

# Agenda of Regular Meeting

## The Board of Trustees Van Buren ISD

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A Regular meeting of the Board of Trustees of Van Buren ISD will be held March 12, 2025, beginning at 3:00 PM in the VB Tech - Boardroom  
250 South Street  
Lawrence, MI 49064.

The public is invited to attend the Van Buren Intermediate School District Board of Education meetings. If you require an accommodation 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](mailto: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. 3:00 PM - OPEN SESSION - Vacancy Appointment for Covert Board of Education**

### **II. 4:00 PM - REGULAR MEETING**

A. Approval of Draft Agenda (**ROLL CALL VOTE**)

B. Consent Agenda - (**ROLL CALL VOTE**)

1. Minutes (02/05/25)

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The Van Buren Intermediate School District Board of Education held a **public hearing on February 5, 2025**, at 3:45 pm to take public comments and review the District's Anti-Bullying Policy 5207. The regular Board of Education meeting was held in person on **February 5, 2025**, in the Board of Education office. It was called to order at 4:00 PM. The following board members were physically present: Kent, Makay, Faul, and Weiss. Middaugh was virtually present.

Kent moved to approve the January 2, 2025; draft agenda as presented. Supported by Kent. Roll call vote. Makay – yes, Faul – yes, Kent – yes, and Weiss – yes. Motion carried.

Makay moved to approve the Consent Agenda (**December 4, 2024, Minutes; Composite and Summaries**). Supported by Faul. Roll call vote: Faul – yes, Kent – yes, Makay – yes, and Weiss – yes. Motion carried.

Kent moved to approve the following resolution:

**RESOLVED**, that the Board of Education accept the base bid with the alternate from Culligan of Coloma for new water softener systems in the amount of **\$43,217**.

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

Faul made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education accept the base bid from Hall Builders, LLC to replace cabinets at the Bert Goens Learning Center in the amount of **\$80,700**.

Supported by Makay. Roll call vote. Makay - yes, Kent – yes, Faul – yes, and Weiss – yes. Motion carried.

Makay made the motion to approve the following resolution:

**RESOLVED**, the VBISD Board of Education approves the following system of bonuses for the remainder of the 2024-25 school year.

#### **Sign on**

- **New VBISD Support Staff employees (VBIESPA)** will receive a \$500 signing bonus if they begin employment with VBISD prior to May 1, 2025 and remain employed by VBISD through September 15, 2025.

#### **Retention**

- Beginning August 26, 2024, **all VBISD transportation substitutes** will receive a \$250 bonus after every 50 days of work for the 2024-2025 school year (CONTINUE).
- **All VBISD Bus Drivers and Attendants (VBIESPA)** will receive a \$250 bonus if they do not exceed 2 working days off from February 5, 2025 through June 13, 2025.
- **Any VBISD Professional Staff Member (VBIEA) or Salaried Non-Union Staff Member** serving as a substitute for the transportation department will be compensated a flat rate of \$45 per run. Hourly employees will receive their hourly rate (CONTINUE)

## Referral

- Beginning February 5, 2025, **all VBISD staff** are eligible to receive a \$250 referral bonus **if they refer any individual that begins their employment with VBISD** prior to May 1, 2025 and remains employed by VBISD through September 15, 2025.

*\*Note: Referral bonuses will only be paid to individuals remaining employed by VBISD at the time they are eligible to receive them*

Supported by Kent. Roll call vote. Kent – yes, Faul- yes, Makay – yes, and Weiss – yes. Motion carried.

Faul made the motion to approve the following resolution:

**RESOLVED**, the Van Buren Intermediate School District Board of Education approves casting a vote for Elizabeth O’Dell, St Joseph County ISD, as the Region 6 MASB Board of Directors 2025 Representative.

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

Kent made the motion to approve the following resolution:

**RESOLVED** that the Van Buren Intermediate School District held a public hearing on Anti-Bullying Policy 5207, which was developed in conjunction with Matt’s Safe School Law (MCL 380.1310b), and that the policy is approved as presented.

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

Faul made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education approves the following policies as presented for approval:

<i>Policy 5309</i>	<i>Student Records and Directory Information - Revised</i>
<i>Policy 3115</i>	<i>Non-Discrimination, Anti-Harassment, &amp; Retaliation (Including Title IX &amp; ELCRA) - Revised</i>
<i>Policy 3115A</i>	<i>Definitions for 3115 Series - Revised</i>
<i>Policy 3115B</i>	<i>Designation of Coordinators - Revised</i>
<i>Policy 3115C</i>	<i>Supportive Measures - Revised</i>
<i>Policy 3115D</i>	<i>Informal Resolution - Revised</i>
<i>Policy 3115E</i>	<i>Grievance Procedure and Remedies - Revised</i>
<i>Policy 3115F</i>	<i>Complaint Dismissal and Appeals - Revised</i>
<i>Policy 3115G</i>	<i>Additional Requirements to Prevent and Address Pregnancy Discrimination – Revised</i>
<i>Policy 3115H</i>	<i>Training Requirements, Recordkeeping, and Policy Notice - Revised</i>
<i>Policy 3118</i>	<i>Title IX Sexual Harassment - New stand-alone Title IX policy</i>
<i>Policy 4101</i>	<i>Non-Discrimination - Revised</i>
<i>Policy 4102</i>	<i>Anti-Harassment - Revised</i>
<i>Policy 4104</i>	<i>Employment Complaint Procedure for Allegations Implicating Civil Rights - Revised</i>
<i>Policy 4105A</i>	<i>Pregnancy Workplace Accommodations for Employees and Applicants - Revised</i>
<i>Policy 5202</i>	<i>Unlawful Discrimination Harassment and Retaliation Against Students - Revised</i>
<i>Policy 5206</i>	<i>Student Discipline – Revised</i>

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

Makay made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education approve the following policies as presented for approval effective February 21, 2025:

*Policy 4305 Michigan Paid Medical Leave Act (MPMLA) - Repeal*  
*Policy 4113 Michigan Earned Sick Time Act (ESTA) - New*

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

Kent made the motion to approve the following resolution:

**RESOLVED**, that the board of education approve the purchase of four (4) 2025 school buses for special education from Hoekstra Transportation at a cost of \$660,880.00.

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

Faul made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education approve the employment of Breanna Higgins, Speech & Language Path, annual salary of \$52,782.00, start date 01/15/2025; and Megan Scott, Bridge Consultant, annual salary of \$80,199.00 start date 02/19/2025.

Supported by Makay. Voice vote. Motion carried.

Makay made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education accept the resignations of Laura Wyglinski, School Psychologist effective 01/20/2025, and Melissa Bradsher, Grant Accountant, effective 01/24/2025.

Supported by Faul. Voice vote. Motion carried.

Faul made the motion to adjourn the meeting. Supported by Makay. Voice Vote. The meeting adjourned at 5:17 PM.

Respectfully submitted,



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



**VAN BUREN INTERMEDIATE SCHOOL DISTRICT**  
**FEBRUARY 2025**

**VOUCHERS**

Imprest Fund	2,450,774.51
Payroll Fund	4,133,306.08
Purchasing Cards	67,751.02
EduStaff ACH	17,567.35

**PAYROLL SUMMARY**

General	1,108,351.00
Special Education	2,334,970.65
Vocational Education	689,984.43
Student Activity Fund	-
Food Service Fund	-
<b>Total</b>	<b>4,133,306.08</b>

**IMPREST VOUCHER SUMMARY**

FUND	CHECKS	TRAVEL	PURCHASING	TRFS/SALES	TOTAL
General	500,784.89	12,046.17	30,035.10	(20,452.96)	522,413.20
Special Education	1,189,713.52	16,704.01	14,311.39	9,228.43	1,229,957.35
Vocational Education	760,276.10	1,282.66	23,404.53	11,224.53	796,187.82
Capital Projects	-	-	-	-	-
Food Service	-	-	-	-	-
Student Activity Fund	-	-	-	-	-
<b>Total</b>	<b>2,450,774.51</b>	<b>30,032.84</b>	<b>67,751.02</b>	<b>0.00</b>	<b>2,548,558.37</b>

**VAN BUREN INTERMEDIATE SCHOOL DISTRICT  
FEBRUARY 2025**

**BUDGET TO EXPENDITURE COMPARISON 24-25**

<b>FUND</b>	<b>BUDGET</b>	<b>ACTUAL &amp; ENCUMBERED EXPENSES</b>	<b>UNENCUMBERED BALANCE</b>	<b>YEAR TO DATE VARIANCE</b>
General	26,221,227	12,885,294	13,335,933	3,502,973
Special Education	43,256,264	22,576,354	20,679,910	4,458,811
Career Tech Education	17,411,809	8,266,359	9,145,450	2,616,022
Food Service	10,972	-	10,972	6,858
Capital Projects	-	-	-	-

**CASH FLOW SUMMARY**

	<b>ENDING BALANCE 01/01/2025</b>	<b>CASH RECEIPTS</b>	<b>CASH DISBURSEMENTS</b>	<b>ENDING BALANCE 01/31/2025</b>
General	1,094,276	7,420,945	4,870,519	3,644,702
Special Education	6,763,455	17,372,972	11,526,478	12,609,949
Career Tech Education	5,572,832	7,645,595	5,152,898	8,065,529
Student Activity Fund	34,390	170	261	34,299
Food Service	10,740	-	-	10,740
Capital Projects	-	-	-	-
<b>Total</b>	<b>13,475,693</b>	<b>32,439,682</b>	<b>21,550,156</b>	<b>24,365,220</b>

C. Board/Superintendent Travel (**ROLL CALL VOTE**)

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**CONFERENCE ATTENDANCE**  
Superintendent/Board of Education  
**MARCH 2025**

***Pre-Approval***

<b>NAME</b>	<b>DATES</b>	<b>LOCATION</b>	<b>ESTIMATED COST</b>
John Faul	May 2-4, 2025	MASA Spring Institute 2025 Mission Point, Mackinaw Island	<b>\$1957</b>
Kenneth Kent	May 2-4, 2025	MASA Spring Institute 2025 Mission Point, Mackinaw Island	<b>\$1985</b>

***Post Approval***

<b>NAME</b>	<b>DATES</b>	<b>LOCATION</b>	<b>COST</b>
Dave Manson	January 15-17, 2025	MASA Mid-Winter Conference 2025 Amway Grand Plaza, Grand Rapids, MI	<b>\$1228</b>





## Upcoming Events/Key Dates March & April 2025

**3/12	VBISD Covert Board Vacancy Interviews - 3:15p-4p @ VB Tech
**3/12	VBISD School Board Meeting, 4p @ VB Tech
*3/11-3/13	VB Tech 8th Grade Invasion
*3/13	Special Education Department Mentor Appreciation Event, 2-3:15p @ Conference Center
*3/15	March Into Spring (VBISD Dance), 1-3p @ Conference Center
*3/19	VB Tech Culinary Open House Farewell
3/31-4/4	VBISD Spring Break
**4/3-4/6	NBSA Conference
**4/9	VBISD School Board Meeting, 4p @ Conference Center
*4/18	BGLC Prom, 5:30-7:30p @ Conference Center

KEY:

Informational only

\*Board attendance voluntary

\*\*Board attendance requested

E. Public Comments  
III. **INFORMATIONAL ITEMS**  
A. Board Updates  
B. Superintendent Update

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Date: March 12, 2025  
To: Board of Education  
From: David D. Manson, Superintendent  
Subject: **Superintendent Update**

**Mentoring and Induction Grant (27h): (Business & Finance, Staff Relations, Community Relations, Instructional Leadership)**

VBISD is collaborating with the West Michigan Education Research and Development Foundation (WMERDF) on the submission of a District Mentoring and Support Grant designed to support mentoring and induction programming for teachers, administrators and counselors. If successful, this grant may be used for:

- Stipends to mentors of administrators, teachers, and counselors.
- Training for mentor teachers, mentor school counselors, and mentor administrators.
- Books, materials, professional learning expenses, and other resources necessary for mentoring and onboarding new teachers.
- Staffing costs to cover time spent by both new and mentor teachers, school counselors, and administrators dedicated to mentoring and onboarding rather than being in the classroom or performing other job duties.
- Contracting with 1 or more established state professional organizations to provide mentoring services to school administrators. Only \$3,000.00 per administrator or the actual program cost, whichever is lesser.

**\*\*VBISD Educational Heroes: (Governance & Board Relations, Staff Relations, Community Relations, Instructional Leadership)**

On February 27th, the Van Buren County Association of School Boards honored Roxie Swank and Brianne Killeen as the two Educational Heroes from VBISD. Here are excerpts from their nominations:

**Roxie Swank-** Roxie has a way of making students believe in themselves—even when they don't. She listens, she encourages, and she helps them uncover strengths they never knew they had. Her students often share how much she has boosted their confidence and shaped their future aspirations. That's the kind of impact that lasts a lifetime.

**Brianne Killeen** - Bri is a problem-solver, a mentor, and a force for positivity. She tackles challenges with a growth mindset, always looking for solutions rather than dwelling on obstacles. Her colleagues trust her, not just for her expertise and professionalism, but because she creates an environment where people feel supported, valued, and heard. She leads by example, embodying VBISD's core values of Respect, Integrity, Compassion, and Excellence—not just in her work, but in every aspect of her life.



**\*\*District Improvement Plan Progress:(Governance & Board Relations, Business & Finance, Staff Relations, Instructional Leadership)**

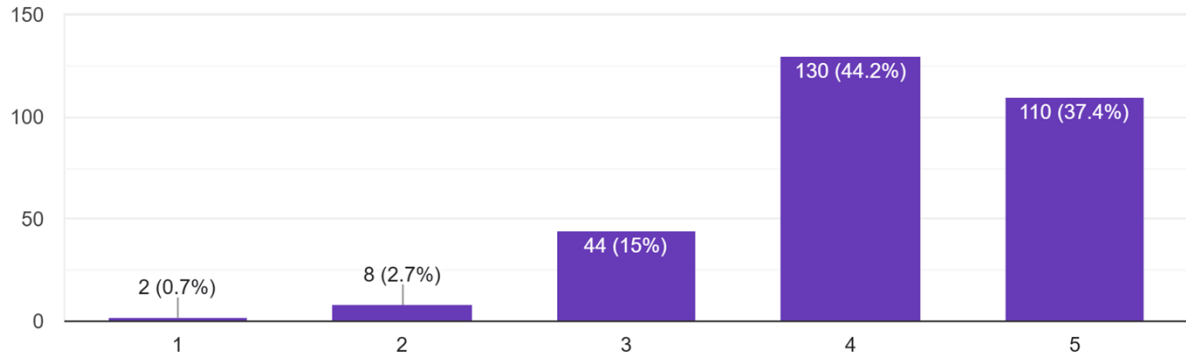
Our current school district improvement plan goal is:  
Beginning in January of 2025 and running through September of 2027, Van Buren ISD will enhance staff recruitment and retention by responding to staff feedback relative to targeted retention initiatives, and increasing efforts to fill vacancies and substitute assignments.

As part of this goal, staff were surveyed about retention strategies. We received 295 responses and are in the process of breaking this information down into manageable chunks that can be used to provide us with appropriate action steps to improve

recruitment and retention. Here are a few samples of the information gathered at this juncture:

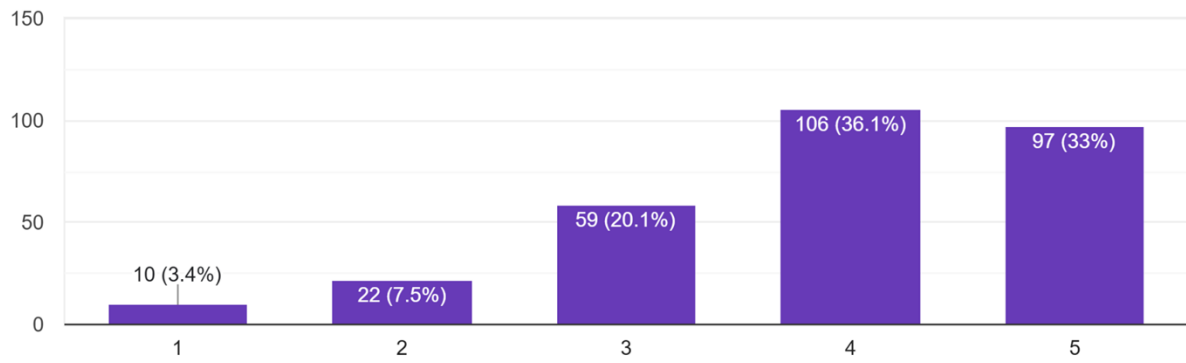
How would you rate VBISD as a place to work?

294 responses



Do you feel supported in your role by leadership and administration?

294 responses



C. Department Updates  
1. Presentation - Early Childhood

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# EARLY CHILDHOOD PBIS

WHAT, HOW AND WHY?



## OVERVIEW OF PBIS

- **WHAT IS EC-PBIS?**
  - **A PROACTIVE, DATA-DRIVEN STRATEGY THAT INTEGRATES POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) USING A SYSTEM-WIDE PERSPECTIVE.**
- **PURPOSE:**
  - **PROMOTES POSITIVE BEHAVIOR AND SOCIAL-EMOTIONAL LEARNING WHILE REDUCING NEGATIVE STUDENT BEHAVIOR.**
  - **CREATES A COHESIVE AND SUPPORTIVE ENVIRONMENT ACROSS THE DISTRICT.**

# GOALS FOR SYSTEM WIDE EC-PBIS

**IMPROVE STUDENT OUTCOMES, INCLUDING SOCIAL, EMOTIONAL, AND ACADEMIC OUTCOMES.**

- REDUCE CHALLENGING BEHAVIOR
- INCREASE CHILDREN'S SOCIAL SKILLS.
- CHANGES IN CLASSROOM AND PROGRAM CLIMATE.
- INCREASE IN TEACHER COMPETENCE AND CONFIDENCE TO SUPPORT CHILDREN AND THEIR FAMILIES.

## THE PYRAMID MODEL FRAMEWORK

THE PYRAMID MODEL BUILDS UPON A TIERED PUBLIC HEALTH APPROACH TO PROVIDING UNIVERSAL SUPPORTS TO ALL CHILDREN TO PROMOTE WELLNESS, TARGETED SERVICES TO THOSE WHO NEED MORE SUPPORT, AND INTENSIVE SERVICES TO THOSE WHO NEED THEM.

### TIER 1: UNIVERSAL SUPPORTS

- SCHOOL-WIDE EXPECTATIONS AND POSITIVE REINFORCEMENT FOR ALL STUDENTS.
- ESTABLISHES A STRONG, CONSISTENT FOUNDATION.

### TIER 2: TARGETED INTERVENTIONS

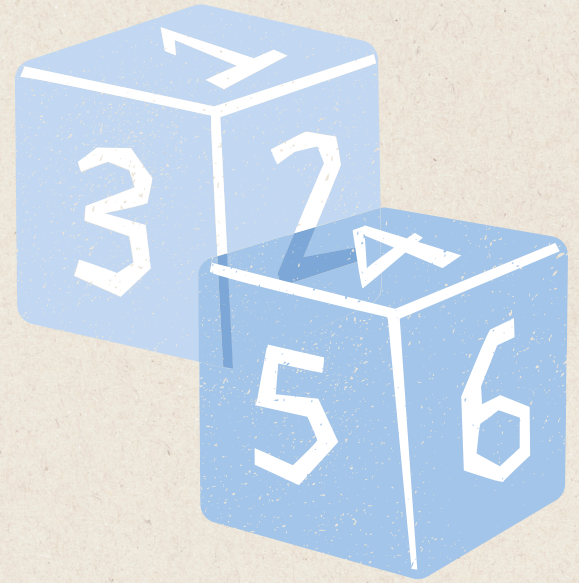
- SMALL GROUP SUPPORTS FOR STUDENTS SHOWING EARLY SIGNS OF BEHAVIORAL CHALLENGES.
- PROVIDES ADDITIONAL HELP BEFORE ISSUES ESCALATE.

### TIER 3: INTENSIVE SUPPORTS

- INDIVIDUALIZED INTERVENTIONS FOR STUDENTS WITH SIGNIFICANT, ONGOING CHALLENGES.
- TAILORED STRATEGIES SO THAT EVERY STUDENT CAN FIND SUCCESS.

# IMPACT & BENEFITS

- **ENHANCED SCHOOL CLIMATE: A SAFER, MORE POSITIVE, AND INCLUSIVE ENVIRONMENT.**
- **ACADEMIC IMPROVEMENT: BETTER ENGAGEMENT LEADING TO HIGHER ACHIEVEMENT.**
- **INCREASE IN PRO-SOCIAL BEHAVIORS AND PROBLEM SOLVING THROUGH THE USE OF PROACTIVE SUPPORTS EARLY.**
- **HOLISTIC STUDENT SUPPORT: PROMOTES BOTH ACADEMIC SUCCESS AND SOCIAL-EMOTIONAL WELL-BEING.**
- **EQUITY & CONSISTENCY: ENSURES FAIR ACCESS TO BEHAVIOR SUPPORT AND REDUCES DISPARITIES WHEN RESPONDING TO BEHAVIOR CHALLENGES.**



# IMPLEMENTATION & NEXT STEPS

- **TRAINING FOR EDUCATORS: ONGOING PROFESSIONAL DEVELOPMENT IN EC-PBIS STRATEGIES.**
- **FAMILY & COMMUNITY ENGAGEMENT: STRENGTHENING PARTNERSHIPS FOR CONSISTENT SUPPORT ACROSS ENVIRONMENTS.**
- **DATA-DRIVEN ADJUSTMENTS: USING SCHOOL-WIDE DATA TO REFINE INTERVENTIONS AND IMPROVE OUTCOMES.**
- **BOARD SUPPORT NEEDED: ADVOCACY FOR FUNDING, STAFFING, AND RESOURCES TO SUSTAIN AND EXPAND EC-PBIS INITIATIVES.**



**QUESTIONS?? ✨**

**THANK YOU  
VERY MUCH**



**DATE:** MARCH 12, 2025**TO:** BOARD OF EDUCATION**FROM:** SUSAN REYNOLDS, DIRECTOR OF EARLY CHILDHOOD**RE:** EARLY CHILDHOOD UPDATE

**\*\* Staffing Update** *Leadership, Level of Professional Awareness, Resourcefulness, Decision Maker, Planner & Organizer, Faculty & Staff Personnel, Fiscal Management, Student Achievement*

As we plan for the next school year, we are carefully assessing staffing needs to ensure equitable and effective support for all children ages 0-5. This process involves collaboration with VBISD administrators and input from program and ancillary staff to guide the distribution of services across the county and within the Early Childhood Department.

Preliminary observations indicate an overall increase in need across all areas, with particularly high demand for speech and language services, inclusive teacher consultant support and Build Up. Throughout the school year, teams have worked diligently to adjust to the demands of the PreK for All expansion, ensuring students receive services in their Least Restrictive Environments. This shift has resulted in an increase in special education evaluation requests, both in volume and in the complexity of student needs.

To address these growing needs, I am recommending the following staffing increases specific to Early Childhood Special Education as outlined in the Special Education Ancillary Increase Resolution:

- Additional 1.5 days of Occupational Therapy
- Additional 5.0 days of Speech & Language services
- Additional 8.0 days of Teacher Consultant (inclusion teacher services)
- Additional 2.0 days of Diagnostic Teacher Consultant (Build Up Evaluation Team)
- \*New 5.0 days of Early Childhood Communication Consultant (AAC & AT)

\*Included in this recommendation is the addition of a new Early Childhood Communication Consultant position. This consultant will focus on augmentative and alternative communication (AAC) needs for Early On and Early Childhood Special Education (ECSE). Additionally, they will provide critical support for our inclusion teams in the areas of AAC and assistive technology (AT) to ensure all students have access to the tools and strategies necessary for successful communication and learning. Currently, these needs are being met through the VBISD Professional Support Services Team. Data suggest that early childhood support requests account for a significant portion of the overall AAC & AT requests and, after consulting with our current ACC and AT providers, it appears that having a consultant specifically assigned to early childhood is warranted due to their high caseload numbers and consultation service demands.

These staffing recommendations are essential to maintaining high quality services and meeting the evolving needs of our youngest learners. I look forward to discussing these proposals further and working together to support the children and families we serve.

**Build Up Evaluation Team Structure** *Leadership, Level of Professional Awareness, Resourcefulness, Decision Maker, Planner & Organizer, Faculty & Staff Personnel, Fiscal Management, Student Achievement*

Build Up Michigan is a statewide initiative designed to identify and support young children with developmental delays and disabilities by connecting families to early intervention services. In Van Buren County, our Build Up Michigan evaluation team plays a critical role in conducting comprehensive evaluations for preschool-aged children, ensuring they receive the services and support they need to thrive. For the 2024-2025 school year, the evaluation team has already received over 100 referrals, reflecting a notable increase from previous years. This upward trend highlights the growing demand for early childhood special education evaluations and the need for strategic planning to effectively meet the needs of children and families.

Along with a rise in the number of referrals, our team has reported an increase in the complexity of these cases. This growing demand has prompted a reassessment of how Van Buren ISD meets its Child Find obligation across the county. To address these challenges, we are exploring a restructuring of our evaluation service delivery model, which will likely include increased staffing recommendations to be presented at a future board meeting. Additionally, this restructure will require greater flexibility in how and where evaluation services are provided, ensuring that all processes remain compliant with required timelines while prioritizing a family and child centered approach. Our goal is to create a system that is both responsive and sustainable, allowing us to continue delivering high quality early childhood evaluations and services across the county.

Further details and recommendations for staffing adjustments will be provided in an upcoming board update.

**Professional Learning for ECSE Program Assistants** *Leadership, Level of Professional Awareness, Professional Standards & Ethics, Resourcefulness, Professional Preparation, Planner & Organizer, Supervisor, Faculty & Staff Personnel, Student Achievement*

Program Assistants (PAs) are an essential part of our Early Childhood Special Education (ECSE) classrooms, providing vital support to students and ensuring a high quality learning environment. These professionals work closely with teachers and ancillary staff to implement individualized education plans (IEPs), support social-emotional development and foster independence in young learners. Their work directly impacts student success, making ongoing professional development and training a critical component of their role.

For the 2024-25 school year, we have prioritized a comprehensive training plan designed to equip Program Assistants with the knowledge and skills needed to support a wide range of student needs. The following are key trainings provided this year:

- **Crisis Prevention Intervention (CPI)** – All Program Assistants will complete this training by March, ensuring they can safely and effectively manage behavioral escalations.
- **CPR Certification (Fall 2024)** - Provided to ensure all staff are prepared for emergency situations.
- **HighScope Training (September 2024)** – Focused on essential classroom strategies, including large and small group instruction, planning/recall and active learning techniques.
- **Augmentative and Alternative Communication (AAC) & Visual Supports (November 2024)** – Training on using Core Boards, visual strategies and AAC tools to enhance communication and engagement for nonverbal and minimally verbal students.
- **Student Engagement & Joint Attention (November 2024)** – Emphasizing ways to encourage active participation, maintain student focus and foster meaningful interactions during instructional time.
- **Behavioral and Social-Emotional Supports (January & February 2025)** – Topics include setting and holding expectations, using a prompt hierarchy, pre-learner skills and caregiver strategies to support student regulation and engagement.
- **De-Escalation & Co-Regulation Strategies (February 2025)** – Training on recognizing early signs of escalation, responding with appropriate interventions and using sensory strategies to support students.
- **Para Educator Boot Camp Rollout (February 2025)** – A structured training program designed to provide foundational skills and best practices for Program Assistants.

This professional development plan ensures that our Program Assistants are well equipped to support students academically, socially and emotionally. By investing in their training, we strengthen the quality of instruction and services provided in our ECSE classrooms, ultimately benefiting the children and families we serve.

**\*\* MEC Strengthening Schools Grant Awards** *Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Professional Preparation, Student Personnel, Community Relations, Fiscal Management, Student Achievement*

Van Buren ISD is honored to be the recipient of two of the 30 grants awarded through the Midwest Energy & Communications (MEC) Strengthening Schools Grant program. This recognition underscores our commitment to enhancing early childhood education by providing our youngest learners with the resources they need to communicate, engage and succeed. This year, grants were awarded to Brooke Camp, Occupational Therapist, and Kate Keller, Speech & Language Pathologist, for projects that will directly benefit students in our Early Childhood Special Education (ECSE) classrooms.

### **Investing in Sensory Support**

Brooke Camp, Occupational Therapist, was awarded \$1,000 to purchase sensory equipment. As more students enter school with underdeveloped sensory and motor systems, providing the right tools is essential for self-regulation, engagement and academic success. Sensory

resources help students build foundational motor and processing skills, allowing them to better access the curriculum. This funding will ensure that teachers have readily available sensory tools to support student needs, creating learning environments that foster focus, participation and success.

### **Expanding Communication Access**

Kate Keller, Speech & Language Pathologist, was awarded \$2,500 to enhance Augmentative and Alternative Communication (AAC) support in our Early Childhood Special Education (ECSE) classrooms. This grant will allow us to purchase TD Snap software licenses, a high-tech AAC tool that helps nonverbal and minimally verbal students develop language skills, express themselves and engage with their peers. By incorporating TD Snap into our classrooms, we can provide students with increased opportunities for communication, language modeling and meaningful interactions, ultimately supporting their overall development and success.

The dedication of our staff, combined with the support of MEC, highlights our commitment to innovation and equity in early childhood education. These grants will provide essential tools to ensure that our students have the support they need to communicate effectively, regulate their sensory systems and fully engage in their learning environments.

We are deeply grateful to Midwest Energy & Communications for recognizing the importance of investing in early childhood. The impact of these resources will extend far beyond the classroom, benefiting students, families and educators for years to come. We look forward to sharing the outcomes of these projects as we continue our mission to empower young learners in Van Buren County.

**\*\* Staff Recognition and Appreciation** *Leadership, Resourcefulness, Creativity & Innovativeness, Personality, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Student Achievement*

We recognize that the dedication and expertise of our staff are the foundation of our students' success. Elaine Schultz and Emily Ashley, GSRP teachers in South Haven, exemplify this commitment through the strong relationships they build and the individualized support they provide to their young learners. Their dedication helps children grow in confidence, ability and independence. It is always meaningful when families take the time to express their appreciation and we are honored to share a recent unsolicited email from a grateful parent highlighting the impact of these exceptional educators.

*"Ms. Schultz and Ms. Emily are so wonderful and so great with all the students, but especially with our youngest. They work so well with him, and the amount of improvement just in his speech is amazing. He loves school, and there is so much he is doing that I didn't even realize he was learning from them! I am so proud of him, and they have told me how proud they are of him as well! I am so grateful to the teachers that are there for him! Elaine Schultz has made such an impact for our kids! Our middle child had her as well, but especially with our youngest having a mild delay, he has made strides with her and Ms. Emily!"*

This heartfelt message is a testament to the passion and commitment of our educators. The progress of each child is a direct result of intentional teaching, strong relationships and a deep understanding of early childhood development. We extend our sincere appreciation to Ms.

Schultz, Ms. Emily and all of our staff who work tirelessly to create engaging, supportive learning environments for our students.

VBISD Early Childhood remains committed to supporting and celebrating the incredible educators who make a difference in the lives of children and families every day.



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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** REBECCA DEPAS, DIRECTOR OF FINANCE & OPERATIONS  
**RE:** FINANCE & OPERATIONS UPDATE

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### **1099/W2 Reporting (19,1,15)**

January was a busy month for the Finance Department. January 31st was the deadline to file W-2s and 1099-NEC files with the IRS and Michigan State Treasury. We filed and processed 799 W-2s and 67 1099-NEC forms! I want to give a big shout-out to the team, but especially Kara Wagner and Allsion Shockley. This was their first year going through this process and they both worked hard to meet all requirements and deadlines.

### **Excess Cost Report (10,19)**

On February 28, 2025, we certified our Excess Cost Report with the State of Michigan. Excess costs are the costs of providing special education and related services to students with disabilities, over and above the average expenditure in a local education agency. As an ISD we have to meet this requirement each year.

#### **2023-24 Excess Cost Compliance Results**

Excess Cost Compliance Results for the 2023-24 school year are shown below. The 2023-24 excess cost thresholds were established during last year's excess cost activity, which began in the fall of 2023. The table below compares the Excess Cost Compliance Expenditure Calculation to the established thresholds to yield an Excess Cost Status of either MET or NOT MET. For more information about how excess cost compliance is calculated, see [Frequently Asked Questions About Excess Cost](#).

	Elementary	Secondary
Excess Cost Threshold	\$11,834,548	\$16,287,216
Excess Cost Compliance Expenditure Calculation	\$28,157,421	\$35,930,767
Excess Cost Surplus/Shortfall	\$16,322,873	\$19,643,551
Excess Cost Compliance Status	MET	MET

#### **2024-25 Excess Cost Threshold Calculation**

Excess Cost Thresholds for the 2024-25 school year are shown below. Compliance against these thresholds will be tested in next year's excess cost activity, scheduled to take place in the fall of 2025.

	Elementary	Secondary
Annual Per-Pupil Expenditure 2023-24	\$11,392	\$13,552
Excess Cost Threshold 2024-25	\$11,779,328	\$16,086,224

### **147(g) 3% MPSERS Reimbursement (1,4,10,19)**

Public Act 120 of 2024 (PA 120) appropriated \$181.5 million for MPSERS reporting units (RU), except universities, to reimburse active members with the premium subsidy healthcare benefit for their 3% healthcare contributions in State fiscal year (FY) 2025 (10/01/2024 – 09/30/2025).

#### **The Problem: State Funding Shortfall**

- The state government is using outdated data to calculate the amount of money the district receives for the 3% Health Care Premium Subsidy (RHC).
- This means the district is receiving less money from the state than it needs to reimburse employees for their actual current-year contributions.
- The state is working on a fix, but until then, the district has to work with the limited funds it receives.
- As of 3/6/2025, the district has received \$213,362 in revenue, and employee deductions totaled \$219,632, creating a shortfall.

#### **The Reimbursement Plan (Temporary and Variable):**

- **Initial Payment (March 21, 2025):** Employees will receive a 97% reimbursement of their RHC deductions (October - February) due to the funding gap.
- **Future Payments:**
  - A payment in July will cover contributions from March to June.
  - A payment in October will cover contributions from July to September.
  - The exact reimbursement percentage for these future payments will depend on how much funding the district receives from the state at those times.
- The district will be reviewing and weighing all options available in order to fully reimburse employee's their 3% contributions. We are hopeful for full funding from the state, but as of today it is not guaranteed.

#### **Important Tax and Retirement Information:**

- **Taxable Income:** The 3% healthcare reimbursement is considered taxable income. This is because the initial deductions were not taxed.
- **Retirement Reporting:**
  - The reimbursement is not included in wages reported to the Office of Retirement Services (ORS).
  - The reimbursement *is* reportable for Defined Contribution (DC) contributions, if applicable.

### **Administrative Review - Lawrence Public Schools (10,18,19,3)**

In February of 2025, Lawrence Public Schools notified us they would like to contract with us to perform an administrative review as outlined by the Michigan Department of Treasury due to

their potential for fiscal stress. This review will involve an examination into the district's finances including their financial practices, staffing levels, wages, benefit packages, and non-instructional costs. All of which will be compared to other districts to determine any areas of potential cost savings. Other areas of focus will be building student capacity utilization, enrollment projections, capital investment needs, pupil transportation costs, cost of bargaining agreements, and debt obligations.

The goal of the review is that we will be able to identify areas of improvement and opportunities for fiscal savings for the district to prevent a deficit moving forward.



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# MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** KATY HOLVERSTOTT,  
DIRECTOR  
**RE:** SPECIAL EDUCATION UPDATE



**\*Mentor Appreciation** *Leadership, Level of Professional Awareness, Personality, Faculty & Staff Personnel*

Appreciating our mentors is important given their critical role in supporting our newest staff members. Recognizing and honoring staff also creates a positive workplace environment, fosters a sense of community and promotes leadership development.

For these reasons, the Special Education Department is hosting a mentor appreciation event. This event, scheduled for March 13, 2025, from 2:00 p.m. until 3:15 p.m. will include a sweet treat made by culinary students from the Community-based Transition Center and a make-and-take potted plant from the Bert Goens Learning Center greenhouse. Staff members will also be given time to share words of appreciation with their mentor and the group.



Pictured to the right is an example of a pot that may be decorated and planted at the event.

**New Calendars** *Leadership, Planner & Organizer, Faculty & Staff Personnel, School Plant & Facilities, Student Achievement*

In collaboration with both unions, the 2025-2026 school calendar for the Special Education Department was developed. This calendar is similar to previous years and provides for the same number of professional learning opportunities but better aligns with neighboring school districts. In addition, a new calendar for the Deaf and Hard of Hearing Program located in Mattawan Consolidated School is being developed to ensure student access to Mattawan provided instruction as much as possible. On the following page is the new tentative calendar.

# 2025-2026 VBISD Special Education Department Calendar

Tentative and Subject to Change

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Off	No Students	Student 1/2 Day	Department Provided PD	First & Last Student Day
Aug 18	First Staff Day			
Aug 19	VBISD & Special Education DPPD Day			
Aug 25	First Student Day			
Aug 29 - Sept 1	Labor Day Weekend- Students & Staff Off			
Oct 17	Records Day - Student 1/2 Day			
Oct 24	SE Department DPPD Day - Students Off			
Nov 14	Conference Compensation - Student 1/2 Day			
Nov 26 - Nov 28	Thanksgiving Break			
Dec 22 - Jan 2	Winter Break			
Jan 19	VBISD DPPD Day - Students Off			
Feb 6 - 9	Mid-winter Break - Staff & Students Off			
Feb 20	Records Day - Student 1/2 Day			
Mar 27	Conference Compensation - Student 1/2 Day			
Mar 30 - Apr 3	Spring Break			
Apr 24	Special Education DPPD Day - Students Off			
May 8	Records Day - Student Half Day			
May 25	Memorial Day - Students & Staff Off			
June 2	Last Student Day			
June 2	Last day for Support Staff			
June 8	Last day for PSMs (not including outside PD)			

**\*Staffing Needs** *Leadership, Level of Professional Awareness, Decision Maker, Planner & Organizer, Evaluator, Faculty & Staff Personnel, Student Achievement*

Planning for ancillary services for the upcoming school year began much earlier than usual to allow for an early recruitment. This planning process takes into account district and supervisor requests, along with a county-wide needs analysis conducted by each discipline's community of practice. Below is a list of requested increases in days per week that will be combined with Early Childhood Department requests and brought to the Board for consideration.

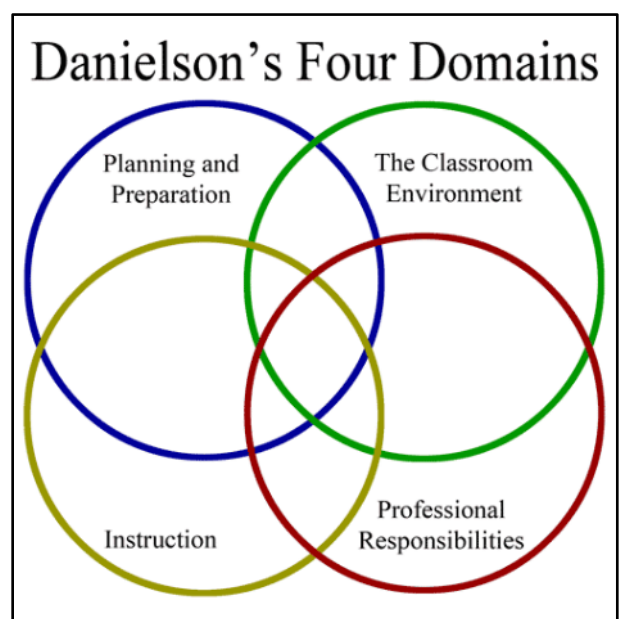
- Speech and Language Pathologist: 10 days per week
- School Psychologist/Diagnostic Teacher Consultant: 12 days per week
- School Social Worker: 2 days per week
- Occupational Therapist: 1 day per week
- Physical Therapist: 0.5 day per week

Also included in the board packet is a request to provide five additional days to three staff members who have offered to work extra hours to meet student needs due to current staff vacancies.

**New Ancillary Staff Evaluation Rubric** *Leadership, Level of Professional Awareness, Professional Standards & Ethics, Evaluator, Policy Implementer, Faculty & Staff Personnel*

One of the goals for this school year was to update the evaluation rubric for non-teaching professional staff members. This group includes School Psychologists, School Social Workers, Occupational Therapists, Consultants, Physical Therapists and Speech and Language Pathologists. The rationale for making updates is described below.

First, to improve validity and reliability, the evaluation rubric for all ancillary staff has been realigned with the original Charlotte Danielson Model and reduced to one form for all professional services. Second, the Level of Performance categories were changed to align with new state categories: Effective, Developing and Needing Support (formerly Highly Effective, Effective, Minimally Effective and Ineffective). Third, the number of items in each domain was standardized so that staff across the VBISD have the same number of opportunities. Lastly, given their importance, the principles of Respect, Integrity, Compassion and Excellence were included in each domain.



## **New Ancillary Staff Evaluation Rubric (Continued)**

This past September, the new rubric was sent to each group listed above for review and feedback. The rubric was also reviewed in collaboration with leaders of the professional staff union. Feedback from both sources was used to improve the rubric and, this spring, meetings with each community of practice are scheduled to further refine the language associated with Respect, Integrity, Compassion and Excellence. To train users and to promote high levels of rater reliability, a companion user-guide is being developed. Use of the new rubric will begin in the 2025-2026 school year.

### **\*Deaf & Hard of Hearing Program Evaluation Leadership, Level of Professional Awareness, Professional Standards & Ethics, Planner & Organizer, Evaluator, Faculty & Staff Personnel, School Plant & Facilities, Student Achievement**

The VBISD provides audiology and consulting services for students across the county who are Deaf or Hard of Hearing (DHH). In addition, the VBISD has a program that brings students from across the county to one location to receive general and specialized instruction as well as educational interpretation and teacher consultation services.

This program has existed for many years, first in collaboration with Lawrence Public Schools and currently in collaboration with Mattawan Consolidated School. The program consists of a program supervisor, coordinator, consultant, signing program assistant and several educational interpreters who attend classes with the students. A total of five students are currently enrolled and each student has unique and complex needs in addition to being deaf or hard of hearing.



To ensure that our students' complex needs are met, over the last two years staff have engaged in a program evaluation led by Jodi Carroll, VBISD Program Supervisor, which was supplemented and supported with consultation and evaluation support from Access Ability, an independent consulting team for DHH. This consulting team includes two state leaders: Amy Wotring, a former VBISD supervisor and special education/DHH teacher, and Trish Lopucki, also a former supervisor and special education/DHH teacher. Their extensive experience and expertise has been invaluable in organizing and prioritizing these efforts.

In whole, the program evaluation involved observations, interviews with staff and stakeholders, file reviews and other forms of information gathering to identify strengths, needs and recommendations for program improvement. The results highlight strengths and challenges as well as recommendations for implementation in the 2025-2026 school year. Specific details, including the action plan, will be shared with the Board in the following report.

**Team Highlight Leadership, Faculty & Staff Personnel**

I love the VBISD because of the wonderful people who support our students and districts. Pictured below is the team that serves Hartford Public Schools, including Megan Weinberg, Susie Schierbeek, Maribel Quiroz, Nancy Ely, Elisabeth Dewey, Laura Crandall and Margarita Carrillo. Not pictured, Hannah Menjor, Megan Delacruz and Lupita Sustaita.





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# MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** DAMIAN KOOB  
**RE:** TECHNOLOGY SERVICES BOARD REPORT

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**\*\*VBISD AI Committee** (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Community Relations)

The VBISD AI Committee was commissioned by Mr. Manson to assist in overseeing the integration and ethical use of artificial intelligence (AI) technologies and guidance for VBISD and our local districts. This committee includes a great group of staff with various roles within the organization to help with an overall perspective for the many use case scenarios AI can be used for. The committee's primary role is to ensure that AI enhances student learning while maintaining equity, privacy, and data security. The committee has met once a month for the past 4 months where we discuss emerging AI trends, assess potential benefits and risk, and are working on developing best practice guidance for the use of AI within the ISD and to support our educational goals.

Policy development is a key function of our AI committee, ensuring clear guidelines for AI use in schools. These policies define data privacy protections, responsible AI implementation, and safeguards for staff/student use. The committee will also provide guidance on ethical AI practices, ensuring transparency in AI-driven tools used for grading, student assessments, and administrative processes. By continuously monitoring AI's impact, the committee will help the ISD and our local districts stay proactive in addressing challenges and maximizing the benefits of AI in education.

The committee is very close to releasing its guidance for districts to start utilizing, which we will be sure to keep the Board up to date with. Our goal is to hold regular meetings throughout the year to discuss AI-related developments, address concerns, and update strategies based on new insights and evolving best practices.

**\*\*Email Cybersecurity Pilot** (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Community Relations)

Van Buren ISD, along with Mattawan, Paw Paw, Gobles, and Lawton Schools has been piloting an email security solution designed to address the growing sophistication of email-based threats that bypass traditional security measures. Unlike legacy email security tools that rely on static rules and known threat signatures, this new solution leverages artificial intelligence and behavioral analytics to detect and block advanced email attacks, including business email compromise (BEC), phishing, account takeovers, and social engineering scams. By continuously analyzing user behavior, email content, and organizational context, the platform builds a dynamic profile of normal communication patterns, allowing it to identify anomalies indicative of malicious intent. This proactive approach minimizes false positives while effectively stopping targeted attacks that evade standard email security gateways.

The pilot thus far has detected more than 4,800 attacks on 17,000 mailboxes for the five districts we are monitoring...in just 3 months! The solution in ‘pilot mode’ only detects at this point and does not remediate...but will remediate if we decide to move forward with it. There are many examples where emails have come through that are very malicious and we can only contact those folks at this point and hope they haven’t ‘clicked’ or followed through. We are hoping to receive a grant to fund this solution for three years, which we should find out in the next month or so if we were awarded. Regardless of being awarded, there is enough of a use-case that this would definitely strengthen our cybersecurity posture from bad actors. More to come. 😊

**Michigan Education Technology Leaders (METL) (Leadership, Professional Standards and Ethics, Communication Skills, Planner and Organizer, Professional Preparation)**

The Michigan Education Technology Leaders (METL) are essentially the State’s ISD/RESA/ESA Technology Directors/Leaders. We meet once a month to gather information from the various state organizations regarding education and technology to disseminate back to our local districts. We also have various committees and taskforces that look into specific issues within the State’s educational processes. Here are a couple of the discussion items that we talked about as a group at our February 20, 2025 meeting:

- Michigan State Education Network (MiSEN)
  - MiSEN provides Internet Access for most of the districts within Michigan, including all VBISD and our county districts.
  - MiSEN’s total Internet bandwidth is 260Gb as of right now.
  - Connectivity Grant – Looking at for Wood School
- MiCH IT (Michigan Collaboration Hub)
  - Feasibility study for MiRead and MiCoachCompass to provide statewide guidance and support for the new Dyslexia Law.

Beyond the topics above, there was a great discussion regarding insurance carriers sending out cybersecurity surveys to Districts and looking to revamp how Districts must protect their networks and data. This will be a hot topic for public entities moving forward and will be looking at ways to protect our assets.

**IV. ACTION ITEMS**

A. Approval of Vacancy Appointment to Covert Board of Education  
**(ROLL CALL VOTE)**

41

# MEMO

**Date:** March 12, 2025  
**To:** VBISD Board of Education  
**From:** David D. Manson, Superintendent  
**Subject:** **Approval of Covert Public Schools Board Vacancy**

After reviewing and interviewing the applicants for the Covert Public Schools Board vacancy, the following resolution is recommended for adoption.

***RESOLVED***, the VBISD Board of Education approves the appointment of \_\_\_\_\_ to the Covert Public Schools Board of Education through November of 2026.

B. Approval of VB Tech Door Replacement (**ROLL CALL VOTE**)

43

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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** DAVID JOHNSON, FACILITIES & OPERATIONS ADMINISTRATOR  
**RE:** **APPROVAL OF THE REPLACEMENT OF EIGHT DOORS FROM MAIN STREET INTO THE HALL OF VAN BUREN TECH**

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The Van Buren ISD recently solicited competitive bids for equipment to replace the doors between Main Street and the halls of Van Buren Tech.

The doors that were installed during the Main Street / HD project are wood doors with concealed rods to secure them in the locked position. The repetitive opening and closing of the doors have caused the laminated panels of the doors to fatigue and break. I contacted the manufacturer of the doors to inquire about the possibility of warranty replacement. Unfortunately, we are outside of the warranty period.

We received four bids that were opened on February 11, 2025. After reviewing the proposals, it is recommended that the Van Buren ISD accept the bid from IDN in the amount of \$42,543

COMPANY	BASE BID
IDN	\$42,543
Hall Builders, LLC	\$58,000
Mugen Construction, Inc	\$56,963
Miller-Davis	\$59,000

**RESOLVED**, that the Board of Education accept the base bid from IDN in the amount of \$42,543.

C. Approval of Installation of CAT2 Network Cabling - Maple Creek  
**(ROLL CALL VOTE)**

45

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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** DAMIAN KOOB  
**RE:** APPROVAL OF NETWORK CABLING PROJECT UTILIZING E-RATE FUNDS

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### **BACKGROUND**

The FCC's Category 2 E-Rate program allows Districts to utilize federal funds to purchase network infrastructure equipment and cabling at a heavily discounted rate. This funding allows for the replacement of networking gear, firewalls, and cabling that would normally have to come out of program funding or bond dollars. The discounted rate is calculated from the NSLP (National School Lunch Program) data from the USDA, which VBISD is calculated at an 80% discounted rate.

With the assistance from our E-rate consultant, Elite Fund, an RFP process was utilized to vet the responses. We received four official bids:

1. Electronaca Inc.
  - a. \$48,150.00
    - i. Installation only.
2. Vector Tech Group
  - a. \$35,885.00
    - i. Installation and patch cables
3. Division27
  - a. \$43,829.95
    - i. Installation, abatement, and patch cables
4. Amcomm Telecommunications, Inc.
  - a. \$32,245.00
    - i. Installation only

I am recommending the project be awarded to Division27 as they provided the most complete bid with the components we have standardized throughout the ISD and the Districts we support. We conducted interviews with three of the four vendors and checked their references to help us determine which vendor would be the best fit for this project. We are familiar with the Division27 installers and this solution will scale to our future needs.

**RECOMMENDATION**

**RESOLVED** that the Board of Education approve the network cabling project from Division 27 at a total price not to exceed \$43,829.95. (Actual cost to VBISD would be \$8,765.99 after 80% discount.)

D. Approval of Purchase and Installation of District Flooring Replacement  
**(ROLL CALL VOTE)**

48

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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** DAVID JOHNSON, FACILITIES & OPERATIONS ADMINISTRATOR  
**RE:** **APPROVAL OF THE REPLACEMENT OF CARPET AND VINYL FLOORING**

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The Van Buren ISD recently solicited competitive bids for flooring replacement at buildings throughout the district.

The current carpet has lived past its life expectancy and is showing signs of its age. The carpet at BGLC and here at the Conference Center has runs, tears, and is starting to come loose from the subfloor, creating a tripping hazard. The sheet vinyl at CTC is beginning to delaminate from the subfloor and, again, creates a tripping hazard. The flooring replacement at MCEC would complete the flooring replacement throughout the entire school.

To my knowledge, the Construction Trades building has had no updates since it was built and is showing its age. Polishing the concrete would update the floors and would last for years. These flooring upgrades would complete the updates at BGLC, Construction Trades, CTC, and MCEC

We received four bids that were opened on February 20, 2025. After reviewing the proposals, it is recommended that the Van Buren ISD accept the bid from Locker Companies DBA Inspired Floors in the amount of \$72,264.65

COMPANY	BASE BID
<b>Inspired Floors (Locker Companies)</b>	<b>\$72,264.65</b>
Migala Inc	\$85,025.00
Lumberjack Flooring Co.	\$109,638.00
Central Tile and Terrazzo Co. Inc	\$154,919.44

**RESOLVED**, that the Board of Education accept the base bid from Inspired Floors in the amount of \$72,264.65

E. Approval of Purchase of 10-Passenger Accessible Van for VB Tech  
**(ROLL CALL VOTE)**

50

# MEMO

DATE: MARCH 12, 2025  
TO: BOARD OF EDUCATION  
FROM: ROBERT SMITH, DIRECTOR OF CTE  
RE: APPROVAL OF PURCHASE 10 PASSENGER ACCESSIBLE VAN FOR VB TECH  
REVIEW

Van Buren Tech is looking to purchase a 10 passenger van that has wheelchair accessibility options to accommodate students and staff in need of such services.

## OVERVIEW

Field Trips, work-based learning, and student competitions are essential components of state-approved Career & Technical Education. As such, programs at Van Buren Tech are continuously transporting students to and from various events. In certain situations, full size buses with wheelchair accessibility are either not available or not practical depending on the number of students attending events. As a result, Van Buren Tech is looking to purchase a 10 passenger van with wheelchair accessibility. Bids for this project went out on February 12, 2025. Bid specifications included: Ford Transit T350 AWD High Roof HD Ext Van 148" Wheelchair Accessible.

The four bids listed below were received during the 15 days that it was posted (February 12th-26th).

*Hoekstra Transportation* - \$88,500  
*Tapper Ford* - \$92,487  
*Seelye Ford* - \$94,383  
*TESCO* - \$96,750  
*Bob Maxey Ford* - \$96,775

## RESOLUTION

***THEREFORE, BE IT RESOLVED,*** that the Van Buren Intermediate School District Board of Education, upon the recommendation of the Van Buren Tech Administration, approve the purchase of a wheelchair accessible van from Hoekstra Transportation for a price of \$88,500.

F. Approval of OCR Compliance Plan for Van Buren ISD (**ROLL CALL VOTE**)

52

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**MEMO**

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DATE: MARCH 12, 2025  
TO: **BOARD OF EDUCATION**  
FROM: DAVID D. MANSON, SUPERINTENDENT  
RE: **APPROVAL OF OCR COMPLIANCE PLAN FOR VAN BUREN ISD**

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**Review**

The Van Buren ISD Conference Center, Tech Center, Construction Trades, and Special Services has conducted a Michigan Department of Education, Office of Career and Technical Education, Civil Rights Review.

**Overview**

The Michigan Department of Education conducted an Office of Civil Rights review of the Van Buren ISD Conference Center, Tech Center, Construction Trades, and Special Services on October 25, 2024. As a result of the review, the Van Buren ISD has developed a Compliance Plan to resolve several findings. This plan must be approved by the Van Buren ISD Board of Education and submitted to the Michigan Department of Education.

**Resolution**

***Therefore, Be It Resolved*** that the Van Buren Intermediate School District Board of Education, upon the recommendation of the Van Buren ISD administration, approve the attached compliance plan and assign a signature.

**Michigan Department of Education  
Office of Career and Technical Education  
Civil Rights Compliance Review  
Agency Voluntary Compliance Plan for Van Buren ISD**

School Name(s): Van Buren ISD Conference Center, Tech Center, Construction Trades, Special Services

Agency Code: 80000

On Site Review Date: 10/25/2024 - 10/25/2024

Voluntary Compliance Plan Due Date: 01/20/2025

Change Required	District Action Steps that will be Implemented to Achieve the Change Required	Dates Action Steps Will Be Completed	Stakeholders Engaged in Action Steps	Position of Person(s) Responsible	Evidence and Date of Completion
<b>A. ASSURANCES</b>					
Evidence provided demonstrates the education agency has submitted all assurances. (Title VI of the Civil Rights Act of 1964, Section 100.4 (a and b)); Title IX of the Education Amendments of 1972, Section 106.4; Section 504 of the Rehabilitation Act of 1973, Subpart 104.5; and Boy Scouts of America Equal Access Act of 2001 [secondary])					
<b>B. POLICY ADOPTION</b>					
Evidence provided demonstrates the educational agency has adopted a (comprehensive) policy statement of nondiscrimination that covers Title VI, Title IX, and Section 504. No violation identified. (Title IV of the Civil Rights Act of 1964, CFR 100.6; Title IX of the Education Amendments of 1972, Section 106.1; and Section 504 of the Rehabilitation Act of 1973, 34 CFR 104)					
<b>C. SPECIFIC EMPLOYEE DESIGNATION</b>					
Evidence provided demonstrates the educational agency has designated specific employees as coordinators for Title IX, Section 504, and Title II. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.8(a); Section 504 of the Rehabilitation Act of 1973, Subpart 104.7(a); and Title II of the Americans with Disabilities Act of 1990, Section 35.107)					

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**D. CONTINUOUS NOTICE OF NONDISCRIMINATION**

Evidence provided did not demonstrate that the educational agency has disseminated the nondiscrimination policy that includes the name or title, office address, telephone number, and email of the coordinator(s) to students, parents/guardians, employees, and the general public on a continuing basis. (Title VI of the Civil Rights Act of 1964, Section 100.6(d); Title IX of the Education Amendments of 1972, Section 106.9; and Section 504 of the Rehabilitation Act of 1973, Subsection 104.8) Student handbook needs email of compliance officers.

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<p>The educational agency must provide continuing notice of their nondiscrimination policy for Title VI, Title IX, Section 504, and Title II. Such notification must: (a) Advise students, parents/guardians, employees, and the general public that they will not discriminate in its programs or activities; (b) Designate race, color, national origin, sex, and disability as bases of nondiscrimination; (c) Include the name or title, office address, telephone number and email of the Title IX, Section 504, and Title II coordinator(s); (d) Be disseminated on a continuing basis; (e) Be disseminated in documents such as: (Required: Student handbook, Parent/guardian handbook, (secondary only), Employee handbook, Course catalogs (booklets), Program/employee application forms, Recruitment materials for students, Recruitment materials for employees, and in a medium to reach the general public such as: Newspapers/magazines, newsletters/memoranda, Bulletins/Postings, and other written communications).</p>	<p>Modify existing VBISD and VB Tech documents and communications, including websites, to include notice of nondiscrimination.</p>	<p>01/01/2025 - 01/01/2026</p>	<p>Superintendent Human Resources Department Directors"</p>	
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**E. ANNUAL PUBLIC NOTIFICATION OF CAREER AND TECHNICAL EDUCATION (CTE) OPPORTUNITIES**

Evidence provided demonstrates the educational agency provides annual public notification of nondiscrimination in CTE opportunities according to requirements of the Guidelines. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79 - Guideline IV(O))

**F. ADOPTION AND PUBLIC NOTIFICATION OF GRIEVANCE PROCEDURES**

Evidence provided demonstrates the educational agency has officially adopted and published grievance procedures for Title IX, Section 504, and Title II. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.8(b); Section 504 of the Rehabilitation Act of 1973, Subpart A, 104.7(b); and Title II of the Americans with Disabilities Act of 1990, Section 35.107(b))

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**H. ASSISTANCE & ACCOMMODATIONS TO PERSONS WITH DISABILITIES**

Evidence provided demonstrates procedures are taken to ensure that students with disabilities are placed with regular education students to the maximum extent possible. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines, Sections IV(N) and VI(A); Section 504 of the Rehabilitation Act, Sections 104.32 and 104.33(a), (b); and Title II of the Americans with Disabilities Act of 1990, Subpart D, Section 35.130)

Evidence provided demonstrates that the educational agency annually undertakes procedures to identify persons with disabilities not receiving public education and provides notification to persons with disabilities and their parents/ guardians of its duty regarding nondiscrimination on the basis of disability. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines, Sections IV(N) and VI(A); Section 504 of the Rehabilitation Act, Sections 104.32 and 104.33(a), (b); and Title II of the Americans with Disabilities Act of 1990, Subpart D, Section 35.130)

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Evidence provided demonstrates the educational agency has students with disabilities enrolled in regular CTE programs and has identified supplementary aids and support services used to enable students with disabilities to participate satisfactorily. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines, Sections IV(N) and VI(A); Section 504 of the Rehabilitation Act, Sections 104.32 and 104.33(a), (b); and Title II of the Americans with Disabilities Act of 1990, Subpart D, Section 35.130)

Evidence provided demonstrates the educational agency has taken steps necessary to modify instructional equipment, modify or adapt course offerings, and provide auxiliary or related aids or services when necessary. Services to students with disabilities are well organized and advertised. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines, Sections IV(N) and VI(A); Section 504 of the Rehabilitation Act, Sections 104.32 and 104.33(a), (b); and Title II of the Americans with Disabilities Act of 1990, Subpart D, Section 35.130)

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**I. ASSISTANCE TO PERSONS WITH LIMITED ENGLISH PROFICIENCY AND/OR HEARING IMPAIRMENTS**

(1) **ELIGIBILITY OF PERSONS WITH LIMITED ENGLISH PROFICIENCY (LEP) SKILLS:** Evidence provided demonstrates the educational agency has acceptable procedures to identify LEP students and to assess the ability of LEP students to participate. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79, Guidelines Sections V(D), and IV(L))

(2) **COUNSELING LIMITED ENGLISH PROFICIENT (LEP) STUDENTS:** Evidence provided demonstrates the educational agency has taken steps to ensure that counselors can effectively communicate with LEP students. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79, Guidelines Sections V(D), and IV(L))

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**(3) COUNSELING OF STUDENTS WITH HEARING IMPAIRMENTS:** Evidence provided demonstrates the educational agency has taken steps to ensure that counselors can effectively communicate with students and parents who have hearing impairments. No violation identified. (Federal Register Vol. 44, No. 56, 3/21/79, Guidelines Sections V(D), and IV(L))

**J. COUNSELING - RECIPIENT RESPONSIBILITIES: COUNSELING AND PROGRAM ENROLLMENT PROCEDURES**

Evidence provided demonstrates program selection procedures are not considered discriminatory, and that all programs are equally available to all qualified students. No violation identified. (Title IX of the Education Amendments of 1972, 34 CFR, Sections 106.21(a) and (b), 106.36(a), (b), and (c) and 106.34; Section 504 of the Rehabilitation Act of 1973, Section 104.4, Subpart D, 104.34(a, c), Subpart E, 104.47(b) and 104.42(b)(4); Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines V(A), V(B), V(C), and V(E); and Title II of the Americans with Disabilities Act of 1990, 28 CFR 35.130(a))

Evidence provided demonstrates that career counseling activities are provided to all students without regard to race, color, national origin, sex or disability. Career Counseling activities are not considered discriminatory. No violation identified. (Title IX of the Education Amendments of 1972, 34 CFR, Sections 106.21(a) and (b), 106.36(a), (b), and (c) and 106.34; Section 504 of the Rehabilitation Act of 1973, Section 104.4, Subpart D, 104.34(a, c), Subpart E, 104.47(b), Subpart E, 104.47(b) and 104.42(b)(4); Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines V(A), V(B), V(C), and V(E); and Title II of the Americans with Disabilities Act of 1990, 28 CFR 35.130(a))

Evidence provided demonstrates program applications and enrollment procedures and forms are not considered discriminatory. No violation identified. (Title IX of the Education Amendments of 1972, 34 CFR, Sections 106.21(a) and (b), 106.36(a), (b), and (c) and 106.34; Section 504 of the Rehabilitation Act of 1973, Section 104.4, Subpart D, 104.34(a, c), Subpart E, 104.47(b), Subpart E, 104.47(b) and 104.42(b)(4); Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines V(A), V(B), V(C), and V(E); and Title II of the Americans with Disabilities Act of 1990, 28 CFR 35.130(a))

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Evidence provided demonstrates the educational agency has taken steps to ensure that counseling materials do not discriminate on the basis of race, color, national origin, sex or disability. Evidence presented indicates that any disproportionate enrollments are not related to discriminatory career counseling activities or materials used by counselors. No violation identified. (Title IX of the Education Amendments of 1972, 34 CFR, Sections 106.21(a) and (b), 106.36(a), (b), and (c) and 106.34; Section 504 of the Rehabilitation Act of 1973, Section 104.4, Subpart D, 104.34(a, c), Subpart D 104.37(b), Subpart E, 104.47(b) and 104.42(b)(4); Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines V(A), V(B), V(C), and V(E); and Title II of the Americans with Disabilities Act of 1990, 28 CFR 35.130(a))

Evidence provided demonstrates the educational agency has taken steps to ensure that disproportionate enrollments are not the result of unlawful discrimination. No violation identified. (Title IX of the Education Amendments of 1972, 34 CFR, Sections 106.21(a) and (b), 106.36(a), (b), and (c) and 106.34; Section 504 of the Rehabilitation Act of 1973, Section 104.4, Subpart D, 104.34(a, c), Subpart E, 104.47(b) and 104.42(b)(4); Federal Register Vol. 44, No. 56, 3/21/79 - Guidelines V(A), V(B), V(C), and V(E); and Title II of the Americans with Disabilities Act of 1990, 28 CFR 35.130(a))

**K. STRATEGIES TO INCREASE UNDER-REPRESENTED POPULATIONS**

**RECRUITMENT AND/OR PROMOTIONAL ACTIVITIES:** Evidence provided demonstrates promotional efforts do not tend to perpetuate or create stereotypes or limitations based on race, color, national origin, sex, or disability. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.23; Section 504 of the Rehabilitation Act of 1973, Section 104.8(b); Federal Register Vol. 44, No. 56, 3/21/79, Guideline V(A), V(E) and V(C))

**RECRUITMENT AND/OR PROMOTIONAL ACTIVITIES:** Evidence provided demonstrates promotional literature and comparable recruitment efforts for national origin minorities is provided in their native language. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.23; Section 504 of the Rehabilitation Act of 1973, Section 104.8(b); Federal Register Vol. 44, No. 56, 3/21/79, Guideline V(A), V(E) and V(C))

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**RECRUITMENT AND/OR PROMOTIONAL ACTIVITIES:** Evidence provided demonstrates students are recruited for CTE without regard to race, color, national origin, sex, or disability. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.23; Section 504 of the Rehabilitation Act of 1973, Section 104.8(b); Federal Register Vol. 44, No. 56, 3/21/79, Guideline V(A), V(E) and V(C))

**RECRUITMENT AND/OR PROMOTIONAL ACTIVITIES:** Evidence provided demonstrates that personnel representative of the populations served carry out recruitment and counseling activities. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.23; Section 504 of the Rehabilitation Act of 1973, Section 104.8(b); Federal Register Vol. 44, No. 56, 3/21/79, Guideline V(A), V(E) and V(C))

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**RECRUITMENT AND/OR PROMOTIONAL ACTIVITIES:** Evidence provided demonstrates that promotional and recruitment materials do not exclude or limit the portrayal of career opportunities or otherwise discriminate on the basis of race, color, national origin, sex, or disability. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.23; Section 504 of the Rehabilitation Act of 1973, Section 104.8(b); Federal Register Vol. 44, No. 56, 3/21/79, Guideline V(A), V(E) and V(C))

**RECRUITMENT AND/OR PROMOTIONAL ACTIVITIES:** Evidence provided demonstrates the educational agency makes provisions for persons with disabilities to receive promotional literature and comparable recruitment efforts in a medium in which they can communicate. No violation identified. (Title IX of the Education Amendments of 1972, Section 106.23; Section 504 of the Rehabilitation Act of 1973, Section 104.8(b); Federal Register Vol. 44, No. 56, 3/21/79, Guideline V(A), V(E) and V(C))

**L. CO-OPERATIVE EDUCATION, JOB PLACEMENT, APPRENTICESHIP TRAINING, AND OTHER WORK-SITE BASED INFORMATION**

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Evidence provided demonstrates procedures and policies for participation in work-based learning/cooperative CTE programs contain an employer's assurance that students will not be discriminated against in these types of programs. No violation identified (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, VII(A) and (B)); Title IX of the Education Amendments of 1972, Section 106.38; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.37) (a, c); and Federal Register Vol. 44, No. 56, 3/21/79 - Guideline VII(A) and (B))

Evidence provided demonstrates that a statement of nondiscrimination is contained in application forms or written procedures for work-based learning/cooperative CTE programs. No violation identified. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, VII(A) and (B)); Title IX of the Education Amendments of 1972, Section 106.38; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.37) (a, c); and Federal Register Vol. 44, No. 56, 3/21/79 - Guideline VII(A) and (B))

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Evidence provided demonstrates that written contracts and/or training agreements contain a statement of assurance indicating that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or disability. No violation identified. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, VII(A) and (B)); Title IX of the Education Amendments of 1972, Section 106.38; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.37) (a, c); and Federal Register Vol. 44, No. 56, 3/21/79 - Guideline VII(A) and (B))

Evidence provided demonstrates the educational agency does not discriminate in making cooperative CTE programs/work-site training available to all students. No violation identified. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, VII(A) and (B)); Title IX of the Education Amendments of 1972, Section 106.38; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.37) (a, c); and Federal Register Vol. 44, No. 56, 3/21/79 - Guideline VII(A) and (B))

M. ACCESSIBILITY

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Comparable facilities (changing rooms, showers, etc.) are provided for students of both sexes. No violation identified. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, IV(D); Title IX of the Education Amendments of 1972, Section 106.33; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.34)(c); and Federal Register Vol. 44, No. 56, 3/21/79 Guidelines V(D))

There are architectural barriers that deny mobility-impaired persons access to facilities that house CTE programs and courses. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, IV(D); Title IX of the Education Amendments of 1972, Section 106.33; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.34)(c); and Federal Register Vol. 44, No. 56, 3/21/79 Guidelines V(D)) - Construction Trades Building (ADAAAAG/ADA)

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<p>The educational agency must take steps to address the architectural barriers which deny or impede mobility-impaired persons access to facilities that house CTE students including, but not limited to, the following list of findings:</p> <p>Accessible route: Path of travel does not have a continuing surface or is interrupted by steps, gaps, or abrupt changes in level. {4.3.8}</p> <ul style="list-style-type: none"> <li>- Built platforms</li> </ul> <p>Grab Bars/Handrails: The clearance between the grab bar and dispenser (s)/projecting object(s) is less than 1.5" {4.17.6.4.26.2}</p> <ul style="list-style-type: none"> <li>- Men's and Women's Bathrooms</li> </ul> <p>Sinks/Lavatories: Counter Height: Rim or counter height exceeds 34"</p> <ul style="list-style-type: none"> <li>- Main work space</li> </ul> <p>Recommend(s)</p> <p>Add 'authorized personnel only' signage to stairways or passages leading to mechanical spaces.</p>	<p>Build or purchase a ramp for accessibility into the construction trades house</p>	<p>06/16/2025 - 09/01/2025</p>	<p>Supervisor of Maintenance Services</p>
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<p>The educational agency must take steps to address the architectural barriers which deny or impede mobility-impaired persons access to facilities that house CTE students including, but not limited to, the following list of findings:</p> <p>Van Buren ISD Conference Center</p> <p>Accessible Space: Signage/ Identification: Not all accessible space(s) are identified with International Symbol of Accessibility {502.6} - main lot</p> <p>Van Buren Tech Center</p> <p>Accessible Space: Signage/ Identification: Not all accessible space(s) are identified</p>	<p>Replace existing Grab Bars/Handrails with new ones that are compliant</p> <p>Replace existing sink with new model that is in compliance with OCR standards</p> <p>Add 'authorized personnel only' signage to mechanical room door and stairwell to the balcony</p>	<p>06/16/2025 - 09/01/2025</p> <p>06/16/2025 - 01/01/2026</p> <p>06/16/2025 - 09/01/2025</p>	<p>Supervisor of Maintenance Services</p> <p>Supervisor of Maintenance Services</p> <p>Supervisor of Maintenance Services</p>	
<p><b>There are architectural barriers that deny mobility-impaired persons access to facilities that house CTE programs and courses. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, IV(D)); Title IX of the Education Amendments of 1972, Section 106.33; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.34)(c); and Federal Register Vol. 44, No. 56, 3/21/79 Guidelines V(D)) - Parking {2010 ADA}</b></p>				

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<p>with International Symbol of Accessibility {502.6} - Main lot - Back lot</p> <p>Construction Trades</p> <p>The minimum number of accessible spaces was not met {208.2} [Need at least one 'Van Accessible' space approximate to the accessible entrance. - Main lot</p> <p>Special Services</p> <p>Accessible Space: Signage/ Identification: Not all 'Van Accessible' spaces have appropriate 'Van Accessible' signage. {502.6} - Main lot</p>				
	<p>Add International Symbol of Accessibility to signage and accessible parking spaces in Main Lot at Van Buren Tech</p> <p>Add International Symbol of Accessibility to signage and accessible parking spaces in Construction Trades parking lot</p>	<p>06/16/2025 - 09/01/2025</p> <p>06/16/2025 - 09/01/2025</p>	<p>Supervisor of Maintenance Services</p> <p>Supervisor of Maintenance Services</p>	

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<p>There are architectural barriers that deny mobility-impaired persons access to facilities that house CTE programs and courses. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, IV(D); Title IX of the Education Amendments of 1972, Section 106.33; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.34)(c); and Federal Register Vol. 44, No. 56, 3/21/79 Guidelines V(D)) - Special Services {ADAAG/ADA})</p> <p>The educational agency must take steps to address the architectural barriers which deny or impede mobility-impaired persons access to facilities that house CTE students including, but not limited to, the following list of findings: {ADAAG/ADA}</p> <p>Accessible Route: Protruding Objects: Objects with leading edges more than 27" and not more than 80" above the finish floor or ground protrude more than 4" horizontally into the circulation path. Object is not 'cane detectable.' {4.4} - Main Hall [AED]</p>	<p>Add at least one Van accessible space to the Special Services Parking Lot</p> <p>Add International Symbol of Accessibility to signage and Van accessible parking spaces at VB Tech Main Lot</p>	<p>06/16/2025 - 09/01/2025</p> <p>06/16/2025 - 09/01/2025</p>	<p>Supervisor of Maintenance Services</p> <p>Supervisor of Maintenance Services</p>	
<p>Relocate Main Hall AED to a new location that is not located in the circulation path</p>		<p>06/16/2025 - 09/01/2025</p>	<p>Supervisor of Maintenance Services</p>	

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There are architectural barriers that deny mobility-impaired persons access to facilities that house CTE programs and courses. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, IV(D)); Title IX of the Education Amendments of 1972, Section 106.33; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.34)(c); and Federal Register Vol. 44, No. 56, 3/21/79 Guidelines V(D)) - Van Buren ISD Conference Center {Readily Accessible, ANSI, ADAAG/ADA}

The educational agency must take steps to address the architectural barriers which deny or impede mobility-impaired persons access to facilities that house CTE students including, but not limited to, the following list of findings:

{ADAAAG/ADA}

Accessible Route: Protruding Objects: Objects with leading edges more than 27" and not more than 80" above the finish floor or ground protrude more than 4" horizontally into the circulation path. Object is not 'cane detectable.' {4.4}  
- Near superintendent's office (AED), near Men's Bathroom (Fire pull/box)

Grab Bars/Handrails: The clearance between the grab bar and dispenser (s)/projecting object(s) is less than 1.5" {4.17.6.4.26.2}  
- Main hall Men's and Women's bathrooms

Relocate AED to a new location that is not located in the circulation path

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Facilities & Operations  
Administrator

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<p>There are architectural barriers that deny mobility-impaired persons access to facilities that house CTE programs and courses. (Title VI of the Civil Rights Act of 1964 (34 CFR, Part 100, Appendix B, IV(D)); Title IX of the Education Amendments of 1972, Section 106.33; Section 504 of the Rehabilitation Act of 1973, Subpart D (104.34)(c); and Federal Register Vol. 44, No. 56, 3/21/79 Guidelines V(D)) - Van Buren Tech Center {Readily Accessible, ANSI, ADAAG/ADA, 2010 ADA}</p>	<p>Relocate Fire Pull Box to a new location that is not located in the circulation path</p>	<p>06/16/2025 - 09/01/2025</p>	<p>Facilities &amp; Operations Administrator</p>
<p>The educational agency must take steps to address the architectural barriers which deny or impede mobility-impaired persons access to facilities that house CTE students including, but not limited to, the following list of findings:  Grab Bars/Handrails: The clearance between the grab bar and dispenser (s)/projecting object(s) is less than 1.5" {609} - Infirmity Bathroom  Grab Bars/Handrails: Grab bars missing from accessible stall {609} - Men's Bathroom (near main office), Women's Bathroom (near main office)  Reach Requirements: The highest operable part of controls, dispensers, receptacles, and other operable equipment exceeded</p>	<p>Relocate either grab bar or dispenser to create more than 1.5" of clearance</p>	<p>06/16/2025 - 09/01/2025</p>	<p>Facilities &amp; Operations Administrator</p>

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**On Site Review Date:** 10/25/2024 - 10/25/2024

**Voluntary Compliance Plan Due Date:** 01/20/2025

<p>maximum 48" from the finished surface. {308.2} - Auto Lab [paper towel], Math and STEM Lab [paper towel], Men's Bathroom (near main office[paper towel]), Sports Medicine [fire extinguisher]</p> <p>Sink/Lavatory: Knee Clearances: Knee clearances were not maintained. {306} - Room A103,A104,A122,B202,C302,C308,D408 {ADAAAAG/ADA}</p> <p>Accessible Route: Protruding Objects: Objects with leading edges more than 27" and not more than 80" above the finish floor or ground protrude more than 4" horizontally into the circulation path. Object is not 'cane detectable.' {4.4} - Multiple corridors [Televisions]</p> <p>Reach Requirements: The highest operable part of controls, dispensers, receptacles, and other operable equipment exceeded maximum 48" from the finished surface with forward approach or more than 54 " side approach. {4.2.5, 4.2.6, 4.27.3} - Advance Manufacturing [Fire extinguisher], Culinary Kitchen [fire extinguisher], C305 [fire extinguisher], C308 [coat hooks],D406 [fire extinguisher],D408 [fire extinguisher]</p>				
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**Michigan Department of Education  
Office of Career and Technical Education  
Civil Rights Compliance Review  
Agency Voluntary Compliance Plan for Van Buren ISD**

School Name(s): Van Buren ISD Conference Center, Tech Center, Construction Trades, Special Services

Agency Code: 80000

On Site Review Date: 10/25/2024 - 10/25/2024

Voluntary Compliance Plan Due Date: 01/20/2025

<p>Sink/Lavatory: Exposed Pipes and Surfaces: Hot water and drainpipes under sink not insulated or otherwise configured to protect against contact or risk of injury. {4,19,4} - Culinary Kitchen</p> <p>Recommendations: - Add adjustable workstation to each instructional space. - Update or remove all sinks in spaces installed/updated before January 17, 1991.</p>	<p>Grab Bars/Handrails: Main lobby bathroom Grab bars missing from accessible stall {609} - Completed</p> <p>Relocate either infirmary bathroom grab bar or dispenser to create more than 1.5" of clearance</p> <p>Relocate paper towel dispensers in Auto Lab, Math Lab, STEM Lab, and Lobby Men's Bathroom, will be relocated to a height less than 48" from the finished surface</p> <p>Relocate Fire Extinguisher in Sports Medicine classroom to a height less than 48" from the finished surface</p>	<p>11/01/2024 - 11/08/2024</p> <p>06/16/2025 - 09/01/2025</p> <p>06/16/2025 - 09/01/2025</p> <p>06/16/2025 - 09/01/2025</p>	<p>Supervisor of Maintenance Services</p> <p>Supervisor of Maintenance Services</p> <p>Supervisor of Maintenance Services</p> <p>Supervisor of Maintenance Services</p>	
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**Michigan Department of Education  
Office of Career and Technical Education  
Civil Rights Compliance Review  
Agency Voluntary Compliance Plan for Van Buren ISD**

School Name(s): Van Buren ISD Conference Center, Tech Center, Construction Trades, Special Services

Agency Code: 80000

On Site Review Date: 10/25/2024 - 10/25/2024

Voluntary Compliance Plan Due Date: 01/20/2025

	Replace existing Sinks/Cabinetry in A103, A104, A122, B202, C302, C308, and D408 to include recessed options to meet knee clearance requirements	06/16/2025 - 09/01/2026	Supervisor of Maintenance Services
	Replace existing TV mounts with different mounts that do not exceed the 4" requirement	06/16/2025 - 09/01/2025	Supervisor of Maintenance Services
	Relocate Fire extinguishers in Advance Manufacturing, Culinary Kitchen C305, and D408 to meet 48" requirement	06/16/2025 - 09/01/2025	Supervisor of Maintenance Services
	Relocate Coat Hooks in C308 to meet 48" requirement	06/16/2025 - 09/01/2025	Supervisor of Maintenance Services
	Exposed pipes in Culinary/Kitchen will be addressed during current remodel of that space	03/31/2025 - 04/06/2026	Supervisor of Maintenance Services
<b>OTHER</b>			
<b>Data demonstrates that there is no significant difference in enrollment and completion between the overall educational agency's student population and the CTE student population based on race, disability, or gender . No violation identified.</b>			
<b>You must submit a signed version of your approved voluntary compliance plan.</b>			
You must submit a signed version of your approved voluntary compliance plan.			

**Michigan Department of Education  
Office of Career and Technical Education  
Civil Rights Compliance Review  
Agency Voluntary Compliance Plan for Van Buren ISD**

School Name(s): Van Buren ISD Conference Center, Tech Center, Construction Trades, Special Services

Agency Code: 80000

On Site Review Date: 10/25/2024 - 10/25/2024

Voluntary Compliance Plan Due Date: 01/20/2025

***Certificate of Local Board or Board Authorized Official***

I HEREBY certify that the Civil Rights Compliance Plan for Van Buren ISD was adopted by the Van Buren ISD Board of Education or Board Authorized Official on \_\_\_\_\_.

*This Compliance Plan, as submitted, constitutes the basis for identifying, preventing, and remedying discrimination in education programs pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975. All information and representations contained in this Plan are accurate and, to the best of my knowledge and belief, will be implemented within the established timelines.*

\_\_\_\_\_ Date

\_\_\_\_\_ Authorized Signature

\_\_\_\_\_ Printed Name

\_\_\_\_\_ Title

G. Approval of Additional Contract Days for Ancillary Staff (**ROLL CALL VOTE**)

74

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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** KATY HOLVERSTOTT, DIRECTOR OF SPECIAL EDUCATION  
**RE:** **APPROVAL FOR ADDITIONAL DAYS**

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### **BACKGROUND:**

The following professional staff members have been willing to work extra to prevent interruptions in student services due to staff shortage.

- Meghan Buffenbarger, School Psychologist
- Galiya Elias, School Psychologist
- Katie Potts, Diagnostic Teacher Consultant & School Social Worker

Approval for five additional days each beyond the allowable extension as described in the contract is requested.

### **RECOMMENDATION:**

**RESOLVED** that the Board of Education approve five additional days beyond the allowable extension for the above named staff members.

H. Approval of Special Education Ancillary Staff Increases for 2025-2026  
**(ROLL CALL VOTE)**

76

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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** KATY HOLVERSTOTT & SUSAN REYNOLDS  
**RE: APPROVAL FOR ADDITIONAL ANCILLARY STAFF FOR THE 2025-2026 SCHOOL YEAR**

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**BACKGROUND:**

Given the staff shortage, planning for ancillary services for the upcoming school year began earlier than usual to allow for an early recruitment. This planning process takes into account district and supervisor requests, along with a county-wide needs analysis conducted by each discipline's community of practice.

Below is a list of requested additional days per week organized by role. It is noted that this list includes special education staff days for both the Special Education and Early Childhood Departments.

- Speech and Language Pathologist: 15 days
- School Psychologist/Diagnostic Teacher Consultant: 14 days
- School Social Worker: 2 days
- Occupational Therapist: 2.5 days
- Physical Therapist: 0.5 days
- Teacher Consultant: 8 days
- Early Childhood Communication Consultant: 5 days

**RECOMMENDATION:**

***RESOLVED*** that the Board of Education approve the above ancillary staff increases to be posted immediately and begin on August 25, 2025.

I. Approval of Summer 2025 Migrant Salary Rates (**ROLL CALL VOTE**)

78

# MEMO

**Date:** March 12, 2025  
**To:** VBISD Board of Education  
**From:** Angie Gutiérrez, Administrator of Multilingual & Migrant Services  
**Subject:** **Approval of 2025 Migrant Summer School Pay Scale**

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, we have adjusted the salaries to be comparable. We also have stipends for transportation positions that are in high demand and difficult to fill.

**RESOLVED**, the VBISD Board of Education approves the 2025 Migrant Summer School Pay scale as shown below.

## **2025 Summer Migrant Education Hourly Pay Rates** **Migrant 2025 Instructional Staff Pay Rates**

<b>Position</b>	<b>Hourly Rate</b>
<b>Lead Teacher</b>	<b>\$38-\$40</b>
<b>Teacher/Counselor</b>	<b>\$35-\$38</b>
<b>HQ Parapro w/ETS,60 credit hours, or grandfathered in with work keys</b>	<b>\$16-\$18</b>
<b>HQ Parapro with a Bachelor's degree, HQ Parapro with CDA, Certified Lifeguard, and</b>	<b>\$18-\$20</b>
<b>Home Outreach Staff</b>	<b>\$18-\$24</b>
<b>HOME Teachers</b>	<b>\$35-\$40</b>

## Migrant 2025 Misc. Staff Pay Rates

- Certified Medical Assistants, Nurse Assistants, or Nurses (LPN/RN), and Social Workers will receive \$18-\$35 based on certifications, licenses, and years of experience
- Lead Recruiter, Recruiters, and Parent Involvement lead \$16-38.00 per hour

Tiers	Clerical Summer Staff
I	\$16.00
II	\$16.75
III	\$17.50
IV	\$18.25
V	\$19.00
VI	\$19.75
VII	\$20.50

**\*Tiers are every three years of experience at the Migrant Directors discretion\***

- Bus Driver & Bus Attendant hourly pay rates for 2025 will be the same as the VBISD pay scale for bus driver and bus attendant rates. **However, we will start all transportation on the pay scale that is effective July 1st, 2025 when the Summer Migrant begins on June 16th.** Bus Drivers from other districts who work for the Summer Migrant Program will be rewarded for their years of experience on the VBISD transportation pay scale for the 2025 Summer Migrant Program. Bus drivers/Bus Aides are guaranteed 2.5 hours per run.
- Bus Drivers or aides cannot miss more than two days to be eligible for the stipend, including the last week of the program. Bus Drivers will receive anywhere from a \$750-\$1000 stipend, and Bus Aides will receive a \$375-\$500 Stipend. Part-time staff are not eligible for the stipend.
- \$2,000 stipend for Sunny Hudson to take the lead on routing bus stops for the summer migrant program, monitoring am radio, and communicating with bus drivers.
- \$1200 Stipend for a bilingual staff member(s) who answers the transportation radio in the PM (**Stipend may be divided amongst more than one staff**).
- \$500 Stipend for first week transportation set up (**Stipend may be divided amongst more than one staff**).

*\*Stipends are contingent on the grant allocation*

J. Approval of Policy 4113 Michigan Earned Sick Time Act (ESTA) Policy  
Amendment (**ROLL CALL VOTE**)

81

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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** DAVID D. MANSON, SUPERINTENDENT  
**RE:** APPROVAL OF POLICY 4113 MICHIGAN EARNED SICK TIME ACT (ESTA)  
POLICY AMENDMENT

***RESOLVED***, that the Board of Education approve the following policies as presented for approval effective February 21, 2025:

*Policy 4113 Michigan Earned Sick Time Act (ESTA) - Amended*

## Series 4000: District Employment

### 4100 Employee Rights and Responsibilities

#### 4113 Michigan Earned Sick Time Act (ESTA)

##### A. General

Eligible employees will accrue paid leave as provided by the ESTA. Applicable provisions of a collective bargaining agreement, individual employment contract, or handbook remain in place and may provide additional paid leave time that is not provided by the ESTA.

Unless otherwise agreed with union representation, the ESTA does not apply to employees subject to a conflicting collective bargaining agreement in effect on February 21, 2025, until the collective bargaining agreement expires.

The ESTA does not apply to an employee subject to a conflicting individual employment contract in effect on February 21, 2025, until that contract expires, if all of the following are satisfied:

- the District and the employee signed the contract on or before December 31, 2024;
- the contract is effective for not longer than 3 years; and
- the District notified the Michigan Department of Labor and Economic Opportunity (LEO) of the contract.

##### B. Definitions

1. “ESTA benefit year” means the 12-month period from July 1 to June 30.
2. “Eligible employee” means an employee engaged in service to the District. The following, however, are not eligible employees:
  - a. an unpaid trainee or unpaid intern;
  - b. a person employed in accordance with the Michigan Youth Employment Standards Act, MCL 409.101, *et seq*; or
  - c. positions when the employee may schedule their own working hours as approved by the Superintendent or designee. For those approved positions, the District will not take adverse personnel action for failure to schedule a minimum amount of working hours.

If a collective bargaining agreement or contract meets the requirements in Section A above, then an employee covered by that contract is not an eligible employee until the contract expires.

3. “Family member” is defined as:

- a. biological, adopted, or foster child, stepchild or legal ward, a child of a domestic partner, or a child to whom the eligible employee stands *in loco parentis*;
  - b. biological parent, foster parent, stepparent, or adoptive parent or legal guardian of an eligible employee or an eligible employee's spouse (under the laws of any state) or domestic partner or a person who stood *in loco parentis* when the eligible employee was a minor child;
  - c. an individual to whom the eligible employee is legally married under the laws of any state or a domestic partner;
  - d. grandparent, grandchild, and biological, foster, or adopted sibling;
  - e. an individual related by blood; or
  - f. an individual whose close association with the eligible employee is the equivalent of a family relationship.
4. "Earned sick time" means paid leave as allowed by the ESTA.
  5. All other ESTA-defined terms apply to this Policy.

#### C. Wait Period and Leave Reinstatement Upon Re-Employment

A newly hired eligible employee may not use accrued earned sick time until 120 calendar days after the employee's start date, unless otherwise provided in a collective bargaining agreement, individual employment contract, employee handbook, or the ESTA.

Upon discharge or other separation from employment, an employee automatically loses accrued earned sick time unless the employee is rehired by the District within 2 months of the separation.

Accrued earned sick time that is not used before an employee's separation from employment will have no monetary value. If an employee separates from employment and is rehired by the District not more than two (2) months after separation, the District will reinstate previously accrued and unused earned sick time and allow the employee to use that earned sick time and accrue additional earned sick time upon reinstatement. This paragraph does not apply if the District paid the employee the value of the employee's unused accrued earned sick time at the time of separation.

#### D. ESTA Leave Accrual and Frontloading

##### 1. Leave Accrual

Unless the District frontloads earned sick time under Section D(2), an eligible employee begins accruing earned sick time on February 21, 2025 or the employee's start date, whichever is later.

An eligible employee will accrue 1 hour of earned sick time for every 30 hours worked, but the eligible employee may only use up to 72 hours of earned sick time in a single ESTA benefit year. An FLSA-exempt eligible employee is assumed to work 40 hours per workweek unless the employee's normal workweek is less than 40 hours.

Up to 72 hours of unused accrued earned sick time will carry over from ESTA benefit year to ESTA benefit year.

## 2. Frontloading Leave

For each ESTA benefit year, the District may frontload earned sick time consistent with this policy, a collective bargaining agreement, or individual employment contract.

If frontloading, the District will grant a full-time eligible employee 72 hours of earned sick time at the beginning of an ESTA benefit year. For a part-time eligible employee, the District will provide the employee with:

- a written notice of how many hours the employee is expected to work during the ESTA benefit year at the time of hire;
- an amount of earned sick time at the beginning of the ESTA benefit year that is proportional to the earned sick time the employee would accrue if the employee worked all the hours in that written notice; and
- 1 hour of earned sick time for every 30 hours worked after the employee exceeds the work hours in that written notice.

Frontloaded earned sick time will not carry over from one ESTA benefit year to the next unless authorized in the applicable collective bargaining agreement, individual employment contract, or handbook.

## 3. Compliance Presumption

The District is in compliance with this Section D if it:

- provides an eligible employee with paid time off in at least the same amounts of time off described in the ESTA that may be used for ESTA purposes or any other approved purpose, with the time used for an ESTA purpose being subject to the ESTA; or
- is a signatory to a collective bargaining agreement that requires contributions to a multiemployer plan under the Employee Retirement Income Security Act, subject to certain conditions.

## E. Additional Absences

Additional absences, above and beyond earned sick time under the ESTA, are governed by an applicable collective bargaining agreement, individual employment contract, or Board Policy.

#### F. Permissible Uses

An eligible employee may use earned sick time for the following reasons:

1. the employee's mental or physical illness, injury, or health condition; medical diagnosis, care, or treatment of the employee's mental or physical illness, injury, or health condition; or preventative medical care for the employee;
2. for the employee's family member's mental or physical illness, injury, or health condition, medical diagnosis, care, or treatment of the employee's family member's mental or physical illness, injury, or health condition or preventative medical care for a family member of the employee;
3. if the employee or the employee's family member is a victim of domestic violence or sexual assault, for medical care or psychological or other counseling for physical or psychological injury or disability, to obtain services from a victim services organization, to relocate due to domestic violence or sexual assault, to obtain legal services, or to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault;
4. for meetings at a child's school or place of care related to the child's health or disability, or the effects of domestic violence or sexual assault on the child; or
5. for closure of the employee's place of business by order of a public official due to a public health emergency, for an employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or employee's family member's presence in the community would jeopardize the health of others because of the employee's or family member's exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease.

#### G. Use of Earned Sick Time

If the eligible employee's need to use leave is foreseeable, the employee must provide notice to the District of the employee's intent to use earned sick time at least 7 days prior to the date leave is to begin. If the eligible employee's need to use leave is not foreseeable, the employee must provide notice to the District of the employee's intent to use earned sick time as soon as practicable. For leave of more than 3 consecutive days, upon District request, the eligible employee must provide the District – within 15 days after the request – reasonable documentation that earned sick time was used for an ESTA purpose. The District will be

responsible for paying the eligible employee's costs in obtaining the requested documentation.

In cases of domestic violence or sexual assault, reasonable documentation includes any of the following:

- a police report indicating that the employee or the employee's family member was a victim of domestic violence or sexual assault;
- a signed statement from a victim and witness advocate affirming that the employee or the employee's family member is receiving services from a victim services organization; or
- a court document indicating that the employee or the employee's family member is involved in legal action related to domestic violence or sexual assault.

All health, sexual assault, and domestic violence information and documentation received from an employee about earned sick time remains confidential and will not be disclosed, except to the employee, with the employee's written permission, or as and to the extent required by law.

Failure to comply with notice procedures or document requests to support the use of earned sick time, or using earned sick time for a non-permissible use, may result in discipline, including discharge.

Unless otherwise provided in an employee's collective bargaining agreement, individual employment contract, or handbook:

- earned sick time must be used in one hour increments; and
- an employee using earned sick time will not receive overtime pay, holiday pay, or bonuses for the earned sick time.

#### H. Notice and Recordkeeping

The District will:

1. provide an ESTA notice created by LEO to each eligible employee at hire or by March 23, 2025, whichever is later (see 4113-F);
2. display in a conspicuous location in each of its buildings the ESTA poster created by LEO; and
3. retain for not less than 3 years records documenting hours worked and earned sick time taken by eligible employees.

Legal authority: MCL 408.934b, 408.961 et seq., *Mothering Justice v Attorney General*, 2024 Mich LEXIS 1454 (July 31, 2024)

Date adopted:

Date revised:

K. Approval of Employment of Staff (**VOICE VOTE**)

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## MEMO

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**DATE:** MARCH 12, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** BRITANI OLDS, HUMAN RESOURCES ADMINISTRATOR  
**RE:** **APPROVAL OF EMPLOYMENT OF NEW STAFF**

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### **BACKGROUND**

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

<b><u>New Employee</u></b>	<b><u>Salary</u></b>	<b><u>Start Date</u></b>
Alec Williams, Grant Accountant	\$53,000.00	02/17/2025
Amber Johnson, Mental Health Clinician	\$52,098.00	02/19/2025

*\*\*Salary may be prorated based on start date*

### **RECOMMENDATION**

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

## V. OTHER BUSINESS

### A. Adjournment

#### 1. Motion to Adjourn Meeting (**VOICE VOTE**)

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.