currently meeting
 Not meeting at this time

Evidence

No documents have been added.
Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 12. C-R1 Indicator

Why this Indicator is Important

Having more staff and fewer children than required by licensing creates a higher quality learning environment for children. This ensures staff have more one-on-one time with each child.

How a Program May Meet the Intent of the Indicator

- Provides evidence of lower staff to child ratios and group size than required by licensing.
- Shares information with families about the importance of low ratios and small group size.
- Provides enrollment information including number of children and staff.
- Shares family or program handbook(s) with policy on classroom ratios and group size.
- Other:

Meeting the Indicator

The program has evidence showing all classrooms always maintain better ratios and smaller group sizes than required by licensing.

[Michigan's Early Childhood Standards of Quality](#)

Formal and informal grouping practices are used to strengthen children's learning.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Ratios (0 or 2 pts.)

- Program has evidence of ratios and group size in place (2 pts.)

Total points for Ratios Section:

C-HE1: Nutrition Information

C-HE1

Center is participating in the CACFP in good standing and has a written nutrition plan; OR follow seasonal menu guidelines that meet the CACFP meal pattern requirements and have a written nutrition plan; OR for programs that serve a snack only-follow seasonal menu guidelines that meet CACFP meal pattern requirements; OR for programs that do not provide food-provide nutrition information to families if families provide meals from home

A written nutrition plan must address how it helps families and staff understand:

- The purpose of the nutrition plan
- Why it is important to children, families, and staff
- The tools and resources being used in the program and how they are being used
- How the plan meets the needs of children, families, and staff
- How this information will be shared with children, families, and staff

Currently meeting

Not meeting at this time

Evidence

No documents are currently attached. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpg, .png, .gif, .bmp, .pub, .tiff, .tif

Figure 13. C-HE1 Indicator

Why this Indicator is Important

Nutrition is an important part of leading a healthy lifestyle. Understanding how nutrition supports the physical and mental well-being of children ensures they are prepared to actively learn and engage in school.

How a Program May Meet the Intent of the Indicator

A written nutrition plan must address how it helps families and staff understand:

- The purpose of the nutrition plan.
- Why it is important to children, families, and staff.
- The tools and resources being used in the program and how they are being used.
- How the plan meets the needs of children, families, and staff.
- How this information will be shared with children, families, and staff.

Nutrition plans are not required when the program ONLY serves snack OR if the program does NOT provide food.

Meeting the Indicator

Program provides food- has a written nutrition plan AND participates with CACFP or follows CACFP menu guidelines

Program ONLY provides snack- follows CACFP menu guidelines

Program does NOT provide food- provides nutrition information to families if families provide meals

[Michigan's Early Childhood Standards of Quality](#)

Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Health Environment (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4-5 of the indicators in place (4 pts.)

C-HE2: 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play

C-HE2
30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play

Currently meeting
 Not meeting at this time

Evidence

No documents have been added.
Click here to upload documents.

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 14. C-HE2 Indicator

Why this Indicator is Important

The outdoor natural learning environment is an extension of the classroom. It ensures children have access to seek out exercise, fresh air, and offers opportunities to learn and care for their local community and environment.

Formula

Total number of class minutes multiplied by .166 = the minimum number of minutes required for outdoor time.

How a Program May Meet the Intent of the Indicator

- Provides a daily schedule for every classroom that includes outdoor time.
- Shares options to active play when weather permits outdoor time.
- Shares information about the benefits of active plan and outdoor time.
- Provides family or program handbook(s) with information about outdoor play space and times.
- Other:

Meeting the Indicator

The program has evidence every classroom has 30 minutes of outside time for every 3 hours it is open.

[Michigan's Early Childhood Standards of Quality](#)

The outdoor physical space is safe and allows for individual activities and social interactions.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Health Environment (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4-5 of the indicators in place (4 pts.)

C-HE3: Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually

C-HE3
Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually

A written health plan must address how it helps families understand:

- The purpose of the health plan
- Why it is important to children, families, and staff
- The program's process for updating and tracking immunization records and health appraisals
- How staff encourage parents to stay up-to-date on their child's well-child checks and immunizations
- The ways the program provides information on local pediatricians or health care centers, immunization recommendations, developmental milestones, and/or health screenings

Currently meeting
 Not meeting at this time

Evidence

No document added. Click here to upload documents. +File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tif, .tiff

Figure 15. C-HE3 Indicator

Why this Indicator is Important

Maintaining a process for tracking and updating health information is in place and for communicating the recommendations to families encourages all children are regularly seen by a health care provider to maintain optimal health and development.

How a Program May Meet the Intent of the Indicator

A written health plan must address how it helps families understand:

- The purpose of the health plan.
- Why it is important to children, families, and staff.
- The program's process for updating and tracking immunization records and health appraisals.
- How staff encourage parents to stay up-to-date on their child's well-child checks and immunizations.
- The ways the program provides information on local pediatricians or health care centers, immunization recommendations, developmental milestones, and/or health screenings.

Meeting the Indicator

The program has evidence of a written health plan.

[Michigan's Early Childhood Standards of Quality](#)

Programs address the need for continuous accessible health care (mental, oral, physical health, and fitness) for children.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Health Environment (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4-5 of the indicators in place (4 pts.)

C-HE4: A process for observing each child’s health and development on a daily basis and communicating observations to the child’s family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary

C-HE4
A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary

Currently meeting
 Not meeting at this time

Evidence

No documents have been added.
Click here to upload documents.

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tif, .tiff

Figure 16. C-HE4 Indicator

Why this Indicator is Important

Program staff observe children’s health and well-being and communicate consistently with families about their observations. This ensure collaboration among families and staff to address children’s overall health and well-being.

How a Program May Meet the Intent of the Indicator

- Provides evidence of daily health logs or incident reports.
- Shares information with families about children’s health on a daily basis.
- Provides evidence of how staff communicate with family members relating to the child’s health.
- Provides family or program handbook(s) with ways policy on children and staff illness and exclusion.
- Other:

Meeting the Indicator

The program has evidence of how staff share information about a child’s daily health, observations, and concerns with parents.

[Michigan’s Early Childhood Standards of Quality](#)

Programs address the need for continuous accessible health care (mental, oral, physical health, and fitness) for children.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Health Environment (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4-5 of the indicators in place (4 pts.)

C-HE5: A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day

C-HE5
A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 17. C-HE5 Indicator

Why this Indicator is Important

Oral care routines encourage and reinforce healthy habits and prevent gingivitis and tooth decay.

How a Program May Meet the Intent of the Indicator

- Provides opportunities for tooth brushing or gum wiping to all children once per day.
- Provides evidence of oral care included in the classroom(s) daily schedule.
- Provides family or program handbook(s) with information on the program's oral care routine.
- Other:

Meeting the Indicator

The program has evidence of an oral care routine for all children.

[Michigan's Early Childhood Standards of Quality](#)

Programs address the need for continuous accessible health care (mental, oral, physical health, and fitness) for children.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Health Environment (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4-5 of the indicators in place (4 pts.)

Total points for Health Environment Section:

C-CI1: A statement of educational and developmental priorities for the children

The screenshot shows a digital form for the C-CI1 indicator. At the top, it is titled 'C-CI1' and 'A statement of educational and developmental priorities for the children'. There are two radio button options: 'Currently meeting' and 'Not meeting at this time'. Below this is an 'Evidence' section with a large text box. A red watermark reading 'Documentation Required' is overlaid on this box. To the right of the box is a '+File' button. Below the box, there is a list of accepted file types: .doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif.

Figure 18. C-CI1 Indicator

Why this Indicator is Important

The program's mission/vision statement informs families and about their beliefs about how they serve the children and families involved in the program.

How a Program May Meet the Intent of the Indicator

- Shares written mission, philosophy, or vision statement.
- Provides family or program handbook(s) with mission or philosophy statement.
- Other:

Meeting the Indicator

The program has evidence of its mission and/or philosophy statement.

[Michigan's Early Childhood Standards of Quality](#)

A written philosophy statement for the early childhood care and education program is developed and utilized as the basis for making program decisions and establishing program goals and objectives.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Curriculum and Instruction (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has 3-5 of the indicators in place (4 pts.)

C-CI2: A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting

C-CI2

A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting

Currently meeting

Not meeting at this time

Evidence

No documents have been added.

+File

The following file types are accepted:

.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 19. C-CI2 Indicator

Why this Indicator is Important

Consistent daily routines provide children a sense of comfort and safety in knowing what will happen next and learn to trust that caring adults will provide what they need.

How a Program May Meet the Intent of the Indicator

- Provides a daily schedule for each classroom that includes:
 - Time for transition
 - Meal times
 - Bodily care routines
 - Indoor and outdoor activities
 - Is responsive to each child's need to be active or resting
- Other:

Meeting the Indicator

The program has evidence of every classroom's current daily schedule.

[Michigan's Early Childhood Standards of Quality](#)

The daily routine/schedule is predictable, yet flexible.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Curriculum and Instruction (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has 3-5 of the indicators in place (4 pts.)

C-CI3: An approved curriculum

C-CI3
An approved curriculum

1. Bank Street
2. The Creative Curriculum® for Infants, Toddlers and Twos
3. The Creative Curriculum® for Preschool
4. The Creative Curriculum® for Family Child Care
5. HighScope Infant and Toddler Curriculum
6. HighScope Preschool Curriculum
7. Montessori
8. MSU Approach (Kostelnik et al) toddler and preschool
9. The Project Approach
10. Reggio Emilia
11. Tools of the Mind
12. Connect4Learning (4-year-old/Pre-K, school-year only)
13. Early Foundations (GSRP classroom in KinderCare programs only)

Currently meeting
 Not meeting at this time

Evidence

No documents are currently attached to this indicator. Click here to upload documents.

Documentation Required

[+File](#)

The following file types are accepted:
 .doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 20. C-CI3 Indicator

Why this Indicator is Important

Approved curricula provide staff with a guide based on research and best practices to scaffold children’s development and learning.

How a Program May Meet the Intent of the Indicator

- Provides evidence of the curriculum implemented and the age groups served.
- Shares learning objectives of the curriculum.
- Provides family or program handbook(s) with curriculum information.
- Offers trainings or family nights on the curriculum model used.
- Other:

Meeting the Indicator

The program has evidence showing the use of a comprehensive, age appropriate, curriculum in all classrooms that is on [Great Start to Quality’s approved curriculum list](#).

Michigan’s Early Childhood Standards of Quality

The curriculum is designed to address all aspects of children’s development and to further their learning with emphasis on the unique needs of the young child.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Curriculum and Instruction (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has 3-5 of the indicators in place (4 pts.)

C-CI4: A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children’s culture and demonstrates cultural competence

C-CI4
A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence

A written cultural competence plan needs to address how it helps families and staff understand:

- The purpose of the cultural competence plan
- Why it is important to children, families, and staff
- The tools and resources being used in the program and how they are being used
- How the plan meets the needs of children, families, and staff
- How this information will be shared with children, families, and staff

Currently meeting
 Not meeting at this time

Evidence

No documents found. Click here to upload documents. + File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tif, .dxf

Figure 21. C-CI4 Indicator

Why this Indicator is Important

Staff provide opportunities to identify and celebrate the diversity of children’s families, community and other cultures. This encourages increased self-esteem, pride in one’s culture, and feelings of acceptance of all cultures to become global citizens.

How a Program May Meet the Intent of the Indicator

A written cultural competence plan must address how it helps families and staff understand:

- The purpose of the cultural competence plan.
- Why it is important to children, families, and staff.
- The tools and resources being used in the program and how they are being used.
- How the plan meets the needs of children, families, and staff.
- How this information will be shared with children, families, and staff.

Meeting the Indicator

The program has evidence of a written cultural competence plan.

[Michigan’s Early Childhood Standards of Quality](#)

The program’s policies and practices support the enrollment and participation of all children including those with disabilities and promote an environment of acceptance that supports and respects gender, culture, language, ethnicity, individual capacities, and family composition.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Curriculum and Instruction (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has 3-5 of the indicators in place (4 pts.)

C-CI5: A written plan for serving children with special needs

C-CI5

A written plan for serving children with special needs

A written special needs plan must address how it helps families and staff understand:

- The purpose of the special needs plan
- Why it is important to children, families, and staff
- The tools and resources being used in the program and how they are being used
- How the plan meets the needs of children, families, and staff
- How this information will be shared with children, families, and staff

Currently meeting

Not meeting at this time

Evidence

No documents added.

+File

The following file types are accepted:

doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 22. C-CI5 Indicator

Why this Indicator is Important

Staff provide opportunities to identify, support, and learn about the different learning styles and abilities of children, families, and community members. This increases self-esteem, understanding of differences, and feelings of acceptance of all abilities.

How a Program May Meet the Intent of the Indicator

A written special needs plan must address how it helps families and staff understand:

- The purpose of the special needs plan.
- Why it is important to children, families, and staff.
- The tools and resources being used in the program and how they are being used.
- How the plan meets the needs of children, families, and staff.
- How this information will be shared with children, families, and staff.

Meeting the Indicator

The program has evidence of a written special needs plan.

[Michigan's Early Childhood Standards of Quality](#)

The program's policies and practices support the enrollment and participation of all children including those with disabilities and promote an environment of acceptance that supports and respects gender, culture, language, ethnicity, individual capacities, and family composition.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Curriculum and Instruction (0, 2, or 4 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2 of the indicators in place (2 pts.)
- Program has 3-5 of the indicators in place (4 pts.)

Total points for Curriculum and Instruction Section:

C-SA1: Staff discusses anecdotal notes/observations as a basis for working/teaching with each child

C-SA1
Staff discusses anecdotal notes/observations as a basis for working/teaching with each child

Currently meeting
 Not meeting at this time

Evidence

No documents selected. Click here to upload documents. +File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 23. C-SA1 Indicator

Why this Indicator is Important

Anecdotal notes allow staff to track and plan for children's learning based on evidence of where the child is developmentally and encourages two-way communication between staff and families.

How a Program May Meet the Intent of the Indicator

- Provides example of anecdotal notes/observations.
- Shares forms used to record anecdotal notes/observations.
- Provides family or program handbook(s) with policy about anecdotal notes/observations.
- Offers trainings for staff on the importance and/or program procedures for recording anecdotal notes/observations.
- Other:

Meeting the Indicator

The program has evidence showing notes/observations are taken on children in every classroom as a tool for working with and planning for each child.

[Michigan's Early Childhood Standards of Quality](#)

The program uses information gained from a variety of child assessment measures to plan learning experiences for individual children and groups.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Screening and Assessment (0, 2, 4, or 6 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4 of the indicators in place (4 pts.)
- Program has all 5 of the indicators in place (6 pts.)

C-SA2: Complete annual developmental screening on each child

C-SA2
Complete annual developmental screening on each child

1. Ages & Stages Questionnaires® (ASQ™)
2. Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE™)
3. Battelle Developmental Inventory™ (BDI™)
4. Bayley Scales of Infant and Toddler Development® (Bayley®)
5. Birth to Three Assessment and Intervention System (BTAIS)
6. BRIGANCE® Early Childhood Screens (0-35 months)
7. BRIGANCE® Early Childhood Screens (3-5 years)
8. Child Development Inventory (CDI)
9. Denver Developmental Screening Test (DDST)
10. Developmental Indicators for the Assessment of Learning (DIAL™)
11. Developmental Profile™ (DP™)
12. Devereux Early Childhood Assessment (DECA)
13. Early Screening Inventory-Revised (ESI-R™)
14. Early Screening Profiles (ESP)
15. Infant Development Inventory (IDI)
16. Infant-Toddler and Family Instrument (ITFI)
17. Infant-Toddler Developmental Assessment (IDA)
18. Parents' Evaluation of Developmental Status - Developmental Milestones (PEDS: DM)

Currently meeting
 Not meeting at this time

Evidence

No documents added. Click here to upload documents.

The following file types are accepted:
 .doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tif, .tiff

Figure 24. C-SA2 Indicator

Why this Indicator is Important

Implementing an approved screening tool allows for staff to collect point in time data that provides information about the child's physical, cognitive, and social-emotional health. Staff use data to identify possible developmental delays and behavioral problems and share the results with families.

How a Program May Meet the Intent of the Indicator

- Provides evidence of the screening tool implemented and the age groups served.
- Provides family or program handbook(s) with screening tool information.
- Shares calendar of screening completion schedules.
- Other:

Meeting the Indicator

The program has evidence showing the use of an age appropriate screening tool (a tool used to check for any concerns about a child's development) on all children that is on [Great Start to Quality's approved screening list](#).

[Michigan's Early Childhood Standards of Quality](#)

The program uses information gained from a variety of child assessment measures to plan learning experiences for individual children and groups.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Screening and Assessment (0, 2, 4, or 6 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4 of the indicators in place (4 pts.)
- Program has all 5 of the indicators in place (6 pts.)

C-SA3: Uses an approved child assessment tool at least two times a year

C-SA3
Uses an approved child assessment tool at least two times a year

1. Assessment, Evaluation, and Programming System for Infants and Toddlers (AEPS®) Curriculum for Birth to Three Years
2. Assessment, Evaluation, and Programming System for Infants and Toddlers (AEPS®) Curriculum for Three to Six Years
3. BRIGANCE® Inventory of Early Development
4. The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN)
5. The Carolina Curriculum for Preschoolers with Special Needs (CCPSN)
6. Child Observation Record (COR)
7. Child Observation Record Advantage (COR-Advantage)
8. The Creative Curriculum® Developmental Continuum
9. The Early Learning Accomplishment Profile (E-LAP™)
10. The Learning Accomplishment Profile (LAP-3™)
11. HELP®: 0-3 Years (Hawaii Early Learning Profile)
12. HELP®: 3-6 Years (Hawaii Early Learning Profile)
13. Learning Accomplishment Profile - Diagnostic (LAP-D™)
14. Teaching Strategies Gold®
15. The Ounce Scale™
16. The Work Sampling System®

Currently meeting
 Not meeting at this time

Evidence

No documents to upload. Click here to upload documents.

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .ppsx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 25. C-SA3 Indicator

Why this Indicator is Important

Implementing an approved assessment tool allows staff to collect ongoing data about the child’s developmental progress ensuring instruction and content meet the developmental needs of each child.

How a Program May Meet the Intent of the Indicator

- Provides evidence of the assessment tool implemented and the age groups served.
- Provides family or program handbook(s) with assessment tool information.
- Shares calendar of assessment completion schedules.
- Other:

Meeting the Indicator

The program has evidence showing the use of an age appropriate assessment tool on all children that is on the [Great Start to Quality approved assessment list](#).

Michigan’s Early Childhood Standards of Quality

The program uses appropriate assessment tools to help identify children who may require additional specialized programs and interventions.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Screening and Assessment (0, 2, 4, or 6 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4 of the indicators in place (4 pts.)
- Program has all 5 of the indicators in place (6 pts.)

C-SA4: Uses child assessment results in parent-teacher conferences at least two times a year

C-SA4
Uses child assessment results in parent-teacher conferences at least two times a year

Currently meeting
 Not meeting at this time

Evidence

No documents found. Click here to upload documents. +File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 26. C-SA4 Indicator

Why this Indicator is Important

Documenting a child’s developmental progress over time allows for staff and families to use data to discuss the child’s development, create individualize short- and long-term instructional goals for the child, and to bridge the gap between at home and on-site learning.

How a Program May Meet the Intent of the Indicator

- Provides scheduling options for parent-teacher conferences or home visits two times a year based on assessment results.
- Shares calendar of parent-teacher conference/home visit schedules.
- Provides family or program handbook(s) with parent-teacher conferences or home visit policy.
- Other:

A Great Start to Quality Approved Assessment tool must be implemented twice per year to receive credit for this indicator.

Meeting the Indicator

The program has evidence showing how they share children’s assessment results with families.

[Michigan’s Early Childhood Standards of Quality](#)

Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Screening and Assessment (0, 2, 4, or 6 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4 of the indicators in place (4 pts.)
- Program has all 5 of the indicators in place (6 pts.)

C-SA5: Uses assessment to inform individual, small group and whole group instruction and interaction

C-SA5
Uses assessment to inform individual, small group and whole group instruction and interaction

Currently meeting
 Not meeting at this time

Evidence

No documents found. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 27. C-SA5 Indicator

Why this Indicator is Important

Documenting a child's developmental progress over time allows staff to plan activities for the children's daily experiences and to support ongoing development and learning based on data for each individual child, groups of children, and the class as a whole.

How a Program May Meet the Intent of the Indicator

- Provides evidence on how staff plan for the children based on assessment results.
- Provides family or program handbook(s) with policy on individual child planning.
- Share how staff use assessment results to set individual learning plans with families.
- Offers trainings or family nights regarding how to understand and use child assessment results to support learning and development.
- Other:

A Great Start to Quality Approved Assessment tool must be implemented twice per year to receive credit for this indicator.

Meeting the Indicator

The program has evidence of how the program and/or staff use assessment results and notes to plan for all children.

Michigan's Early Childhood Standards of Quality

Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Screening and Assessment (0, 2, 4, or 6 pts.)

- Program has 0-1 of the indicators in place (0 pts.)
- Program has 2-3 of the indicators in place (2 pts.)
- Program has 4 of the indicators in place (4 pts.)
- Program has all 5 of the indicators in place (6 pts.)

Total points for Screening and Assessment Section:

C-CC1: Child Care/Preschool Center can demonstrate that it structures and schedules staff such that each child has a consistent team of provider/educators and peers over a week, and over a calendar year

Figure 28. C-CC1 Indicator

Why this Indicator is Important

Consistent caregiving establishes an environment in which meaningful and lasting relationships can develop between staff, children, and families. Consistent caregiving also encourages strong understanding of each individual child’s interests and developmental needs which leads to a more individualized curriculum.

How a Program May Meet the Intent of the Indicator

- Provides detailed classroom staffing plans.
- Provides information about transitions in the program.
- Shares learning objectives for child assessment tools.
- Shares information on the importance of responsive caregiving.
- Provides family or program handbook(s) with consistent caregiving policy.
- Other:

Meeting the Indicator

The program has evidence of consistent staffing and classroom assignments for a week and a year.

[Michigan’s Early Childhood Standards of Quality](#)

To achieve optimum educational outcomes for the children, the program applies staffing patterns and practices that allow for maximum staff/child interaction, program implementation, and consistency of staff.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Consistent Caregiving (0 or 2 pts.)

- Program has evidence of consistent caregiving in place (2 pts.)

Total points for Consistent Caregiving Section:

C-AM1: Written personnel policies and procedures

C-AM1
Written personnel policies and procedures

Currently meeting
 Not meeting at this time

Evidence

No documents found. Click here to upload documents.

+file

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 29. C-AM1 Indicator

Why this Indicator is Important

Clearly written policies and procedures set all staff members up for success. Written procedures ensure staff understand the expectations of the job or where to find answers about the expectations.

How a Program May Meet the Intent of the Indicator

- Provides staff handbook or its table of contents.
- Shares policy manual or its table of contents.
- Shares procedure manual or its table of contents.
- Provides job descriptions, guidelines, or protocols.
- Offers trainings on staff responsibilities and roles.
- Other:

Meeting the Indicator

The program has evidence showing the expectations of staff.

[Michigan's Early Childhood Standards of Quality](#)

The program's policies and practices support the enrollment and participation of all children including those with disabilities and promote an environment of acceptance that supports and respects gender, culture, language, ethnicity, individual capacities, and family composition.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Administration and Management (0, 2, 4, or 6 pts.)

- Program has 0 of the indicators in place (0 pts.)
- Program has 1-2 of the indicators in place (2 pts.)
- Program has 3 of the indicators in place (4 pts.)
- Program has 4-5 of the indicators in place (6 pts.)

C-AM2: Evidence of staff evaluations and individual professional development plans for each staff member

Figure 30. C-AM2 Indicator

Why this Indicator is Important

Reflecting on the growth of an educator over time allows for conversation between administration and staff to create professional development goals for development for the coming year.

How a Program May Meet the Intent of the Indicator

- Provides evidence of evaluations and individual professional development plans.
- Shares schedule for evaluations and individual professional development plans.
- Shares evaluation policies.
- Provides example of evaluations tool and professional development plans/goals.
- Shares information on how to set goals.
- Other:

Meeting the Indicator

The program has evidence showing staff (director, leads, and assistants) are evaluated and have individual professional development plans.

[Michigan's Early Childhood Standards of Quality](#)

Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Administration and Management (0, 2, 4, or 6 pts.)

- Program has 0 of the indicators in place (0 pts.)
- Program has 1-2 of the indicators in place (2 pts.)
- Program has 3 of the indicators in place (4 pts.)
- Program has 4-5 of the indicators in place (6 pts.)

C-AM3: A documented, graduated salary scale for staff that takes into account education and experience

C-AM3
A documented, graduated salary scale for staff that takes into account education and experience

Currently meeting
 Not meeting at this time

Evidence

No documents found. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 31. C-AM3 Indicator

Why this Indicator is Important

Offering a graduated salary scale encourages recruitment and retention of qualified staff.

How a Program May Meet the Intent of the Indicator

- Provides written salary scale.
- Shares how salary scales takes into account both education and experience.
- Shares how the salary scale is used to determine a staff member's wage/salary.
- Other:

The salary scale needs to be used at all times, not only when a staff member is being evaluated.

Salary scale must take into account both education and experience.

Meeting the Indicator

The program has evidence of a written salary scale.

[Michigan's Early Childhood Standards of Quality](#)

Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Administration and Management (0, 2, 4, or 6 pts.)

- Program has 0 of the indicators in place (0 pts.)
- Program has 1-2 of the indicators in place (2 pts.)
- Program has 3 of the indicators in place (4 pts.)
- Program has 4-5 of the indicators in place (6 pts.)

C-AM4: A flexible benefit plan that may include health, tuition assistance, etc. for staff

C-AM4
A flexible benefit plan that may include health, tuition assistance, etc. for staff

Currently meeting
 Not meeting at this time

Evidence

No documents have been added.
Click here to upload documents.

+ File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tiff, .tif

Figure 32. C-AM4 Indicator

Why this Indicator is Important

Flexible benefits encourage recruitment and retainment of qualified staff.

How a Program May Meet the Intent of the Indicator

- Provides benefits which may include:
 - Health insurance
 - Dental insurance
 - Vision insurance
 - Tuition assistance
 - Child care discounts
 - Payouts for not participating in insurance programs
 - Paying for educator professional development or time for attending professional development
- Other:

Meeting the Indicator

Program has evidence full time staff are offered benefits.

[Michigan's Early Childhood Standards of Quality](#)

Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Administration and Management (0, 2, 4, or 6 pts.)

- Program has 0 of the indicators in place (0 pts.)
- Program has 1-2 of the indicators in place (2 pts.)
- Program has 3 of the indicators in place (4 pts.)
- Program has 4-5 of the indicators in place (6 pts.)

C-AM5: Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time

C-AM5
Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tif, .tiff

Figure 33. C-AM5 Indicator

Why this Indicator is Important

Paid leave time encourages recruitment and retainment of qualified staff.

How a Program May Meet the Intent of the Indicator

- Provides paid leave time which may include:
 - Paid personal time
 - Paid sick time
 - Paid vacation time
 - Paid holidays
 - Paid snow days
- Other:

Meeting the Indicator

Program has evidence that full time staff are offered paid time off.

[Michigan's Early Childhood Standards of Quality](#)

Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Administration and Management (0, 2, 4, or 6 pts.)

- Program has 0 of the indicators in place (0 pts.)
- Program has 1-2 of the indicators in place (2 pts.)
- Program has 3 of the indicators in place (4 pts.)
- Program has 4-5 of the indicators in place (6 pts.)

Total points for Administration and Management Section:

C-SQ1-A to D: Administrator/Director Qualifications

C-SQ1-A
CDA or Montessori credential including a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience
OR
Bachelor's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience
 Currently meeting
 Not meeting at this time

C-SQ1-B
Associate's degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience
OR
60 semester hours in a program leading to a bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development and 480 hours of experience
 Currently meeting
 Not meeting at this time

C-SQ1-C
Bachelor's degree or higher in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience
OR
Bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience
 Currently meeting
 Not meeting at this time

C-SQ1-D
Bachelor's degree or higher with a major in Early Childhood Education/Child Development and 2 credits in child care administration
 Currently meeting
 Not meeting at this time

Figure 34. C-SQ1-A to D Indicators

Why this Indicator is Important

Obtaining specialized education and training allows Administrators/Directors to provide quality care, experiences, and environments that support every aspect of children's growth and learning.

How a Program May Meet the Intent of the Indicator

The Administrator/Director has experience working in the field of education, is a member of [MiRegistry](#), has their qualifications verified, and meets the intent of one of the Administrator/Director Qualifications indicators:

- A current CDA, 18 semester hours in Early Childhood Education/Child Development, and 960 hours of experience.
- A Montessori credential from the Association Montessori International (AMI), American Montessori Society (AMS), or Montessori Accreditation Council for Teacher Education (MACTE), 18 semester hours in Early Childhood Education/Child Development, and 960 hours of experience.
- A Bachelor's degree (or higher) in an unrelated field, 18 semester hours in Early Childhood Education/Child Development, and 960 hours of experience.
- An Associates degree in Early Childhood Education/Child Development/child-related field, 18 semester hours in Early Childhood Education/Child Development, and 480 hours of experience.
- Working on a Bachelor's degree in Early Childhood Education/Child Development/child-related field with 60 completed semester hours, 24 semesters hours in Early Childhood Education/Child Development, and 480 hours of experience.
- A Bachelor's degree (or higher) in a child-related field, 18 semester hours in Early Childhood Education/Child Development, and 480 hours of experience.
- A Bachelor's degree (or higher) in any field, 30 semester hours in Early Childhood Education/Child Development, and 480 hours of experience.
- A Bachelor's degree or higher with a major in Early Childhood Education/Child Development and 2 credits in child care administration.

[Michigan's Early Childhood Standards of Quality](#)

The program administrator is, or the program employs an early childhood specialist who is qualified to administer or collaborate in the administration of the program, including supervision and management, program and staff evaluation, and program and staff development.

C-SQ1-A to D: Administrator/Director Qualifications

Staffing

Name of Administrator/Director:

- Administrator/Director is connected to the Organization Profile.
- Administrator/Director is connected to the Classrooms Tab of STARS.
- Qualifications sent to MiRegistry for verification.

Reflection

Currently Meeting

Administrator/Director Qualifications Indicator currently meeting:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Administrator/Director Qualifications (1 to 4 pts.)

Administrator meets C-SQ1-A (1 pt.)

- CDA or Montessori credential including a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience OR a Bachelor's degree or higher in an unrelated field with a minimum of 18 semester hours in Early Childhood Education/Child Development and 960 hours of experience.

Administrator meets C-SQ1-B (2 pts.)

- Associates degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience OR 60 semester hours in a program leading to a bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development and 480 hours of experience.

Administrator meets C-SQ1-C (3 pts.)

- Bachelor's degree or higher in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development and 480 hours of experience OR a Bachelor's degree or higher in any field with 30 semester hours in Early Childhood Education/Child Development and 480 hours of experience.

Administrator meets C-SQ1-D (4 pts.)

- Bachelor's degree or higher with a major in Early Childhood Education/Child Development and 2 credits in child care administration.

Total points for Administrator/Director Qualifications Section:

C-SQ2-A to F: Lead Provider/Educator/Teacher Qualifications

C-SQ2-A
At least 50% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA
OR
Montessori credential appropriate to age served
 Currently meeting
 Not meeting at this time

C-SQ2-B
100% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA
OR
Montessori credential appropriate to age served
 Currently meeting
 Not meeting at this time

C-SQ2-C
At least 50% of classrooms have lead providers/educators/teachers with at a minimum an Associate's degree in Early Childhood Education/Child Development or child-related field
OR
60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development
 Currently meeting
 Not meeting at this time

C-SQ2-D
100% of classrooms have lead providers/educators/teachers with at least an Associate's degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development field
OR
60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development
 Currently meeting
 Not meeting at this time

C-SQ2-E
At least 50% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field
 Currently meeting
 Not meeting at this time

C-SQ2-F
100% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field
 Currently meeting
 Not meeting at this time

Figure 35. C-SQ2-A to F Indicators

Why this Indicator is Important

Obtaining specialized education and training allows staff to provide quality care, experiences, and environments that support every aspect of children's growth and learning.

How a Program May Meet the Intent of the Indicator

The Lead Provider/Educator/Teacher(s) are members of [MiRegistry](#), have their qualifications verified, and their combined credentials meet the intent of one of the Lead Provider/Educator/Teacher Qualifications indicators:

- A current CDA appropriate to aged served.
- A Montessori credential from the Association Montessori International (AMI), American Montessori Society (AMS), or Montessori Accreditation Council for Teacher Education (MACTE) appropriate to age served.
- An Associates degree in Early Childhood Education/Child Development/child-related field.
- Working on a Bachelor's degree in Early Childhood Education/Child Development/child-related field with 60 completed semester hours and 24 semesters hours in Early Childhood Education/Child Development.
- An Associates degree in Early Childhood Education/Child Development/child-related field and 18 semester hours in Early Childhood Education/Child Development.
- A Bachelor's degree (or higher) in Early Childhood Education/Child Development/child-related field.

[Michigan's Early Childhood Standards of Quality](#)

Teachers are qualified to develop and implement a program consistent with the program philosophy and appropriate to the developmental and learning needs of the children and families being served, including the development of a continuing parent education and family involvement component.

C-SQ2-A to F: Lead Provider/Educator/Teacher Qualifications

Staffing

Names of Lead Provider/Educator/Teacher(s):

- Lead Provider/Educator/Teacher(s) is connected to the Organization Profile.
- Lead Provider/Educator/Teacher(s) is connected to the correct classroom on STARS.
- Lead Provider/Educator/Teacher(s) has the correct title in the Employee Tab on STARS.
- Qualifications sent to MiRegistry for verification.

Reflection

Currently Meeting

Lead Provider/Educator/Teacher Qualifications Indicator currently meeting:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Lead Provider/Educator/Teacher Qualifications (1 to 4 pts.)

Lead Provider/Educator/Teacher(s) meet C-SQ2-A (1 pt.)

- At least 50% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA or Montessori credential appropriate to age served.

Lead Provider/Educator/Teacher(s) meet C-SQ2-B (2 pts.)

- 100% of classrooms have lead providers/educators/teachers with, at a minimum, a CDA OR Montessori credential appropriate to age served.

Lead Provider/Educator/Teacher(s) meet C-SQ2-C (2 pts.)

- At least 50% of classrooms have lead providers/educators/teachers with at a minimum an Associates degree in Early Childhood Education/Child Development or child-related field OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.

Lead Provider/Educator/Teacher(s) meet C-SQ2-D (3 pts.)

- 100% of classrooms have lead providers/educators/teachers with at least an Associates degree in Early Childhood Education/Child Development or child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development field OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.

Lead Provider/Educator/Teacher(s) meet C-SQ2-E (3 pts.)

- At least 50% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.

Lead Provider/Educator/Teacher(s) meet C-SQ2-F (4 pts.)

- 100% of classrooms have lead providers/educators/teachers with at least a Bachelor's degree in Early Childhood Education/Child Development or child-related field.

Total points for Lead Provider/Educator/Teacher Qualifications Section:

C-SQ3-A to D: Assistant Provider/Educator/Teacher Qualifications

C-SQ3-A
At least 50% of assistants have at a minimum a CDA OR Montessori credential appropriate to age served
OR
100% of assistants have completed at least one post-secondary course in Early Childhood Education/Child Development OR completed 20 hours of community/academic training aligned with the Core Knowledge Core Competencies

Currently meeting
 Not meeting at this time

C-SQ3-B
100% of assistants have at a minimum a CDA OR Montessori credential appropriate to age served

Currently meeting
 Not meeting at this time

C-SQ3-C
At least 50% of assistants have at a minimum an Associate's degree in Early Childhood Education/Child Development, or in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development
OR
60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development

Currently meeting
 Not meeting at this time

C-SQ3-D
100% of assistants have at a minimum an Associate's degree in Early Childhood Education/Child Development
OR
An Associate's degree in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development
OR
60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development

Currently meeting
 Not meeting at this time

Figure 36. C-SQ3-A to D Indicators

Why this Indicator is Important

Obtaining specialized education and training allows staff to provide quality care, experiences, and environments that support every aspect of children's growth and learning.

How a Program May Meet the Intent of the Indicator

The Assistant Provider/Educator/Teacher(s) are members of [MiRegistry](#), have their qualifications verified, and their combined credentials meet the intent of one of the Assistant Provider/Educator/Teacher Qualifications indicators:

- Completed one college course in Early Childhood Education/Child Development.
- Completed 20 hours of training at any time in their life.
- A current CDA appropriate to aged served.
- A Montessori credential from the Association Montessori International (AMI), American Montessori Society (AMS), or Montessori Accreditation Council for Teacher Education (MACTE) appropriate to age served.
- An Associates degree (or higher) in Early Childhood Education/Child Development/child-related field and 18 semester hours in Early Childhood Education/Child Development.
- An Associates degree (or higher) in Early Childhood Education/Child Development.
- An Associates degree (or higher) in a child-related field and 18 semester hours in Early Childhood Education/Child Development.
- Working on a Bachelor's degree in Early Childhood Education/Child Development/child-related field with 60 completed semester hours and 24 semesters hours in Early Childhood Education/Child Development.

[Michigan's Early Childhood Standards of Quality](#)

Paraprofessionals (i.e., those staff who work with children under the supervision of a teacher) are trained to implement program activities and assist in the care and education of the children.

C-SQ3-A to D: Assistant Provider/Educator/Teacher Qualifications

Staffing

Names of Assistant Provider/Educator/Teacher(s):

- Assistant Provider/Educator/Teacher(s) is connected to the Organization Profile.
- Assistant Provider/Educator/Teacher(s) is connected to the correct classroom on STARS.
- Assistant Provider/Educator/Teacher(s) has the correct title in the Employee Tab on STARS.
- Qualifications sent to MiRegistry for verification.

Reflection

Currently Meeting

Assistant Provider/Educator/Teacher Qualifications Indicator currently meeting:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Assistant Provider/Educator/Teacher Qualifications (1 to 3 pts.)

Assistant provider/Educator/Teacher(s) meet C-SQ3-A (1 pt.)

- At least 50% of assistants have at a minimum a CDA or Montessori credential appropriate to age served OR 100% of assistants have completed at least one post-secondary course in Early Childhood Education/Child Development or 20 hours of community/academic training aligned with the Core Knowledge Core Competencies.

Assistant provider/Educator/Teacher(s) meet C-SQ3-B (2 pts.)

- 100% of assistants have at a minimum a CDA OR Montessori credential appropriate to age served.

Assistant provider/Educator/Teacher(s) meet C-SQ3-C (2 pts.)

- At least 50% of assistants have at a minimum an Associates degree in Early Childhood Education/Child Development or in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.

Assistant provider/Educator/Teacher(s) meet C-SQ3-D (3 pts.)

- 100% of assistants have at a minimum an Associates degree in Early Childhood Education/Child Development or An Associates degree in a child-related field including a minimum of 18 semester hours in Early Childhood Education/Child Development OR 60 semester hours in a program leading to a Bachelor's degree in Early Childhood Education/Child Development or child-related field with at least 24 semester hours in Early Childhood Education/Child Development.

Total points for Assistant Provider/Educator/Teacher Qualifications Section:

C-PD1: Director and all program staff complete at least 24 clock hours of professional development annually



Figure 37. C-PD1 Indicator

Why this Indicator is Important

Continued professional development and training supports staff members' knowledge on current best practices, providing quality care, experiences, and environments that support every aspect of children's growth and learning.

How a Program Meets the Intent of the Indicator

The Administrator/Director, Lead Provider/Educator/Teacher(s), and Assistant Provider/Educator/Teacher(s) have:

- Completed 24 hours of professional development within the last 12 months from the month the Self-Assessment Survey was submitted.
- Professional development training verified by MiRegistry.

Recently hired staff (hired for less than 90 days) do not require a certain number of professional development training hours.

CPR and First Aid hours do not count toward the total professional development hours.

[Michigan's Early Childhood Standards of Quality](#)

The staff participates in a variety of ongoing professional development activities (e.g., in-service training, professional workshops, courses at institutions of higher learning, teacher exchanges, observations, coaching).

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Professional Development (3 pts.)

- Program has evidence of annual professional development in place (2 pts.)

C-PD2: Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence OR inclusive practices, related to serving children with special needs or disabilities, as well as, teaching diverse children and supporting diverse children and their families



Figure 38. C-PD2 Indicator

Why this Indicator is Important

Ongoing professional development trainings support staff members’ knowledge on current best practices related to cultural competence or inclusive practices (e.g., culture, diversity, special needs, inclusion, etc.).

How a Program Meets the Intent of the Indicator

The Administrator/Director, Lead Provider/Educator/Teacher(s), and Assistant Provider/Educator/Teacher(s) have:

- Completed 3 hours of professional development focused on cultural competence/inclusive practices (e.g., serving children with special needs or disabilities, teaching diverse children, supporting diverse children and their families, etc.) within the last 12 months from the month the Self-Assessment Survey was submitted.
- Professional development training verified by MiRegistry.

Recently hired staff (hired for less than 90 days) do not require a certain number of professional development training hours.

[Michigan’s Early Childhood Standards of Quality](#)

The staff participates in a variety of ongoing professional development activities (e.g., in-service training, professional workshops, courses at institutions of higher learning, teacher exchanges, observations, coaching).

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Professional Development (3 pts.)

- Program has evidence of professional development focused on cultural competence or inclusive practices in place (1 pt.)

Total points for Professional Development Section:

C-OS1: Director has a graduate degree in Early Childhood or Child Development, or a related field OR Program works at least monthly with an Early Childhood Specialist with a graduate degree in Early Childhood or Child Development or a related field

C-OS1

Director has a graduate degree in Early Childhood or Child Development or a related field

OR

Program works at least monthly with an Early Childhood Specialist with a graduate degree in Early Childhood or Child Development or a related field

Currently meeting

Not meeting at this time

Evidence

No documents have been added.

+File

The following file types are accepted:

.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tif, .tiff

Figure 39. C-OS1 Indicator

Why this Indicator is Important

Ongoing individualized coaching and consultation supports the program to improve the quality of care through observations, action plans, meeting notes, emails, etc.

How a Program May Meet the Intent of the Indicator

- Administrator/Director has a Master's degree (or higher) in Early Childhood Education, Child Development, or a child-related field.
- Evidence the Early Childhood Specialist has their Master's degree (or higher) in Early Childhood Education, Child Development, or child-related field, and can provide evidence of monthly meetings for coaching and consultation.
- Evidence showing the program is currently working on a monthly basis with a Quality Improvement Consultant through their local Great Start to Quality Resource Center.

Meeting the Indicator

The program has evidence of consultation or coaching on a monthly basis.

[Michigan's Early Childhood Standards of Quality](#)

The program administrator is or the program employs an early childhood specialist who is qualified to administer or collaborate in the administration of the program, including supervision and management, program and staff evaluation, and program and staff development.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Other Staffing (2 pts.)

- Program has evidence of monthly coaching or consultation in place (1 pt.)

C-OS2: Center develops Quality Improvement Plan designed to improve quality in staff qualifications and progress is monitored by a Quality Improvement Consultant

C-OS2
Center develops Quality Improvement Plan designed to improve quality in staff qualifications and progress is monitored by a Quality Improvement Consultant

Currently meeting
 Not meeting at this time

Evidence

No documents have been added. Click here to upload documents.

+File

The following file types are accepted:
.doc, .docx, .xls, .xlsx, .pdf, .rtf, .ppt, .pptx, .jpeg, .jpg, .bmp, .gif, .png, .pub, .tif, .tiff

Figure 40. C-OS2 Indicator

Why this Indicator is Important

Monitoring a program's written plan to encourage program quality and work on staff qualifications shows a dedication to improvement and high-quality programming.

How a Program May Meet the Intent of the Indicator

- A Quality Improvement Plan is a document that states the program's goals for improving staff qualifications, the plan to reach those goals, and the steps that will be taken to achieve/complete the goals.
- Quality Improvement Plans from outside STARS will meet the intent of this indicator if the plan clearly explains how the program is working to improve staff qualifications.
- Professionals other than Quality Improvement Consultants may monitor the progress, if they have a Master's degree (or higher) in Early Childhood Education, Child Development, or a child-related field.

Meeting the Indicator

The program has evidence of a Quality Improvement Plan designed to improve staff qualifications that is monitored by someone with a Master's degree or a Quality Improvement Consultant.

[Michigan's Early Childhood Standards of Quality](#)

The program implements program evaluation processes to learn how the program can be improved and be accountable.

Reflection

Currently Meeting

Document Name and Location:

Future Improvements:

Not Currently Meeting

Goal for the future:

What do I want to learn?

Plan for implementation:

Points Possible for Other Staffing (2 pts.)

- Program has evidence of a Quality Improvement Plan in place (1 pt.)

Total points for Other Staffing Section:

Calculating Potential Self-Assessment Survey Score

Total Section Score

Enter the total points for each section of the Self-Assessment Survey. Reference page for each section is in parenthesis. Add each total category score in the SAS Points column below. Add all category scores to determine total points. Remember to reference the minimum points and minimum categories to achieve each rating level.

Family and Community Partnership

Family Partnership (Page 10): ____
 Community Partnership (Page 13): ____
 Total Category Score: ____

Environment

Physical Environment (Page 14): ____
 Ratios (Page 15): ____
 Health Environment (Page 20): ____
 Total Category Score: ____

Curriculum and Instruction

Curriculum and Instruction (Page 25): ____
 Screening and Assessment (Page 30): ____
 Consistent Caregiving (Page 31): ____
 Total Category Score: ____

Administration and Management

Administration and Management (Page 36): ____
 Total Category Score: ____

Staff Qualifications and Professional Development

Administrator/Director Qualifications (Page 38): ____
 Lead Provider/Educator/Teacher Qualifications (Page 40): ____
 Assistant Provider/Educator/Teacher Qualifications (Page 42): ____
 Professional Development (Page 44): ____
 Other Staffing (Page 46): ____
 Total Category Score: ____

Category	Possible Points Per Category	SAS Points	2 Star	3 Star	4 Star	5
Family and Community Partnerships	8	____	4	4	6	6
Environment	8	____	2	4	6	6
Curriculum and Instruction	12	____	4	6	8	8
Administration and Management	6	____	2	4	4	4
Staff Qualifications and PD	16	____	3	6	8	8
Additional points in any other category		____	1	2	6	10
Total	50	____				
Minimum points/minimum categories			16/2	26/3	38/4	42/5

III. ACTION ITEMS

A. Approval of 2022 Migrant Summer Employee Pay Schedule (**ROLL CALL**)

109

MEMO

Date: April 13, 2022
To: BOARD OF EDUCATION
From: TONDA BOOTHBY
Re: APPROVAL OF SUMMER MIGRANT EMPLOYEE SALARY SCHEDULE 2022

The Migrant Federal Fund grant pays wages for Van Buren Intermediate School District Summer Migrant Education Program employees. Due to the increased demand for temporary employees whose starting wages are well above the Michigan minimum wage and those of surrounding summer migrant programs, the highly qualified aide salary needs to be adjusted and the other salaries need to be compatible.

RESOLVED that the Van Buren Intermediate School District Board of Education approve the attached Migrant Education Summer Employee Salary Schedules for 2022 to become retroactive on April 11, 2022.

2022 Summer Migrant Education Hourly Pay Rates

Tiers	Teachers & Professional Staff	Highly Qualified Aides & Nurse Aides	Student Intern & Non-HQ Aides	Clerical Summer Staff	Custodial Summer Staff
I	\$35.00	\$15.00	\$12.00	\$14.25	\$12.75
II	\$36.00	\$15.50		\$15.00	\$13.00
III	\$36.50	\$16.00		\$15.75	\$13.15
IV	\$37.00	\$16.50		\$16.50	\$13.25
V	\$37.50	\$17.00		\$17.25	\$13.35
VI	\$38.00	\$17.50		\$18.00	\$13.50
VII	\$38.50	\$18.00*			

* Home Outreach Staff & Staff with BA degree are at HQ Aide, Tier VII pay rate.

All staff except teachers, custodians and recruiters may receive an additional \$1.00 per hour increase if they meet the criteria to qualify as a "Spanish speaker."

A lead teacher will receive \$1.00 per hour in addition to the regular hourly rate.

Recruiters & Lead Recruiter & Parent Involvement Lead

\$17.00 - \$26.00 per hour

Recruiter Aide - \$14.00 per hour

Bus Driver & Bus Attendant hourly pay rates for 2022 will be the same as the regular school year bus driver and bus attendant rates.

B. Approval of Posting for Van Buren Tech Main Street Manager Position
(ROLL CALL)

112

MEMO

DATE: APRIL 13, 2022

TO: BOARD OF EDUCATION

FROM: ROBERT SMITH, DIRECTOR OF CAREER & TECHNICAL EDUCATION

RE: APPROVAL OF VAN BUREN TECH MAIN ST. CAFE MANAGER POSTING

BACKGROUND:

As a result of the completion of the Main St. Hallway expansion project and the Main St. Cafe, Van Buren Tech is interested in hiring a Cafe Manager to oversee the daily operations of the Main St. Cafe, which is scheduled to open at the beginning of the 22-23 school year.

RECOMMENDATION

RESOLVED that the Board of Education approve the posting for a Main St. Cafe Manager.

MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: BRITANI OLDS, HUMAN RESOURCES ADMINISTRATOR
RE: APPROVAL OF EMPLOYMENT OF NEW STAFF

BACKGROUND

Following is a list of new staff, their position, salary and start date. Copies of resumes and interview candidate selection forms are attached.

<u>Administrative Staff</u>	<u>Salary</u>	<u>Start Date</u>
Rebecca Drake, Grant Accountant	\$76,000 Grant Accountant	05/02/2022
	\$25,000 Covert Business Manager	
<u>Special Education PSMs</u>	<u>Salary</u>	<u>Start Date</u>
Samantha Crider, Physical Therapist	\$66,150	04/18/2022

Please note: All salaries listed for PSMs are based on the 2021-2022 contract. Salaries will be prorated to the number of days to work.

RECOMMENDATION

Resolved that the Board of Education approve the employment of the staff listed above.

Attachments -

MEMO

DATE: APRIL 13, 2022
TO: BOARD OF EDUCATION
FROM: BRITANI OLDS
RE: STAFF RESIGNATIONS

BACKGROUND

Attached is the letter of resignation for Timothy Hamelink.

RECOMMENDATION

Resolved that the Board of Education accept the resignation of Timothy Hamelink effective 4/22/2022.

Attachments -

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.