

Agenda of Regular Meeting

The Board of Trustees Van Buren ISD

A Regular meeting of the Board of Trustees of Van Buren ISD will be held September 2, 2026, beginning at 4:00 PM in the Van Buren Conference Center
490 S Paw Paw Street
Lawrence, MI 49064.

Items to be discussed, considered, or acted upon are listed below and may be taken in a different order. Unless removed, consent agenda items will be approved in a single action. The public is invited to attend. Individuals needing accommodations, wishing to provide public input, or asking questions regarding any item before the Board are encouraged to contact Superintendent Dave Manson at dmanson@vbisd.org.

I. REGULAR MEETING

A. Approval of Draft Agenda (ROLL CALL VOTE)

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Board of Education

Mary Ann Middaugh – President
John Weiss – Vice President
Karen Makay – Treasurer
John Faul – Secretary
Roger Engle - Trustee

Contact

Board of Education
Van Buren Conference Center
490 S. Paw Paw Street
Lawrence, MI 49064

Agenda of Regular Meeting

September 2, 2026 at 4:00 PM

Items listed may be discussed and acted upon in a different order. Consent agenda items will be approved in a single action unless removed. The public is welcome to attend.

For accommodations, public input, or questions, please contact Superintendent

Dave Manson at dmanson@vbisd.org

I. REGULAR MEETING

- A. Approval of Draft Agenda **(Roll Call Vote)**
- B. Consent Agenda - **(Roll Call Vote)**
 - 1. Minutes
 - 2. Composites, Payroll and Imprest Summaries
- C. Board/Superintendent Travel **(Roll Call Vote)**
- D. Communications
- E. Public Comments

II. INFORMATIONAL ITEMS

- A. Board Updates
- B. Superintendent Update
- C. Department Updates
 - 1. Presentation: Separating Difference from Disability in Multilingual Learners who Struggle - *Anna Fawley*
 - 2. Special Education
 - 3. Technology
 - 4. Early Childhood
 - 5. Finance and Operations

III. ACTION ITEMS

- A. Approval of Additional Vehicles for Transportation **(Roll Call Vote)**
- B. Approval of 2026-2027 VBISD GSRP Pay Scale Adjustment **(Roll Call Vote)**
- C. Approval of VB County Hartford Lease Agreement **(Roll Call Vote)**
- D. Approval of Sale of School Bus **(Roll Call Vote)**
- E. Approval of New Staff Employment **(Voice Vote)**
- F. Approval of Staff Resignations and Retirements **(Voice Vote)**

IV. OTHER BUSINESS

- A. Adjournment
 - 1. Motion to Adjourn Meeting **(Voice Vote)**

The Van Buren Intermediate School District does not discriminate based on race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected characteristic. It prohibits unlawful discrimination, including harassment and retaliation, in any educational program or activity it operates, including admissions and employment.

Inquiries regarding unlawful discrimination, including unlawful harassment and retaliation, should be directed to the designated Title IX and Section 504 Coordinator, HR Administrator, 490 S. Paw Paw Street, Lawrence MI 49064, 269-539-5439, hr@vbisd.org. and/or to an agency with jurisdiction, such as the U.S. Department of Education's Office for Civil Rights, the Michigan Department of Civil Rights, the Equal Employment Opportunity Commission, or the Department of Justice.

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

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The **Regular Meeting** of the Van Buren Intermediate School District Board of Education was held in person on **August 5, 2026**, in the Board of Education office and called to order at **4:00 PM** with all Board members present.

Faul moved to approve August 5, 2026, draft agenda as presented. Supported by Weiss. Roll call vote. Makay – yes, Faul – yes, Engle – yes, Weiss – yes, and Middaugh – yes. Motion carried.

Makay moved to approve the Consent Agenda (**July 1, 2026, Minutes, Composite and Summaries**). Supported by Engle. Roll call vote. Roll call vote. Faul – yes, Engle – yes, Weiss – yes, Makay – yes, and Middaugh – yes. Motion carried.

The Board and Superintendent did not travel in July, therefore there was nothing to approve.

Board Members' Updates: Ms. Makay and Mr. Faul will be attending the MASB Summer Institute in downtown Kalamazoo this weekend and are looking forward to their CBA classes. Ms. Middaugh, Mr. Weiss, Mr. Faul, and Mr. Engle were able to attend the VBISD Administrative Retreat yesterday. Ms. Middaugh also attended a virtual MASB Legal Workshop that reviewed new laws, student First Amendment rights, FOIA, cell phone policies, and more. She shared her enjoyment of the content and open discussions.

Superintendent Updates: Superintendent Manson gave an update highlighting districtwide summer activities, including student enrichment programs, facility improvement projects, Project NOMAD, and collaborative curriculum development for transition age students. Additional updates included professional learning opportunities for staff, progress on the Bright Futures renovation project and temporary relocation planning, and preparations for the 2026 to 2027 school year, including Opening Day, staff recognition, and the rollout of the district's new logo.

Presentation: Regional IT Shared Services Feasibility Study – Damian Koob: *The Board received a presentation about a Southwest Region Feasibility Study about cybersecurity and networking services.*

The following departments provided updates to the Board and the community:

VBT/CTE: *An update was provided on several recent accomplishments, including the celebration of Van Buren Tech's 50th anniversary, recognition of Cosmetology graduates completing 1,500 hours of training, and the awarding of Cluster and Lakeview Foundation scholarships to outstanding students. Additional updates included another successful Career Camp, which introduced middle school students to a variety of career pathways through hands on learning experiences and early career exploration activities.*

Instructional Services: *highlighting preparations for the 2026 to 2027 school year, including expanded professional learning opportunities focused on literacy, mathematics, educator development, and cross departmental collaboration. Additional updates included continued growth of the Grow Your Own program, expanded mental health supports for students, ongoing Adult Education and multilingual programming, Out of School Time initiatives, and Project SHINE's continued partnership with Special Education to provide nutrition, wellness, and hands⁴ on learning opportunities for students.*

Human Resources: *The Board received an update highlighting continued efforts to strengthen district operations through implementation of a new position tracking system designed to improve communication and coordination across departments. Additional updates included finalization of the district's employee mentoring program and handbook, mentor training planned for Opening Day, and a summary of marketing request activity showing continued support for district communications, recruitment, events, and promotional materials.*

Migrant Multilingual: *An overview was shared regarding summer outreach efforts through Project NOMAD, with staff hosting events across Southwest Michigan to connect migrant families with educational resources, school enrollment assistance, community services, and year-round support. Additional updates included successful summer programming featuring academic enrichment, college visits, peer mentoring, literacy initiatives, credit recovery opportunities, and strong partnerships with community organizations to support multilingual and migratory students and their families.*

Action Items:

Engle made the motion to approve the following resolution:

RESOLVED, the Board of Education approves the purchase of 2 thirty-foot and 2 twenty-four-foot trailer chassis from Iron Eagle Trailers Inc. for a total price not to exceed \$38,553.

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

Faul made the motion to approve the following resolution:

RESOLVED, the Board of Education approve Karen Makay as delegate and John Weiss as alternate delegate to represent the Van Buren Intermediate School District at MASB annual or special meetings for the 2026-2027 school year.

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

Weiss made the motion to approve the following resolution:

RESOLVED, that the Board of Education approves a one-year agreement with the VBCEA/VBIEA for the period of September 1, 2026 through August 31, 2027.

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

Makay made the motion to approve the following resolution:

RESOLVED, the VBISD Board of Education approves that GDK Construction be authorized to issue Letters of Intent in the amount indicated, to contractors and suppliers listed. Upon confirmation that all requirements of the Contract Documents have been met and any contract adjustments have been confirmed, subcontracts will be awarded to the listed contractors and suppliers by Van Buren Intermediate School District.

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

Faul made the motion to approve the following resolution:

RESOLVED, the VBISD Board of Education approves the employment of the staff listed

<u>New Employee</u>	<u>Salary</u>	<u>Start Date</u>
Kelly Fortune, DHH Teacher Consultant	\$84,706.00	08/17/2026
Tyler Oliver, IT Support Specialist	\$37,500.00	07/06/2026
Shawn Calhoun, IT Support Specialist	\$43,000.00	07/13/2026
Meghan Early, Diagnostic Teacher Consultant	\$80,045.00	08/17/2026
Andrea Jegier, Multilingual Consultant & Coach	\$83,006.00	08/17/2026
Stephanie Brown-Boyer, School Social Worker	\$86,885.00	08/17/2026
Adam Cornelius, Automotive Maintenance Instructor	\$46,948.00	08/17/2026
*Erin Kucharski, Middle College Coordinator	\$73,000.00	07/28/2026
Taylor McMeeken, School Social Worker	\$33,805.13	08/17/2026
Brittany Cunningham, Mental Health Clinician	\$51,137.00	08/17/2026
Allison Lachapelle, Regional Supervisor (Bangor/Covert)	\$94,219.00	08/03/2026
Natalie Resseguie, Regional Supervisor (Mattawan/PP)	\$94,219.00	08/03/2026
*Melissa Nelson, LEA & ISD Payroll Lead	\$69,889.00	08/10/2026
*Oz Parlak, LEA Business Manager	\$75,000.00	08/10/2026

Supported by Engle. Voice vote. Motion carried.

Weiss made the motion to approve the following resolution:

RESOLVED, that the Board of Education accepts the resignations/retirements of the staff listed.

<u>Name</u>	<u>Resignation/Retirement Date</u>
Craig Campbell, District Technology Coordinator	Resignation - 07/03/2026
Yaritza Baumgartner, Speech & Language Path.	Resignation - 08/07/2026
Heather Burleson, Regional Supervisor	Resignation - 07/31/2026
Jennifer Kelley-Preis, LEA Business Manager	Resignation - 07/24/2026

Supported by Makay. Voice vote. Motion carried.

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

Respectfully submitted,



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

VAN BUREN INTERMEDIATE SCHOOL DISTRICT

AUGUST 2026

VOUCHERS

Imprest Fund	3,285,826.55
Payroll Fund	3,847,588.61
Purchasing Cards	77,272.98
EduStaff ACH	49,069.54

PAYROLL SUMMARY

General	1,343,618.04
Special Education	1,940,477.81
Vocational Education	563,492.76
Student Activity Fund	-
Total	3,847,588.61

IMPREST VOUCHER SUMMARY

FUND	CHECKS	TRAVEL	PURCHASING	TRFS/SALES	TOTAL
General	1,890,459.40	7,889.09	36,212.01	(9,851.74)	1,924,708.76
Special Education	768,954.07	8,383.74	10,090.53	7,109.42	794,537.76
Vocational Education	557,732.56	1,238.35	30,970.44	2,742.32	592,683.67
Capital Projects	68,680.52	-	-	-	68,680.52
Student Activity Fund	-	-	-	-	-
Total	3,285,826.55	17,511.18	77,272.98	0.00	3,380,610.71

VAN BUREN INTERMEDIATE SCHOOL DISTRICT

AUGUST 2026

BUDGET TO EXPENDITURE COMPARISON 26-27

FUND	BUDGET	ACTUAL & ENCUMBERED EXPENSES	UNENCUMERED BALANCE	YEAR TO DATE VARIANCE
General	30,778,838	3,749,414	27,029,424	97,941
Special Education	53,070,484	5,936,763	47,133,721	697,048
Career Tech Education	18,050,272	1,748,758	16,301,514	507,526

CASH FLOW SUMMARY

	ENDING BALANCE 07/01/2026	CASH RECEIPTS	CASH DISBURSEMENTS	ENDING BALANCE 07/31/2026
General	8,082,226	1,028,925	2,958,589	6,152,563
Special Education	23,814,052	3,193,660	4,391,981	22,615,731
Career Tech Education	9,962,856	475,780	954,430	9,484,206
Student Activity Fund	27,084	-	443	26,641
Total	41,886,218	4,698,365	8,305,443	38,279,140

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

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Upcoming Events and Key Dates

<i>Date</i>	<i>Time</i>	<i>Event</i>	<i>Location</i>	<i>Board Attendance</i>
8/31	9 am	Directors Council Meeting	Superintendent's Office	Informational Only ▾
9/2	4 pm	VBISD Board of Education Meeting	Conference Center	Requested ▾
9/4	9:30 am	VB Superintendent Council Meeting	Virtual	Informational Only ▾
9/14	9 am	Directors Council Meeting	Superintendent's Office	Informational Only ▾
9/30	4 pm	VBISD Board of Education Meeting	Conference Center	Requested ▾
10/2	9:30 am	VB Superintendent Council Meeting	Conference Center	Informational Only ▾

E. Public Comments	
II. INFORMATIONAL ITEMS	
A. Board Updates	
B. Superintendent Update	13

MEMO

DATE: SEPTEMBER 2, 2026
TO: BOARD OF EDUCATION
FROM: DAVID D. MANSON, SUPERINTENDENT
RE: SUPERINTENDENT UPDATE

****District Highlights: New School Year Launch:** (Governance & Board Relations, Community Relations, Staff Relations)

The launch of the 2026-2027 school year centered on preparation, collaboration, and a shared commitment to continuous improvement across the VBISD. During the **administrative retreat**, expectations for improvement were communicated and time was spent on unpacking the initial results of the district's strategic planning efforts. This provided an important opportunity for administrators to reflect on priorities, align their work, and prepare to support staff and students as the new school year began.

Safety and preparedness were also key components of the weeks leading up to the opening. **Standard reunification training** was provided by the Emergency Management team to administrators from across the VBISD district, as well as, all member districts. The training focused on the district's role as a safe space where students can wait for their parents or guardians following an evacuation. This coordinated approach strengthens emergency preparedness across the county and ensures that districts are better positioned to respond together when students and families need support.

The annual **New Hire Orientation** was another highlight, offering a well-organized and thoughtfully designed experience for new staff members. The day combined information relevant to all employees with department-specific breakout sessions, giving new hires both a broad understanding of the district and practical information to help them succeed in their individual roles.

Opening Day continued that momentum, with positive feedback on Marv Fox Jr. 's presentation and appreciation for the organization of updates, service awards, and announcements. The afternoon featured role-specific training and resource sharing. Highlights include a resource fair for the Early Childhood and Special Education Departments at the Conference Center and a presentation from Dr. Stephanie Grant

for both the VBISD transportation team and transportation staff from three additional districts.

The remainder of opening week featured a multitude of meetings, trainings, and opportunities for collaboration across the VBISD. Together, these efforts were designed to build a shared understanding of expectations, strengthen connections among staff and departments, and ensure everyone began the year with the tools and resources needed to serve students well. From leadership development and emergency preparedness to new staff support and role-specific learning, the 2026-2027 school year launched with a strong foundation and a positive sense of purpose.



****Legislation & Finance: New 31aa:** (Governance & Board Relations, Community Relations, Staff Relations, Business & Finance)

Section 31aa continues to be an important source of state funding for Michigan schools to support student mental health and school safety. For fiscal year 2026, Section 31aa provides \$200 million in state aid, along with \$14 million in General Fund support for grants to districts, intermediate school districts, and other eligible schools. This equates to approximately \$73.53 per pupil for mental health services and \$147.06 per pupil for school safety.

For FY 2026, the mental health funding no longer requires districts to waive any privilege that might otherwise protect information from disclosure in the event of a mass-casualty event or to cooperate with a comprehensive investigation. The school safety funding, however, continues to include these requirements.

The definition of a "mass-casualty event" has also been narrowed for the current fiscal year by specifying "significant physical injuries" rather than the broader term "significant injuries." The statute continues to use a four-part definition that includes incidents involving fatalities, incidents that exceed normal emergency-response resources, and incidents that produce a sudden and timely surge of injured individuals requiring emergency services.

Districts across Michigan are awaiting additional guidance, anticipated in September, before making a final decision about whether to accept these funds.

One Identity. One Mission. One Organization: (Governance & Board Relations, Community Relations, Staff Relations, Business & Finance, Instructional Leadership)



The decision to adopt a refreshed VBISD logo reflects the growth and evolution of the organization over time. VBISD has expanded significantly in the programs, services, and opportunities it provides to students, families, schools, and

communities throughout Van Buren County. While our mission has remained consistent, the current visual identity no longer fully represents the breadth and scope of the organization we have become. The refreshed logo provides an opportunity to better communicate who VBISD is today and where the organization is headed in the future.

Another important consideration is the number of individual departments and programs that have developed their own visual identities over the years. While these identities help distinguish individual programs, the result has been a collection of logos and branding that can make it difficult for the public to recognize the connection between these services and the organization behind them. A more unified visual identity will help create greater recognition of VBISD and reinforce the message that every department, program, and service is part of one organization with a shared mission.

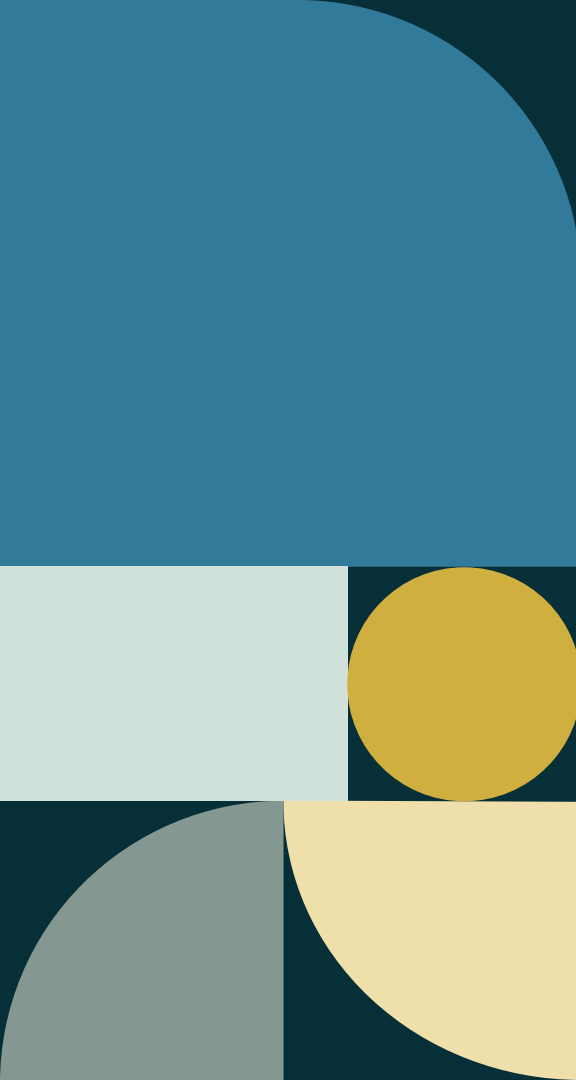
The refreshed logo is therefore intended to strengthen consistency and recognition across VBISD's communications, digital platforms, website, printed materials, signage, apparel, and other public-facing resources. This is not an effort to change who we are, but rather to better represent who we have become. A consistent brand will allow VBISD to more effectively tell its story, showcase the full range of its work, and strengthen its presence and recognition within the communities it serves.

Implementation of the new identity will be intentional and phased over time. Existing signs, apparel, printed materials, awards, and other items will continue to be used until they naturally reach the end of their useful life and require replacement. This approach minimizes unnecessary expense while allowing the organization to gradually transition to the new identity. In doing so, VBISD can honor its history and the important role its previous logo has played while responsibly preparing its visual identity for the future.

C. Department Updates

1. Presentation - Separating Difference from Disability in Multilingual Learners who Struggle - *Anna Fawley*

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Separating Difference from Disability in Multilingual Learners (MLs) who Struggle

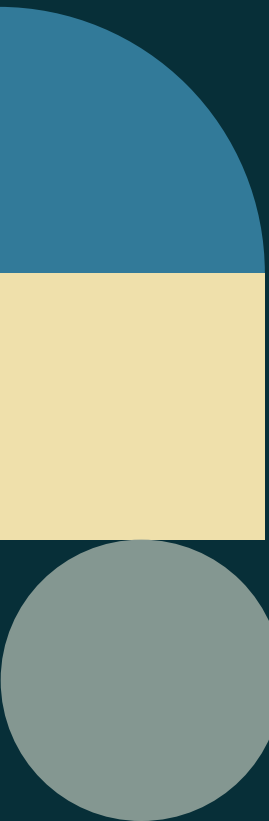
A cross collaboration initiative between
Multilingual & Special Education Departments

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Presented by: Anna Fawley

Presentation goal

Continued support and growth for one of our most vulnerable populations in our community along with the future blessing of the School Board to increase capacity of this work.



Contents

01. **Vision**
02. **Background & Purpose**
03. **Creating the Protocol**
04. **Anticipated Rollout Timeline**

**Our vision is to ensure equitable access to services
for dual-identified Multilingual Learners across all
LEAs in Van Buren County.**

Meet the Team Difference vs. Disability Committee

Anna Fawley

Diagnostic
Teacher
Consultant

Laura Kronk

Multilingual Cach
& Consultant

Nathan Nelson

School
Psychologist

Galiya Elias

School
Psychologist

Andrea Jegier

Multilingual
Coach &
Consultant

Jennifer Korinek

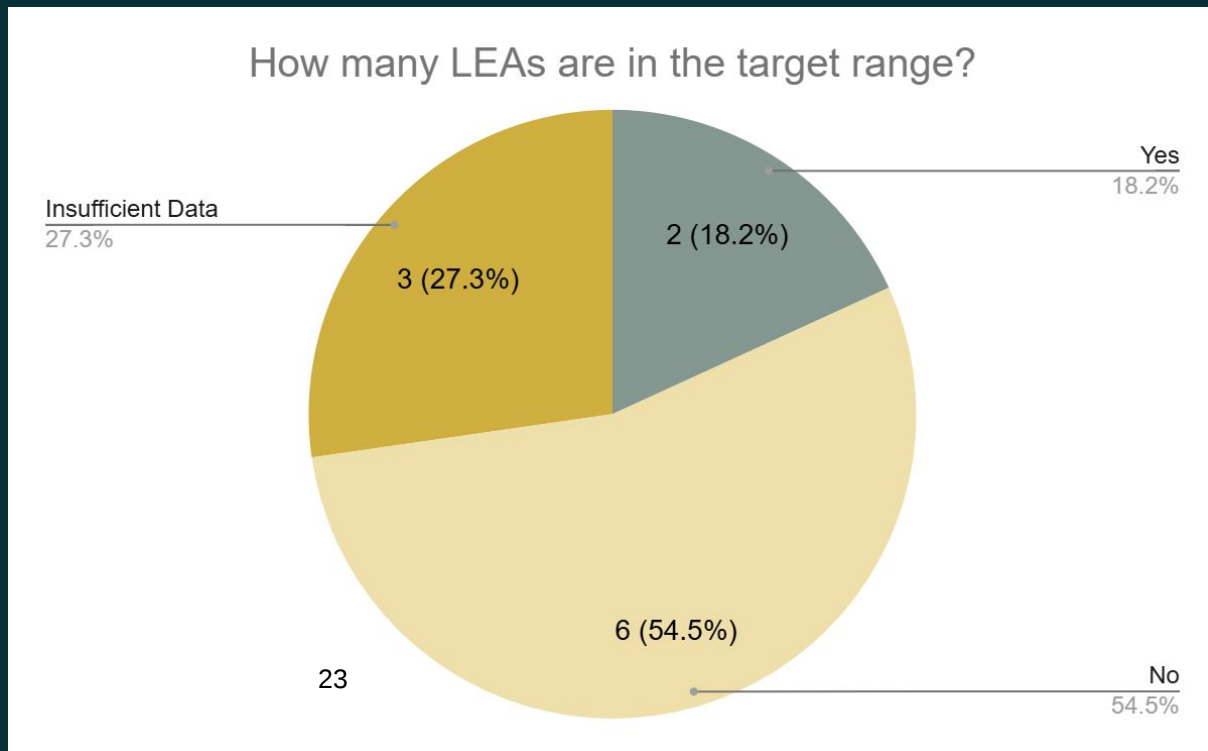
Professional
Learning
Coordinator

MI School Data

Van Buren County: 2024–2025 School Year

Target range:

To avoid over or under identification of Multilingual Learners, the percentage of ML students identified with disabilities should be **within 1%** of non ML students identified with disabilities.



Phase 1: May– November 2025

Professional Development

- The committee began by attending a virtual Professional Development through Oakland Schools spanning 3 different days to expand knowledge & increase awareness on current challenges faced by Multilingual Learners.
- The committee watched together to allow for collaboration and planning for a county-wide approach.
- In Fall 2025, the committee organized watch parties for all VBISD staff and local teams to participate in the training.

VBISD SPECIAL EDUCATION & MULTILINGUAL DEPARTMENT

ENGLISH LEARNERS WITH SUSPECTED DISABILITIES: MULTIDISCIPLINARY APPROACH TO PROBLEM SOLVING

3 $\frac{1}{2}$ Days
OCTOBER 1, 2025,
OCTOBER 15, 2025 &
NOVEMBER 19, 2025
8:30 A.M.-11:30 A.M.

ONLINE

REGISTER NOW
For SCHECHs

DISTRICT SPED & MLL TEAMS
ENCOURAGED TO WATCH TOGETHER
@ YOUR LOCAL DISTRICT

Why?
Across the county districts are over- and under- identifying English Learners as students with disabilities. It is likely that you have been, or will be, called upon to problem solve about an English Learner with learning difficulties.

Who?

- Multilingual Service Providers
- DTCs & Psychologists
- Speech Pathologists
- MTSS Coordinators
- Interventionist
- Decision Makers



Phase 2– 2025–2026 school year Protocol Development

- **Monthly Committee Meetings:** Collaboratively developed each step of the protocol
- **January 2026:** Completed the initial draft of the VBISD protocol, adapted from Rochester Community Schools' *Team Flowchart for Struggling English Learners*
- **February 2026:** Conducted peer review with:
 - Speech & Language Pathologists
 - School Psychologists/Diagnostic Teacher Consultants
 - Multilingual Educators
- **March 2026:** Reviewed feedback, made revisions²⁵, and began planning the **final draft and rollout** with Jen Korinek

**May 2026: VBISD
Protocol Finalized**



Phase 2– May 2026

Final VBISD Protocol completed

Highlights from protocol/ distinguishing components:

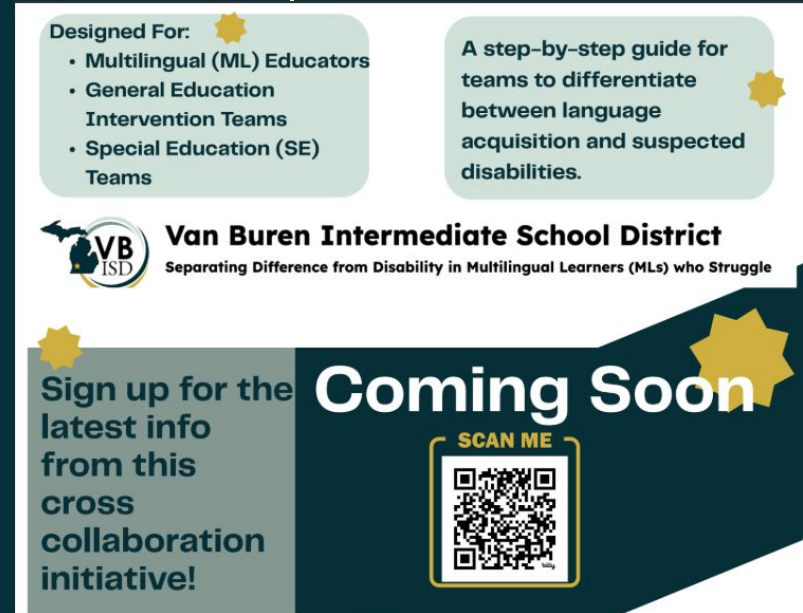
1. Recommended vs additional resources
2. Expected vs adequate progress

Phase 3: Fall 2026 Protocol Rollout

Anticipated Rollout Timeline

- **August 2026:** Launch awareness at the Special Education Resource Fair
- **October 2026:** Introduce protocol to special education and multilingual staff; **go live** on the VBISD website
- **November 2026:** Release PD video to the VBISD Special Education Professional Development Catalog
- **December 2026:** Present protocol to the **Countywide Multilingual Learner Network**

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Designed For:

- Multilingual (ML) Educators
- General Education Intervention Teams
- Special Education (SE) Teams

A step-by-step guide for teams to differentiate between language acquisition and suspected disabilities.

VBISD
Van Buren Intermediate School District
Separating Difference from Disability in Multilingual Learners (MLs) who Struggle

Sign up for the latest info from this cross collaboration initiative!

Coming Soon

SCAN ME



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Phase 4: Beginning October 2026

Protocol Implementation & Ongoing Evaluation

- The protocol will be accessible for teams to utilize as they are teaming on students.
- Multilingual Diagnostic TC will be available on a referral basis to assist in implementation of the protocol county-wide.
- ML Consultants/Coaches will support local ML staff in collaborating with school teams.
- Ongoing evaluation of supports and protocol.

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" If the team is using a protocol, school teams increase data-based decisions and avoid both over- and underidentification of Multilingual Learners."

- Oakland ISD

References

Oakland Schools Guidance Document, updated January 2025

Rochester Community Schools (RCS) UPDATED TEAM Flowchart for English Learners who Struggle

<https://www.mischooldata.org/>

Multilingual Learners comprise a highly diverse groups of students who bring with them valuable cultural, cognitive and linguistic assets, including their home language. Learning multiple languages does not predispose children to disabilities.

-Oakland Schools ISD, 2025

Any questions? Ask away!

- If you have any suggestions as to how we can track whether this is showing success, please email me, Anna Fawley, at afawley@vbisd.org.

Thank you

MEMO

DATE: SEPTEMBER 2, 2026
TO: BOARD OF EDUCATION
FROM: KARA WAGNER, DIRECTOR OF FINANCE & OPERATIONS
RE: FINANCE & OPERATIONS UPDATE

VBISD Health Care Consortium Rates (2, 8, 19)

On August 27th, VBISD received our annual consortium health insurance rates for 2027 and they were much improved over recent years. If the VBISD consortium elects to keep the same plans, the increases outlined below will largely be offset for employees by the 3% increase in the hard cap.

Choices Plan - 4.7% Increase

HSA Plans - 3.9% Increase

Essentials - 3.7% Increase

Michigan Retirement Plan Rates (2, 8, 19)

The Michigan Office of Retirement Services (ORS) administers retirement plans for public school employees, including defined benefit, hybrid, and defined contribution plans. Within these plans, there are multiple benefit structures, including Basic, Basic 4%, Basic DC Converted, MIP Fixed, MIP Graded, MIP Plus, MIP 7%, MIP DC Converted, Pension Plus, and Pension Plus 2. In addition, ORS administers two retiree healthcare plans. As a result, our payroll system must process numerous retirement and healthcare benefit structures, each with varying employer and employee contribution rates. The following table compares the increase in employer defined benefit (DB) contribution rates over the past several years with the 2012–13 rate, the year Pension Plus was implemented.

<u>Employer DB Contribution Rates</u>								
<u>Benefit Plan</u>	<u>Health Care Plan</u>	<u>2012-13</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
<u>Basic / MIP</u>	<u>Subsidy</u>	<u>23.39%</u>	<u>28.23%</u>	<u>28.23%</u>	<u>31.34%</u>	<u>31.36%</u>	<u>29.91%</u>	<u>27.51%</u>

<u>Basic / MIP</u> <u>PHF</u>	<u>PHF</u>	<u>23.86%</u>	<u>27.37%</u>	<u>27.37%</u>	<u>30.09%</u>	<u>30.11%</u>	<u>26.08%</u>	<u>26.08%</u>
<u>Basic / MIP</u> <u>DC</u> <u>Converted</u>	<u>Subsidy</u>	<u>21.89%</u>	<u>21.82%</u>	<u>21.82%</u>	<u>22.10%</u>	<u>22.10%</u>	<u>19.04%</u>	<u>16.64%</u>
<u>Basic / MIP</u> <u>DC</u> <u>Converted</u>	<u>PHF</u>	<u>20.96%</u>	<u>20.96%</u>	<u>20.96%</u>	<u>20.96%</u>	<u>20.96%</u>	<u>15.21%</u>	<u>15.21%</u>
<u>Pension</u> <u>Plus</u>	<u>Subsidy</u>	<u>24.13%</u>	<u>25.31%</u>	<u>25.31%</u>	<u>27.48%</u>	<u>27.52%</u>	<u>25.17%</u>	<u>22.77%</u>
<u>Pension</u> <u>Plus</u>	<u>PHF</u>	<u>23.20%</u>	<u>24.45%</u>	<u>24.45%</u>	<u>26.23%</u>	<u>26.27%</u>	<u>21.34%</u>	<u>21.34%</u>
<u>Pension</u> <u>Plus 2</u>	<u>PHF</u>	<u>N/A</u>	<u>27.16%</u>	<u>27.16%</u>	<u>27.16%</u>	<u>27.16%</u>	<u>21.41%</u>	<u>21.41%</u>
<u>Defined</u> <u>Contributio</u> <u>n</u>	<u>PHF</u>	<u>20.96%</u>	<u>20.96%</u>	<u>20.96%</u>	<u>20.96%</u>	<u>20.96%</u>	<u>15.21%</u>	<u>15.21%</u>

MEMO

DATE: SEPTEMBER 2, 2026
TO: BOARD OF EDUCATION
FROM: MONICA MANSFIELD, DIRECTOR
RE: SPECIAL EDUCATION UPDATE

***2026-2027 Special Education Department Focus**

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management, Student Achievement

During the 2026–2027 school year, the Special Education Department will focus on refining and implementing clear, consistent, and collaborative systems, processes, and communication to ensure equitable access to educational services and support positive student outcomes across our member districts. This work is grounded in findings from the strategic planning process, which identified opportunities to advance shared outcomes, communication, role clarity, collaboration, and sustainable systems.

These key focus areas will guide our departments work throughout the year:

1 | Consistent Systems & Procedures

Establish clear and consistent practices across programs and member districts to promote equitable implementation of special education services.

2 | Collaborative Practices

Build intentional collaboration among special education staff, general education partners, related service providers, administrators, students, and families to improve coordinated support for students.

3 | Role Definition

Clarify roles and responsibilities to strengthen accountability, communication, and coordinated service delivery.

Together, these efforts are intended to move the department toward greater consistency, transparency, collaboration, and sustainability, while keeping the central focus on ensuring that students with disabilities have equitable access to the educational services and supports they need to be successful.

****Special Education: Start-of-Year-Snapshot**

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Policy Implementer, Faculty & Staff Personnel, Community Relations, Coherent Instruction and Determination of Resources, Establishing a Culture for Learning, Student Achievement

Least Restrictive Environment is an area requiring continued attention. Annual district data review identified variation among member districts, including declines in the percentage of students

educated in general education settings 80% or more of the time and increases in the percentage of students educated in separate facilities. Countywide, 6.33% of students are currently educated in separate facilities. The SE department has established a 2026–2027 target of reducing this to 5.5%, with a longer-term goal of reaching the state target of less than 5%.

Priority Area	Data Source	Baseline	1-year target (26-27)	2-year target (27-28)	Measurement
High-quality LRE decision making	Educational Settings Report	6.33% of students county-wide in separate facilities	5.5% of students county-wide in separate facilities	<5% of students in separate facilities (State Target)	Monitor rates of students across all educational settings using the PowerSchool Special Programs report

Through the monitoring of this data, we can refine practices, procedures and systems that will aid in helping us reach our target goal. These findings reinforce our focus on supporting high-quality IEP team decision-making and appropriate consideration of supplementary aids, accommodations, and LRE, which are areas that will be highlighted in What's Ahead..

***What's Ahead

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management, Student Achievement

This year, the department will focus on building capacity within member districts to support high-quality IEP team decision-making and ensure students receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

- **Supplementary aids and accommodations**
Supporting teams in identifying and documenting appropriate supports that allow students to access and participate in general education.
- **Evaluation and eligibility**
Promoting consistent, timely, and data-informed evaluation and eligibility practices.
- **Meaningful parent involvement**
Supporting meaningful family participation throughout the special education process.
- **Least restrictive environment**
Supporting IEP teams in considering the full continuum of educational settings and making individualized placement decisions.

To advance these priorities, the department will continue developing and implementing initiatives including general supervision and data portraits, a universal PSSP accommodation tracker, a program screening and referral project, an ancillary collaborative, supervisor professional learning,

service delivery model work, and increased participation and outreach through the Parent Advisory Committee (PAC). These initiatives are designed to translate the department's priorities into consistent practices across programs and member districts.

Staffing Update

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

The Special Education Department has made significant progress in staffing for the 2026–2027 school year. Several key positions have been filled across our programs and LEA ancillary services.

Recruitment remains an ongoing priority as we work to ensure students have timely access to specialized instruction and related services.

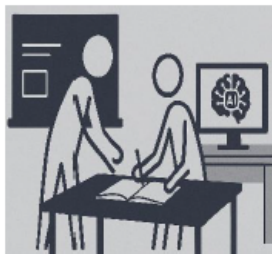
VBISD Programs & Ancillary	Location
School Psychologist	BGLC/CTC/MCEC
Occupational Therapist	Bangor/Hartford
School Social Worker	Bangor
Speech & Language Pathologist	BGLC/MCEC/Bangor
ASL Educational Interpreter	Paw Paw
BRIDGE Interventionist	Decatur/Hartford
Regional Supervisor	South Haven

MEMO

DATE: SEPTEMBER 2, 2026
TO: BOARD OF EDUCATION
FROM: DAMIAN KOOB
RE: TECHNOLOGY SERVICES BOARD REPORT

****VBISD AI Committee's Official Guidelines and Principles Released to Staff (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Community Relations)**

On August 18, 2026, at the VBISD Opening Day, the AI committee 'officially' released our guidelines and principles for AI use to staff. The emphasis for using any AI agent to assist with our day-to-day duties is to refrain from using ANY personally identifiable information (PII) in any prompting. The other emphasis is to make sure what AI generates is in fact accurate information. AI should be used as a resource, not the standard by which we produce our end results.

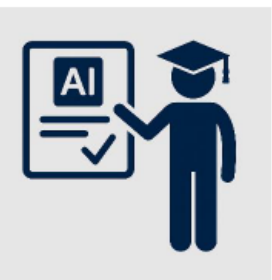


1. Use AI to enhance, not replace, the effort put into teaching & learning.

Generative AI should act as a tool to facilitate, not complete, tasks. AI can support personalized learning, break down complex topics, summarize information, provide feedback, and enrich educational experiences. Educating students and staff about AI literacy, including the risks associated with generative AI, is important to empower students to make informed choices about AI use in their learning.

2. Prioritize data privacy, security, and student safety when using AI.

When using generative AI, students and staff should never use personally identifiable information (PII), which includes contact information, demographic information, and rosters. When given teacher permission and oversight, age-appropriate, safe, and approved AI tools may be available to students.



3. Always review AI outputs for accuracy and uphold standards of academic integrity.

When using generative AI, we understand it is computing, not thinking, and will always review AI outputs for accuracy and bias. Honesty, trust, fairness, respect, and responsibility remain core expectations for both students and staff. Teachers will set clear expectations for student AI use, including disclosure requirements. Unauthorized use of generative AI is considered plagiarism and will be addressed in accordance with district policy.

VBISD Guiding Principles for AI Use



The AI Committee will continue to monitor and evaluate these guidelines as this solution evolves.

PowerSchool Shared Services (Leadership, Community Relations, Professional Standards)

The start of the school year is a very stressful time for folks that have to manage the student data within their districts or buildings, but we do our best to help assist and ease this stress. Our PowerSchool Division, led by Lukas Enciso, has been making great strides in assisting our local Districts. Lisa Thorne, Dawn Everett, Pam Manning, Sunny Hudson, and Paul George have been working tirelessly with our PowerSchool Shared Services Districts to train administrative and office staff on best practices for managing/entering their data and how to make the start of the school year much less stressful. This great team of individuals has also been holding virtual sessions for office staff to connect and answer any questions they may have.

I have received many great compliments from our local Districts, as well as compliments from many Districts not in our County regarding our customer service and knowledge of PowerSchool. We are excited to assist and provide this very important service for our Districts. I greatly appreciate the Board's support with this group.

Start of the School Year (Leadership, Planner and Organizer, Professional Preparation, Professional Standards)

The start of the school year is always a stressful time for the technology staff, as well as the organization as a whole. Most of the tickets we are addressing have to do with new equipment we received this summer, as well as student account creations for new students. We are grateful that staff are patient with us and have been giving us graces as we work to resolve their issues.

Kudos to the entire Technology Services Department for their hard work and dedication...they are fantastic employees and I have heard so many compliments in regard to their hard work and dedication. Thank you for allowing me to build such a great team!



(AI was used to edit this picture)

DATE: SEPTEMBER 2, 2026

TO: BOARD OF EDUCATION

FROM: SUSAN REYNOLDS, DIRECTOR OF EARLY CHILDHOOD

RE: EARLY CHILDHOOD UPDATE

2026-2027 Early Childhood Department Focus

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management, Student Achievement

As we begin the 2026–2027 school year, the Early Childhood Department continues to build on the focus areas that have guided our work over the past several years. As our department has grown and evolved, our focus has shifted from building new structures and connections to refining our practices, strengthening what is working, and identifying opportunities for continued improvement.

These four focus areas were shared with all Early Childhood staff at Opening Day and will guide our work throughout the year:

1 | Inclusive Opportunities

More opportunities for children to learn and belong with peers with the supports they need.

2 | Reduce Barriers for Families

Stronger connections across programs so families can get to the right support more easily.

3 | Collaboration & Efficiencies

Less work in silos. More shared expertise, aligned systems, and coordinated teams.

4 | Equitable Access & Community Engagement

Stronger partnerships and a commitment to reaching and responding to all families.

Throughout the year, we will use these focus areas to guide department and team-level work, monitor our progress, and identify opportunities for continued growth. Progress will be revisited at midyear and again at the conclusion of the school year.

Early Childhood: Start-of-Year-Snapshot **

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Policy Implementer, Faculty & Staff Personnel, Community Relations, Coherent Instruction and Determination of Resources, Establishing a Culture for Learning, Student Achievement

As we begin the 2026–2027 school year, the Early Childhood Department continues to provide a coordinated continuum of services for children and families from birth through kindergarten entry. The snapshot below provides a point-in-time look at enrollment and services across our major program areas as we begin the year.

Program/Service	Start-of-Year Snapshot
GSRP	357 Children enrolled 83 Available seats
ECSE	33 Children currently receiving special education services with 10-11 additional student ready to start in the next month
Inclusive ECSE Teacher Services	34 Children with teacher services on their IEPs in general education preschool
Early On	182 Children currently served 25 Referrals in July
PAT Family Links	78 Families currently served 3 Referrals since July
Build Up Michigan	8 Referrals received since July

*** These numbers represent a point-in-time snapshot and will be revisited throughout the year to monitor enrollment, service trends, and progress across programs.*

Staffing Update

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

The Early Childhood Department has made significant progress in staffing for the 2026–2027 school year. Several key positions have been filled across our preschool and special education programs, including new positions designed to strengthen inclusive supports for children throughout the county.

Recruitment continues for the following positions:

ECSE Classrooms & Ancillary	Location
PSM: • School Psychologist	• Build Up/ECSE/Early On
Support: • Inclusion Program Assistant	• South Haven/Pullman/Covert

GSRP	Location
• Associate Teacher • Third Teacher	• Hartford • South Haven

Home Visiting	Location
• PAT Family Links	• Central Hub

What's Ahead **

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management, Student Achievement

As the 2026–2027 school year gets underway, several initiatives will help move our department focus areas from priorities into practice. Two areas of work we will be watching closely this fall include:

Enhanced Playgroup

This fall, Early Childhood Special Education (ECSE) and PAT Family Links are launching a reimagined Little Learners Playgroup model that brings early childhood and special education supports together within a shared playgroup setting. The enhanced playgroup will provide young children and their caregivers opportunities for play, learning, social interaction and family support while also allowing children with IEPs to receive identified special education services within the playgroup environment.

Rather than creating separate experiences for children receiving special education services, ECSE and PAT Family Links staff will work collaboratively to support children and families together. This approach increases inclusive opportunities, provides families with access to a broader range of early childhood expertise and creates greater flexibility in how and where services are delivered.

The Little Learners Playgroup is a strong example of our department focus areas in action (increasing inclusive opportunities, reducing barriers for families, and strengthening collaboration and efficiencies across programs). Current locations include; Bloomingdale, Covert, Hartford and Paw Paw

Help Me Grow & 32p

Help Me Grow continues to develop as a framework for strengthening how families connect to early childhood services and community resources across Van Buren County. As the work evolves through 32p, we have an opportunity to broaden our partnerships beyond traditional early childhood systems, including stronger connections with local school districts and early elementary teams.

A key focus will be equitable access to services across the entire county. By strengthening relationships with schools, childcare providers,⁴⁷ healthcare and community partners, we can

increase awareness of available supports, identify needs earlier, and connect families to resources within the communities where they live, learn and grow.

This work supports our goal of meeting families and communities where they are while building a more connected countywide system, one in which families have a clear pathway to support regardless of where they first enter.

Administrator Retreat **

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management, Student Achievement

Our VBISD Early Childhood Administration Team kicked off the year with time to connect, reflect, and plan around our focus areas for the year ahead. We had a charcuterie board challenge and managed to mix in a little bit of fun too! [Here's](#) a snapshot of our day together!

III. ACTION ITEMS

A. Approval of Additional Vehicles for Transportation (Roll Call Vote)

50

VBISD BOARD RESOLUTION

DATE: September 9, 2026
TO: VBISD Board of Education
FROM: Terry Lechenet
RE: **Approval of Additional Vehicles for Transportation**

BACKGROUND:

Full size buses are not available to purchase, in some cases not practical for the purpose, and it is difficult to find staff willing to drive a full size bus.

Given this, Transportation is recommending that in lieu of additional buses, the VBISD purchase two, 10 passenger vans and one sports utility vehicle (SUV).

Pricing has been provided from several vendors, as follows:

Hoekstra Transportation, 10 passenger van (not all wheel drive), \$69,900

Tapper Ford, 10 passenger van (all wheel drive), \$69,968

Tapper Ford, Ford Bronco SUV, \$31,790

Tapper Chevy, GMC Terrain SUV, \$33,049

Tapper Chevy, Chevy E SUV, \$34,276

RECOMMENDATION:

RESOLVED, that the Board of Education approve the purchase of two, 10 passenger vans and one Ford Bronco from Tapper Ford, for a total of \$171,726.

B. Approval of 2026 - 2027 VBISD GSRP Pay Scale Adjustment (Roll Call Vote)	52
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MEMO

DATE: SEPTEMBER 2, 2026
TO: BOARD OF EDUCATION
FROM: SUSAN REYNOLDS, DIRECTOR OF EARLY CHILDHOOD
RE: **APPROVAL OF THE 2026-2027 VBISD GSRP PAY SCALE ADJUSTMENT**

BACKGROUND

The GSRP Wage Scale for 2026–2027 was approved in June 2026. The Early Childhood Department is requesting two amendments to the approved scale:

- Increase GSRP professional staff (Lead Teachers and Early Childhood Specialists) wages by 3.75% rather than 3.5% to align with the increase provided to the Professional Staff Union.

NEW

2026-2027 GSRP Professional Staff: 182 Days or Early Childhood Specialists (ECS): 187 Days								
	Step 1*	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Bachelor Degree	\$ 43,263	\$ 45,219	\$ 47,174	\$ 49,128	\$ 51,083	\$ 53,039	\$ 54,993	\$ 56,652
Master Degree	\$45,219	\$47,174	\$49,128	\$51,083	\$53,039	\$54,993	\$56,947	\$58,607
Master Degree - ECS	\$46,461	\$48,469	\$50,477	\$52,486	\$54,496	\$56,504	\$58,512	\$60,216
<i>*Staff on a GSRP grant required compliance plan for credentials: remain on Step 1 until completion of requirements.</i>								

OLD

2026-2027 GSRP Professional Staff: 182 Days or Early Childhood Specialists (ECS): 187 Days								
	Step 1*	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Bachelor Degree	\$ 43,159	\$ 45,110	\$ 47,060	\$ 49,010	\$ 50,960	\$ 52,911	\$ 54,861	\$ 56,516
Master Degree	\$45,110	\$47,060	\$49,010	\$50,960	\$52,911	\$54,861	\$56,810	\$58,465
Master Degree - ECS	\$46,349	\$48,352	\$50,355	\$52,359	\$54,365	\$56,368	\$58,371	\$60,071
<i>*Staff on a GSRP grant required compliance plan for credentials: remain on Step 1 until completion of requirements.</i>								

- Correct the number of workdays for the GSRP Float position from 180 to 150 days. GSRP Float and Third Teacher positions will both be 150-day positions and represented on the same wage scale.

NEW

2026-2027 GSRP Associate Teachers: 180 Work/2 Paid Holidays								
	Step 1*	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
CDA	\$ 17.01	\$ 17.42	\$ 17.93	\$ 18.22	\$ 18.65	\$ 19.06	\$ 19.46	\$ 19.79
Associate Degree	\$ 17.61	\$ 18.02	\$ 18.42	\$ 18.83	\$ 19.25	\$ 19.67	\$ 20.06	\$ 20.39
<i>*Staff on a GSRP grant required compliance plan for credentials: remain on Step 1 until completion of requirements.</i>								
2026-2027 GSRP Float & Third Teacher: 150 Work Days								
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
High School Diploma	\$ 15.00	\$ 15.45	\$ 15.90	\$ 16.35	\$ 16.80	\$ 17.25	\$ 17.70	\$ 18.15
CDA	\$ 17.01	\$ 17.42	\$ 17.93	\$ 18.22	\$ 18.65	\$ 19.06	\$ 19.46	\$ 19.79
Associate Degree	\$ 17.61	\$ 18.02	\$ 18.42	\$ 18.83	\$ 19.25	\$ 19.67	\$ 20.06	\$ 20.39

OLD

2026-2027 GSRP Associate Teachers and Floaters: 180 Work/2 Paid Holidays *aligns with support staff								
	Step 1*	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
CDA	\$ 17.01	\$ 17.42	\$ 17.93	\$ 18.22	\$ 18.65	\$ 19.06	\$ 19.46	\$ 19.79
Associate Degree	\$ 17.61	\$ 18.02	\$ 18.42	\$ 18.83	\$ 19.25	\$ 19.67	\$ 20.06	\$ 20.39
<i>*Staff on a GSRP grant required compliance plan for credentials: remain on Step 1 until completion of requirements.</i>								

2026-2027 GSRP Third Teacher: 150 Work Days								
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
High School Diploma	\$ 15.00	\$ 15.45	\$ 15.90	\$ 16.35	\$ 16.80	\$ 17.25	\$ 17.70	\$ 18.15
CDA	\$ 17.01	\$ 17.42	\$ 17.93	\$ 18.22	\$ 18.65	\$ 19.06	\$ 19.46	\$ 19.79

All other components of the previously approved GSRP Wage Scale remain unchanged.

RECOMMENDATION:

RESOLVED that the Board of Education approves the amended 2026–2027 GSRP Wage Scale, reflecting a 3.75% increase for GSRP professional staff and the correction of the GSRP Float position from 180 to 150 workdays.

VBISD BOARD RESOLUTION

DATE: September 2, 2026
TO: VBISD Board of Education
FROM: David D. Manson, Superintendent
RE: **Approval of Lease Agreement**

BACKGROUND:

The Van Buren Intermediate School District will be undertaking renovations and construction associated with the VBISD Bright Futures building project starting in April of 2027. As a result of the project, approximately 45–60 VBISD staff members will require temporary workspace beginning in early April 2027 and continuing through approximately October 2027. Providing appropriate temporary workspace is necessary to maintain continuity of operations and minimize disruption to staff and the programs and services they provide.

To address this temporary need, VBISD has negotiated a lease agreement with Van Buren County. The leased space will provide VBISD with the flexibility needed to accommodate staff during the Bright Futures construction period and will also provide additional educational, administrative, meeting, and storage space as permitted under the agreement.

RECOMMENDATION:

RESOLVED, the Van Buren Intermediate School District Board of Education has reviewed the Lease Agreement between Van Buren County, Michigan, and the Van Buren Intermediate School District for approximately 5,800 square feet of space located at 57418 County Road 681, Hartford, Michigan; and

NOW, THEREFORE, BE IT RESOLVED, that the Van Buren Intermediate School District Board of Education hereby approves the Lease Agreement for the term of January 1, 2027 through December 31, 2028, with total base rent of \$150,000 for the two-year term, subject to credits for qualifying renovation costs as provided in the Lease Agreement; and

BE IT FURTHER RESOLVED, that the Board of Education authorizes the Superintendent to execute the Lease Agreement on behalf of the Van Buren Intermediate School District and to take all necessary actions consistent with the Agreement to implement its terms.

VBISD BOARD RESOLUTION

DATE: September 2, 2026
TO: VBISD Board of Education
FROM: David D. Manson, Superintendent
RE: **Approval of Sale of School Bus**

BACKGROUND:

The VBISD Transportation Department is preparing to auction several used vehicles. However, Bangor Public Schools has expressed interest in directly purchasing a used VBISD lift bus. In accordance with VBISD Board policy, we are seeking Board approval to sell the bus directly to Bangor Public Schools at its fair market value.

RECOMMENDATION:

RESOLVED, the Van Buren Intermediate School District Board of Education approves the sale of a used 2014 Freightliner C2 school bus equipped with a mid-lift, track-mounted seating, and three wheelchair stations to Bangor Public Schools for a purchase price of \$3,500, which represents the bus's fair market value.

MEMO

DATE: SEPTEMBER 2, 2026
TO: BOARD OF EDUCATION
FROM: BRITANI OLDS, HUMAN RESOURCES ADMINISTRATOR
RE: APPROVAL OF EMPLOYMENT OF NEW STAFF

BACKGROUND

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

<u>New Employee</u>	<u>Salary</u>	<u>Start Date</u>
*Madison Potter, MCEC Teacher	\$48,709.00	08/17/2026
*Scott Dumas, CTC Teacher	\$48,709.00	08/17/2026
*Meadow Johnson, CTC Teacher	\$48,709.00	08/17/2026
Amarianda Rodriguez, GSRP Lead Teacher	\$50,960.00	08/17/2026
*Mindy Owsiany, BGLC Teacher	\$50,963.00	08/17/2026
Nikole Troxler, School Psychologist	\$87,457.00	08/17/2026
Ryan Piecyk, Work Based Learning Coordinator	\$86,119.00	08/17/2026
Calib Shaefer, Student Social Worker	\$62,714.00	08/17/2026
*Brianna Surdell, Teacher Consultant	\$58,858.00	08/17/2026
Amanda Street, School Social Worker	\$90,143.00	08/17/2026
Graig Stacy, BGLC Teacher	\$62,259.00	08/17/2026
Shelby Jackson, Cosmetology Instructor	\$48,709.00	08/19/2026
*Christine Janssen, Coordinator Out of School Time	\$52,000.00	08/31/2026

*Internal transfer

**Salary may be prorated based on start date

RECOMMENDATION

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

MEMO

DATE: SEPTEMBER 2, 2026
TO: BOARD OF EDUCATION
FROM: BRITANI OLDS, ADMINISTRATOR FOR HUMAN RESOURCES
RE: **STAFF RETIREMENTS/RESIGNATIONS**

BACKGROUND

Following is a list of retirements and resignations. Copies of letters are attached.

<u>Name</u>	<u>Resignation/Retirement Date</u>
Denise Hoffman, Occupational Therapist	08/14/2026

RECOMMENDATION

Resolved that the Board of Education accept the resignation of the staff listed above.

Attachments

IV. 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.