

Meeting  
Wednesday, September 3, 2025 4:00 PM  
Eastern

Van Buren Conference Center  
490 S Paw Paw Street  
Lawrence, MI 49064

**I. REGULAR MEETING**

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

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

I.B.1. Minutes

The **Regular Meeting** of the Van Buren Intermediate School District Board of Education was held in person on **August 6, 2025**, in the Board of Education office and called to order at **4:00 PM** with all board members were present.

Weiss moved to approve the August 6, 2025, draft agenda as presented. Supported by Kent. Roll call vote. Makay – yes, Kent – yes, Weiss - yes, Faul – yes, and Middaugh – yes. Motion carried.

Makay moved to approve the Consent Agenda (**July 9, 2025 Minutes; Composite and Summaries August 6, 2025**). Supported by Faul. Roll call vote: Faul – yes, Kent – yes, Weiss – yes, Makay – yes, and Middaugh – yes. Motion carried.

Faul moved to approve the Board and Superintendent Travel for August 2025 as shown:

**Pre-Approval**

NAME	DATES	LOCATION	ESTIMATED COST

**Approved, Not Yet Attended**

NAME	DATES	LOCATION	COST
John Weiss	August 15 – 16, 2025	MASB 2025 Summer Institute Lansing, Michigan	\$700
Karen Makay	August 15 – 16, 2025	MASB 2025 Summer Institute Lansing, Michigan	\$700
Dave Manson	September 17-19, 2025	MASA Annual Fall Conference 2025 Grand Traverse Resort, Acme, MI	\$1128

**Post Approval**

NAME	DATES	LOCATION	COST

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

Board members shared updates for the month. Ms. Middaugh was looking forward to attending a MASB virtual CBA course tomorrow to gather information regarding current school law, recent court decisions and Attorney General opinions.

Superintendent Manson gave an update on the following:

**Expansion of Architect & Construction Companies:** VBISD will be working with GDK Construction and GMB Architects on an upcoming welding remodel and construction trades expansion project.

**Signage Project:** As several major projects near completion and discussions around a possible VBISD rebrand take shape, we plan to revisit our signage plans and reassess their place among our current priorities.

**VBISD Administrative Retreat:** The VBISD Administrative Retreat is scheduled to take place on August 6th at the Michigan Maritime Museum. The retreat serves as an opportunity to communicate and collaborate as a leadership unit prior to the start of the school year. The following agenda was created for this event.

## Administrative Retreat Agenda

Wednesday August 6, 2025

Michigan Maritime Museum  
260 Dyckman Avenue  
South Haven, MI 49090

Attire: Dress like you did  
in High School

### Agenda

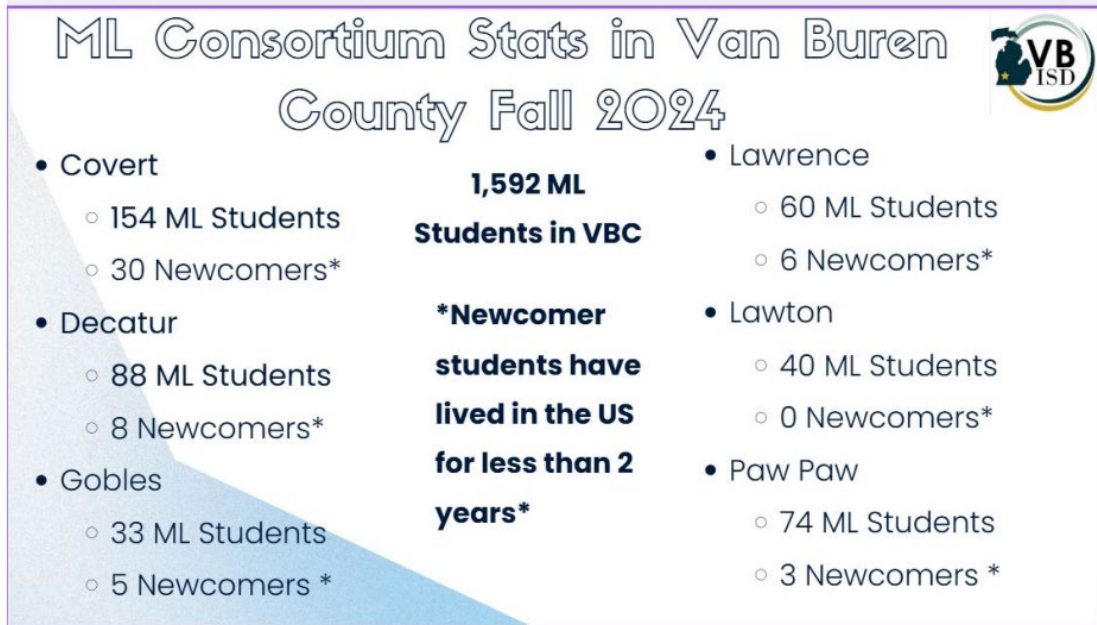
Breakfast 8:00 - 8:30 am	Welcome! We're glad you're here! Please enjoy your breakfast. <i>Don't forget to sign in!</i> <i>Ashlee is still collecting pictures for Opening Day!</i> <i>Send them her way if you haven't!</i>
Launch 8:30 - 9:15 am	<b><u>Dave and Katy</u></b> Introductions, activity, VBISD Goals and Future Direction, Strategic Planning
DISC 9:15 - 11:15 am	<b><u>Michael Rochholtz</u></b> DISC® is a personality tool that measures behavior, and helps people understand their tendencies in areas like communication, decision-making, and teamwork, using four core traits: Dominance, Influence, Steadiness, and Conscientiousness.
Lunch 11:15 - 12:00 pm	<i>Taco / Nacho bar</i> Time to eat, stretch, and mingle!
Performance Management 12:00 - 1:00 pm	<b><u>Dave and Britani</u></b> Jeopardy!
Break 1:00 - 1:10 pm	Have a snack, stretch, and chat!
Wait, That's A Thing? The Details that Matter! 1:10 - 1:30 pm	<b><u>Dave and Britani</u></b> 2025-2026 ISD Calendars, wage increase requests, etc.
Meaningful Moments: Elevating Interactions 1:30 - 2:00 pm	<b><u>Damian</u></b> It's not what you say, but <b>how</b> you say it!
Closing 2:00 - 2:30 pm	<b><u>Dave</u></b> Final thoughts and discussion

**R**espect for everyone  
**I**ntegrity when making decisions  
**C**ompassion in helping people  
**E**xcellence in the services we provide

*Don't forget* → **VBISD Board Meeting at 4:00 PM**

Additionally, Mr. Manson shared ISD goals for the year, including starting the strategic planning process. He spoke highly of Mr. Damian Koob, Director of Technology, for his impressive work not only on our campus' but in school districts across the state.

Multilingual Migrant Services’ presentation educated the community on the increasingly preferred shift from the term *English Language Learner* to *Multilingual Learner*, which better aligns with equity-focused approaches and asset-based teaching, and shifts the narrative from what students lack to what they bring to their learning environment. VBISD is proud to play such a valuable role in the state of Michigan.



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

**Multilingual Migrant Services:** *\$5.4 million hanging in the balance for 17 migrant education programs, VBISD expansion to include Watervliet Public Schools, and celebrated the completion of another successful summer Migrant Education program.*

**Instructional Services:** *Due to federal funding, the grant that has supported Project SHINE was terminated. A highlight video of their final project, The Story Walk, was shared. It was also celebrated that we will continue to receive funding for Adult Education programming and officially have a mental health clinician in each of our districts (22 in total).*

**Human Resources:** *MDE took over the application and approval process for Student Loan Repayment and we are awaiting notification of approved participants. Shared information of upcoming New Hire Orientation, Adopt-A-Highway clean up, and celebrated the marketing efforts of Brittany Millan.*

**Career and Technical Education:** *Shared celebration of VB Middle College cohort where over 130 students met with a mentor, explored campus with an engaging scavenger hunt, and challenged them with time management tasks that help prepare them for their college adventure. Director Robert Smith served on a three-person panel at a Summer Leadership Conference where he discussed CT’s importance and growth in Michigan.*

Faul made the motion to approve the following resolution:

**RESOLVED**, the VBISD Board of Education approves the hiring of Katy Holverstott to the position of Assistant Superintendent at a salary of \$140,000 effective August 11, 2025.

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

Weiss made the motion to approve the following resolution:

**RESOLVED**, the VBISD Board of Education approves an increase in salary of \$6,000 for Larisa Hunt due to additional duties and responsibilities.

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

Kent made the motion to approve the following resolution:

**RESOLVED**, the VBISD Board of Education approves the hiring of up to 4 additional LEA Business office positions.

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

Makay made the motion to approve the following resolution:

**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 Hobart CL44eN-BAS- Electric Dishwasher from Stafford-Smith Inc for a total price not to exceed \$34,908.07.

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

Weiss made the motion to approve the following resolution:

**RESOLVED**, that the Van Buren Intermediate School District Board of Education, upon the recommendation of the Van Buren Tech Administration, approves the purchase of a Food Trailer from Legacy Brothers Inc for a total price not to exceed \$92,434.

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

Faul made the motion to approve the following resolution:

**RESOLVED**, that the Van Buren Intermediate School District Board of Education, upon the recommendation of the Van Buren Tech Administration, approves the purchase of a Levil LMV-400 CNC Mill from Integrated Systems Technologies for a total price not to exceed \$46,768.

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

Makay made the motion to approve the following resolution:

**RESOLVED**, the VBISD Board of Education approves a change in the following substitute rates effective August 6, 2025.

- Teachers** (7-7.5 hour day) - \$135 per day; (4 hours or less) \$70 per ½ day
- Program Assistants** (7-7.5 hour day) - \$100 per day; (4 hours or less) \$55 per ½ day
- GSRP Lead Teachers** - (8 hour day) - \$135 per day; (4 hours or less) \$70 per ½ day
- GSRP Associate Teachers** (8 hour day) - \$110 per day; \$60 per ½ day
- Transportation** - \$17 per hour (Drivers); \$15 per hour (Attendants)
- Custodians** - \$15 per hour
- Clerical/Secretarial** - \$15 per hour

**Retired or Experienced VBISD Professional Staff - daily rate based on full day/half day**

- Less than 5 years of experience in public schools - Step 1 of the appropriate pay scale
- 5 or more years of experience in public schools - Up to Step 10 of the appropriate pay scale with proper documentation

**Retired or Experienced VBISD Support Staff - daily rate based on full day/half day**

- Less than 5 years of experience in public schools - Step 1 of the appropriate pay scale
- 5 or more years of experience in public schools - Up to Step 4 of the appropriate pay scale with proper documentation

**Long Term Support and Teacher Substitutes** - (defined as 20 or more consecutive school days) - up to Step 1 of the appropriate pay scale.

**Current VBISD Support Staff Rates**

Classification	Sub For	Number of Days To Sub	Rates
Support	Support	5 or Less Days	Current hourly rate
Support	Support	6+ Days	Current hourly rate or hourly rate of the corresponding pay scale/step/base rate, whichever is greater
Support	PSM	19 or Less Days	\$135 per day or current hourly rate, whichever is greater
Support	PSM	20+ Days	Step 1 or current hourly rate, whichever is greater

\*\*Migrant program excluded

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

Weiss made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education approves a 3.5% wage increase for VBISD Lead Teachers, a 4% increase for Associate Teachers pay scales and the addition of the GSRP Longevity chart for the 2025-2026 school year as follows:

2025-2026 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
<b>Bachelor Degree</b>	\$ 41,699	\$ 43,585	\$ 45,469	\$ 47,352	\$ 49,237	\$ 51,122	\$ 53,005	\$ 54,605
<b>Master Degree</b>	\$43,585	\$45,469	\$47,352	\$49,237	\$51,122	\$53,005	\$54,889	\$56,488
<b>Master Degree - ECS</b>	\$44,781	\$46,717	\$48,652	\$50,589	\$52,526	\$54,462	\$56,397	\$58,040

\*Staff on a GSRP grant required compliance plan for credentials: remain on Step 1 until completion of requirements.

2025-2026 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
<b>CDA</b>	\$ 16.43	\$ 16.83	\$ 17.33	\$ 17.61	\$ 18.02	\$ 18.42	\$ 18.80	\$ 19.13
<b>Associate Degree</b>	\$ 17.01	\$ 17.41	\$ 17.79	\$ 18.19	\$ 18.60	\$ 19.00	\$ 19.39	\$ 19.70

\*Staff on a GSRP grant required compliance plan for credentials: remain on Step 1 until completion of requirements.

GSRP Longevity	
Years of Service	
5-9	\$500
10-14	\$1,000
15+	\$1,500

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

Faul made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education accept the base bid from Trist Flooring in the amount of \$65,000

We received two bids that were opened on July 28th, 2025. After reviewing the proposals, it is recommended that the Van Buren ISD accept the bid from Trist Flooring in the amount of \$65,000.

COMPANY	BASE BID
Trist Flooring	\$65,000.00
Inspired Floors (Locker Companies)	\$71,000.00

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

Faul made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education approve the 2025-2026 employee handbooks for Directors, Admin/Non-Union, Secretarial, GSRP Lead Teachers & ECS and GSRP Associate Teachers & Floaters.

### **Employee Handbook Update Summary**

There are things that are highlighted in some of the handbooks, and we are working to remove them. There is no meaning to the things that are highlighted.

#### **Directors & Admin/Non-Union Handbook**

- Updated the year throughout to 2025-2026
- Updated the common calendar to 2025-2026
- Updated with the link to the board policies
- Updated the holidays, discretionary days, and non-work days chart

#### **Secretarial Handbook**

- Updated the year throughout to 2025-2026
- Updated the common calendar to 2025-2026
- Updated with the link to the board policies
- Updated the holidays, discretionary days, and non-work days chart
- Under sick leave, the days for maximum accrual should have been 125 vs. 90.

#### **GSRP - Lead/ECS and Associate/Floater Handbook**

- Updated the year throughout to 2025-2026
- Updated the common calendar to 2025-2026
- Updated with the link to the board policies
- A lot of sections were removed, per Susan Reynolds and Heidi Anson, that were specific to GSRP
- Updated the salary/hourly payroll charts with the revision going to the August board
- Updated sick leave for an employee who is qualified for retirement and has worked at the ISD. It is being changed from 33% of their per diem rate for each unused day to align with the PSM and Support staff contract language, which is what it should have been.

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

Makay made the motion to approve the following resolution:

**RESOLVED**, that the Board of Education approves the employment of the staff listed.

<u>New Employee</u>	<u>Salary</u>	<u>Start Date</u>
Michele Johnson, ECSE Teacher	\$35,211.00	08/18/2025
Jessica Roy, Mental Health Clinician	\$56,731.00	08/18/2025
Rebecca Turner, Teacher Consultant	\$83,006.00	08/18/2025
Joanna Hall, CTC Resource Room Teacher	\$79,141.00	08/18/2025
Shannon Lehew, CTC Resource Room Teacher	\$68,707.00	08/18/2025
Sabrina Tyler, BGLC Resource Room Teacher	\$83,006.00	08/18/2025
Kennedy Mauro, Mental Health Clinician	\$51,137.00	08/18/2025
Rebecca Weissman, Speech & Language Pathologist	\$57,641.00	08/18/2025
Sarah Wagner, ESL/Multilingual Teacher	\$57,641.00	08/18/2025
Jenna Gottschalk, Occupational Therapist	\$57,641.00	08/18/2025
Suanne Nolan, Regional Supervisor	\$89,732.00	08/04/2025
Terisa Jones, Regional Supervisor	\$89,732.00	08/04/2025

Supported by Weiss. Voice vote. Motion carried.

Kent 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>
Amy Paul, Regional Supervisor	Resignation - 06/30/2025

Supported by Makay. Voice vote. Motion carried.

Weiss made the motion to adjourn the meeting. Supported by Kent. Voice vote.  
Meeting adjourned at 5:23 PM.

Respectfully submitted,



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

I.B.2. Composites, Payroll and Imprest Summaries

**VAN BUREN INTERMEDIATE SCHOOL DISTRICT**  
**AUGUST 2025**

**VOUCHERS**

Imprest Fund	3,316,063.45
Payroll Fund	3,793,478.17
Purchasing Cards	111,888.64
EduStaff ACH	22,992.70

**PAYROLL SUMMARY**

General	1,278,802.47
Special Education	1,919,639.81
Vocational Education	595,035.89
Student Activity Fund	-
<b>Total</b>	<b>3,793,478.17</b>

**IMPREST VOUCHER SUMMARY**

FUND	CHECKS	TRAVEL	PURCHASING	TRFS/SALES	TOTAL
General	1,378,412.84	6,409.34	38,178.61	(4,694.11)	1,418,306.68
Special Education	355,625.93	6,419.78	31,740.70	3,583.99	397,370.40
Vocational Education	1,582,024.68	1,720.49	41,969.33	1,110.12	1,626,824.62
Student Activity Fund	-	-	-	-	-
<b>Total</b>	<b>3,316,063.45</b>	<b>14,549.61</b>	<b>111,888.64</b>	<b>-</b>	<b>3,442,501.70</b>

**VAN BUREN INTERMEDIATE SCHOOL DISTRICT**  
**AUGUST 2025**

**BUDGET TO EXPENDITURE COMPARISON 24-25**

FUND	BUDGET	ACTUAL & ENCUMBERED EXPENSES	UNENCUMERED BALANCE	YEAR TO DATE VARIANCE
General	26,221,227	2,551,393	23,669,834	726,260
Special Education	43,256,264	1,757,438	41,498,826	3,649,595
Career Tech Education	17,411,809	1,188,920	16,222,889	987,556

**CASH FLOW SUMMARY**

	ENDING BALANCE 07/01/2025	CASH RECEIPTS	CASH DISBURSEMENTS	ENDING BALANCE 07/31/2025
General	7,327,029	1,828,382	2,905,130	6,250,282
Special Education	19,883,490	1,139,594	2,350,544	18,672,539
Career Tech Education	10,846,335	2,113,757	4,244,726	8,715,366
Student Activity Fund	32,916	135	-	33,051
<b>Total</b>	<b>38,089,770</b>	<b>5,081,868</b>	<b>9,500,400</b>	<b>33,671,239</b>

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



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

***Pre-Approval***

NAME	DATES	LOCATION	ESTIMATED COST
MaryAnn Middaugh	October 23 – 25, 2025	MASB Annual Leadership Conference 2025 Grand Traverse Resort, Acme, MI	<b>\$1,400</b>
Kenny Kent	October 22 – 26, 2025		<b>\$1,200</b>
John Faul	October 22 – 26, 2025		<b>\$1,000</b>
Karen Makay	October 22 – 26, 2025		<b>\$2,000</b>
John Weiss	October 22 – 25, 2025		<b>\$1,800</b>
Dave Manson	October 23 – 25, 2025		<b>\$2,000</b>

***Approved, Not Yet Attended***

NAME	DATES	LOCATION	ESTIMATED COST
Dave Manson	September 17-19, 2025	MASA Annual Fall Conference 2025 Grand Traverse Resort, Acme, MI	<b>\$1128</b>

***Post Approval***

NAME	DATES	LOCATION	ACTUAL COST
John Weiss	August 15 – 16, 2025	MASB 2025 Summer Institute Lansing, Michigan	<b>\$700</b>
Karen Makay	August 15 – 16, 2025	MASB 2025 Summer Institute Lansing, Michigan	<b>\$700</b>





## Upcoming Events and Key Dates Back To School Fall 2025

<i>Date</i>	<i>Time</i>	<i>Event</i>	<i>Location</i>	<i>Board Attendance</i>
9/10	3:30 pm	New VBISD School Board Photo Taken	Conference Center	Requested ▾
	4 pm	VBISD School Board Meeting		
9/25	5 - 7 pm	VB Tech Back to School Open House	VB Tech	Voluntary ▾
10/1	4 pm	VBISD School Board Meeting	Conference Center	Requested ▾
10/17	11 am - 1 pm	Secretaries Appreciation Luncheon	Conference Center	Voluntary ▾
				Please Select ▾
				Please Select ▾
				Please Select ▾
				Please Select ▾

I.E. Public Comments

**II. INFORMATIONAL ITEMS**

II.A. Board Updates

II.B. Superintendent Update



Date: September 10, 2025  
To: Board of Education  
From: David D. Manson, Superintendent  
Subject: **Superintendent Update**

**\*\*Local District Board meetings: (Governance & Board Relations, Community Relations, Business & Finance)**

In September, I am scheduled to attend the Bangor and Covert school board meetings. These visits provide a valuable opportunity to highlight the full range of programs and services offered by VBISD and to respond to questions from local board members. Strengthening communication with our local districts directly supports our District Improvement Plan, particularly the goal to “strengthen relationships with local education agencies by enhancing communication, increasing transparency, and streamlining processes for all stakeholders.”

**\*\*Safe Resolution of Parking Lot Incident at VB Tech: (Community Relations, Staff Relations, Instructional Leadership)**

On August 28, a weapon was discovered in the VB Tech parking lot during a routine sweep. Out of an abundance of caution, students were placed on a temporary hold while VBISD Emergency Management and local law enforcement responded. Students remained safely in their classrooms, and the situation was resolved without incident. At no time were students or staff in danger.

The district promptly shared a letter with families and students to provide reassurance, reinforce that safety protocols worked as intended, and emphasize our ongoing commitment to maintaining a secure learning environment. Following this communication, local media outlets reported on the incident to the broader community. The letter also reminded families and students that weapons of any kind are prohibited on school property and encouraged everyone to help by checking vehicles and personal belongings before coming to school.

**Local Government Budgeting in Uncertain Times: (Community Relations, Business & Finance)**

At the request of MSU Extension, I have been invited to serve as a panelist on September 10th for a webinar focused on the challenges of local budget planning in the midst of state budget uncertainty. The forum will feature a short, facilitated panel discussion with a few local government leaders. The goal is to provide participants with a candid look at how different public institutions are navigating the current year’s delayed state budget process.

As part of the discussion, I will be asked to share how much our budget depends on the state budget, what specific challenges the late budget has created for our planning this year, and what

strategies we have used to keep the process moving forward. I will also highlight the unique perspective of school districts, which often face significant uncertainty in state funding and have developed ways to remain flexible and responsive.

Finally, the panel will explore lessons learned from this year's experience and how those takeaways might inform planning for future years. If time permits, we will also touch on how schools and other local governments are communicating with elected officials, staff, and the public during times of uncertainty. This is an excellent opportunity to represent the interests of our district and ensure that the voice of K-12 education is part of a broader conversation about fiscal responsibility and collaboration across public institutions.

II.C. Department Updates

II.C.1. Presentation - Emergency Management



# **VBISD Emergency Management Updates**

September 2, 2025

# VBISD Emergency Management Mission



VBISD Emergency Management is committed to protecting our schools by reducing vulnerabilities, strengthening preparedness, and fostering resilience. We work to build, sustain, and improve the capabilities needed to prevent, mitigate, respond to, and recover from natural disasters, acts of terrorism, and other emergencies.

Acknowledgement: I want to thank VBISD Grounds and Maintenance, IT and administration for working with us to create a safe school environment.

# Major Accomplishments 2022-2023



- Shared service contracts with each of the districts
- Nightlocks for VBISD Buildings
- Naloxone Safety Kits for all schools and Govt. Buildings
- CRG Mapping of VBISD Buildings (Grant)
- Building Risk Assessments of VBISD school buildings (Grant)
- Building Risk Assessments of SSC, Conf. Ctr and Transportation. (VBISD EM Staff)
- Promotion of School Safety Committee
- EM Staff became State of Michigan BTAM Instructors
- Provided training (CPR/First Aid/AED, Active Shooter, MERT, BTAM, Bus Driver Awareness, and Gatekeeper (156 total trainings brought to 3240 people)
- Assisted on 49 BTAM with in Van Buren County Schools
- Assisted on 2 actual events
- Participated/observed in 12 drills and exercises
- Consult on Hartford EOP

# Major Accomplishments 2023-2024



- Order EPI Pens for all VBISD Schools (Approximately every two years)
- Replace all AED batteries and Pads
- County Wide Reunification Plan and Reunification Trailer
- Standard Response Protocol Training (SRP) Start schools switching over to new SRP Protocol language
- Camera Audit and assessment with IT
- VBISD Radio Inventory
- New Knox Boxes for Lawrence buildings
- 3m Film Window Project (Grant- completed June 2025)
- Assisted on 7 actual events (Suicidal subject location (2), bomb threat (2), student concerns (3))
- Lawrence Schools Full school Evac / Reunification Exercise
- Radio Etiquette procedures and training
- Go Bag Kits for VBISD Schools / Early Childhood classrooms / with Classroom quick guides
- Participated/observed in 34 drills and exercises
- Assisted on 25 BTAM with in Van Buren County Schools
- Provided 114 trainings with 2384 people
- Update VBISD School Emergency Operations Plan
- Stop the Bleed Kits within VBISD schools
- New portable Radios for CTC - No prior radios

# Major Accomplishments 2024-2025

- ❑ E3 emergency Notification System - VBISD wide
- ❑ Assist on Suicide Awareness Policy
- ❑ Create VBISD MERT Teams and trainings
- ❑ Assist on EOP updates for Decatur (completed), Covert (on going) and Wood School (on going)
- ❑ Assist on 37 BTAMs county wide
- ❑ Conducted 127 trainings with 3196 people
- ❑ Became a Stop the Bleed Educational License Facility for the Van Buren County and surrounding counties (US Dept of Defense)
- ❑ Rewrite the Palisades Nuclear Plant Schools Evac plans for 6 schools within 10 epz and 3 host schools for VBC ODP
- ❑ Update Parent Letter ref Palisades Nuclear Plant
- ❑ Participate in Palisades Nuclear EOC drills and exercise for plant reopening
- ❑ Hartford School Full Scale Evac Drill
- ❑ Initiate MERT (Medical Emergency Response Teams) Training in VBISD Schools
- ❑ Hazardous Materials Spill/ Evac Table tops w/MCEC, VB Tech and CTC
- ❑ Start updating BGLC Portable Radios to digital - redo radio templates for Special Education and VB Tech
- ❑ Received AHA Safeheart School Designation for all VBISD Schools
- ❑ Classroom Quick Guides for all VBISD Schools
- ❑ Monitored / assisted / participated in 45 assorted drills/exercises on
- ❑ Assist on 27 actual events county wide
- ❑ ICS 100/200 Training for administrators

**VBISD Emergency Management** is committed to protecting our schools by reducing vulnerabilities, strengthening preparedness, and fostering resilience. We work to build, sustain, and continually improve the capabilities needed to prevent, mitigate, respond to, and recover from natural disasters, acts of terrorism, and other emergencies.

Our program supports not only VBISD, but also our local school districts by providing these essential services. A core component of Emergency Management is developing and maintaining strong community partnerships. These partnerships include government agencies, non-profits, faith-based organizations, schools and universities, businesses, community groups, and individual volunteers. Such relationships are vital during times of need and play a critical role in building resilience across the county.

Collaboration with community partners enhances every phase of the emergency management cycle—supporting risk assessments, strengthening communication, and contributing to effective response and recovery efforts.

The following provides an overview of the general activities carried out by the VBISD Emergency Management program over the past three school years. This is a combined list of the EM staff involvement and does not include the truancy stats.

**2022-2023 School Year:**

Training Attended: **72**  
Drills / Exercises participated for VBISD: **7**  
Drills / Exercises participated for other districts/entities: **5**  
Training provided for VBISD: **43**  
Training provided for other districts/entities: **112**  
Meetings for VBISD: **85**  
Meetings for other districts/entities: **91**  
Other activities VBISD: **44**  
Other activities for other districts/entities: **13**  
Events VBISD: **4**  
Events other districts/entities: **2**  
BTAM VBISD: **2**  
BTAM for other districts/entities: **47**

**2023-2024 School Year:**

Training Attended: **76**  
Drills / Exercises participated for VBISD: **26**  
Drills / Exercises participated for other districts/entities: **8**  
Training provided for VBISD: **62**  
Training provided for other districts/entities: **52**

Meetings for VBISD: **119**  
Meetings for other districts/entities:**119**  
Other activities VBISD: **23**  
Other activities for other districts/entities: **5**  
Events VBISD: **3**  
Events other districts/entities: **8**  
BTAM VBISD: **3**  
BTAM for other districts/entities:**22**

**2024-2025 School Year:**

Training Attended: **65**  
Drills / Exercises participated for VBISD: **28**  
Drills / Exercises participated for other districts/entities: **20**  
Training provided for VBISD: **60**  
Training provided for other districts/entities: **67**  
Meetings for VBISD: **89**  
Meetings for other districts/entities:**142**  
Other activities VBISD: **63**  
Other activities for other districts/entities: **41**  
Events VBISD: **14**  
Events other districts/entities: **12**  
BTAM VBISD: **16**  
BTAM for other districts/entities: **21**

## II.C.2. Finance

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## MEMO

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**DATE:** SEPTEMBER 10, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** REBECCA DEPAS, DIRECTOR OF FINANCE & OPERATIONS  
**RE:** FINANCE & OPERATIONS UPDATE

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### **LEA Business Service Update**

Welcome to the Team: Kara Corniel, Jennifer Kelley-Preis, and Amber Trowbridge. They bring a wealth of K-12 and Industry experience for our local districts. We are excited to get them on board learning our locals and working with our consortium districts to create a long-term sustainable model. At the present, they will be working together to serve three of our local districts in areas such as: business manager services, payroll services, and accounting/grant management.

### **Fiscal Condition of Michigan's Schools: MSBO Budget Survey Results FY2025-26**

Since 2003, the MSBO has conducted periodic surveys to learn the impact of the state's budget on school districts. Prior surveys coincided with times of economic hardship. This year's situation comes about due to political gamesmanship from the Legislature and other political leaders, with the undercurrent of demand for road funding dominating the airwaves. Currently, there is no state School Aid Fund budget deal, even though state law requires one by July 1 annually.

This survey covers actions taken by school districts in FY2024-25 and decisions made heading into FY2025-26, as federal stimulus funds have expired and uncertainty reigns. Based on survey results, some schools across Michigan have initiated cuts because of the uncertainty, and many more will consider cuts if the situation continues to drag out or worsen. These reductions include significant cutbacks in programs that affect students, employees and communities and put a dark cloud over the Back-to-School season.

The following information is based on 214 completed surveys as of August 21, 2025. Responses were limited to one per school district. Some patterns emerge as we analyze the responses.

#### **Declining Enrollment**

Declining student enrollment continues to be a pervasive issue. With a statewide decline of over 200,000 students since the implementation of Proposal A, this is no surprise.

- 50% of respondent districts expect an enrollment decline in FY2025-26

- Only 14% are projecting an increase in enrollment

### **Budget Assumptions**

Districts make assumptions about major budget factors. State aid is a significant source of revenue for nearly all Michigan districts. Administrators and boards of education had to decide how much state revenue to include, since there is no clear answer. In their initial FY2025-26 budgets:

- 66% of respondents budgeted for a state aid increase of between \$200-400 per student
- 82% of respondents budgeted for a state aid increase in general

### **Deficit Spending v. Balanced Budgets**

FY2024-25 looks balanced for respondent districts.

- 42% are deficit spending
- 43% expect a budget surplus
- 15% show a balanced budget

FY2025-26 doesn't look so rosy.

- 67% are deficit spending
- 16% expect a budget surplus
- 17% show a balanced budget

### **Responsible Budget Planning**

Districts were asked to pick all items that apply from a list of FY2025-26 budget decisions. Ranging from additional investments on the high end to layoff of classroom personnel at the most drastic, it's clear that districts are taking the expiration of stimulus funds, recently announced cuts to federal grants, and the lack of a settled state budget very seriously. 52% of districts made cuts in their initial FY2025-26 budget.

- 11% made layoffs of classroom personnel, likely the most drastic cut presented
- 15% made layoffs of non-classroom personnel
- 42% made cuts in positions through attrition
- 27% made cuts in non-staff spending
- 24% have implemented deferred maintenance on facilities
- 20% have increased workloads for current staff
- 19% have increased class sizes

Responses make it clear that administrators and boards are keeping cuts away from the classroom wherever possible, consistent with the trends we've seen before. Delaying technology purchases, holding off on filling open positions, cutting supply budgets, freezing salaries, and shifting spending elsewhere when possible are common strategies. These sorts of adjustments

can help school districts make it through a rough patch in the short term, but they can have detrimental impacts in the longer term.

### **Gray Skies Ahead**

15% of respondents have already made cuts in their FY2025-26 budget because of federal cuts and/or the lack of a state budget deal. An additional 44% are considering this move as of the survey date.

An overwhelming 79% do not have confidence that a state budget deal will be reached before a government shutdown goes into effect on September 30, 2025.

### **Crisis Mode**

Nearly half of respondents (43%) would have cash flow problems if October 20, 2025, state aid payment was delayed due to a prolonged government shutdown. This could include vendor bills being delayed, problems meeting payroll obligations for teachers and staff, and significant problems with continuing district operations.

### **2025-26 School Aid Fund Budget Conclusions**

Districts responding to this survey clearly want to get back to educating students and opening schools for the fall. Responsible planning and budget decisions during and after the pandemic have allowed many districts to weather this current storm, which was created by political posturing rather than economic hardship. Whether that continues to be the case if this negotiation drags the state into a budget shutdown remains to be seen.

### **MESSA Renewal Rates**

Since 2011, VBISD has led a countywide healthcare consortium composed of superintendents and union representatives designed to select medical, vision and dental plans that will be offered to members beginning on January 1st of each year. The consortium was designed to create a group large enough to receive discounted plans and to withstand significant fluctuations in rates.

Last year, the VBCHC was recently quoted the highest rate increase the consortium has seen in over 8 years despite the fact that the consortium moved to a 3 Tier prescription program designed to reduce costs. This year our renewal rates call for all plans to increase 9.16%, with the Hard Cap only increasing 2.9% leaving the 6.26% cost difference on the employees.

The VBCHC will meet to review all current offerings and make decisions on which medical plans will be offered starting on January 1st.

## II.C.3. Special Education

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# MEMO

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**DATE:** SEPTEMBER 10, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** KATY HOLVERSTOTT & MONICA MANSFIELD  
**RE:** SPECIAL EDUCATION UPDATE



***\*Opening Day Resource Fair Leadership, Level of Professional Awareness, Creativity & Innovativeness, Faculty & Staff Personnel, Community Relations***

During the afternoon of August 19, 2025, in lieu of a traditional presentation, the Special Education Department was invited to participate in a resource fair to receive updates and resources needed for the new school year.

Over 20 displays were set up across the entire Conference Center. Participants were greeted at the door and provided with a logo bag to collect informational handouts, resources, promotional materials and treats. Several tables featured activities and the format allowed staff to interact with leaders, agencies and one another. The Cresthaven room towards the back of the Conference Center was used to provide a quieter space which also included a backdrop for “back to school” photos.

To ensure participation at each table, participants were asked to collect codes from each table, similar to a scavenger hunt. Refreshments, treats and promotional giveaways were provided across the space, which also encouraged movement and participation.

During the event, many staff members expressed appreciation for providing information and updates in a dynamic way. Formal feedback about the success of the resource fair is being collected to measure its success and to determine whether this format may be used again in the future.

Much appreciation goes to the following individuals for their creativity, organization and hard work in making the fair happen: Laura Thornburg, Renee Moses, Jennifer Korinek and Megan Scott.

A description of each resource table is provided on the following page.

<b>Table Topic</b>	<b>Information Provided</b>
Maple Creek Education Center	An informational handout was provided.
Bert Goens Learning Center	Principals Adriene Davis and Gillian Joseph shared information.
Community-based Transition Center	Principal Melanie Giddings shared information.
Meet the Director, Monica Mansfield	Monica Mansfield provided the new school year's tagline sticker.
Finance and Legislation	Dave Manson provided a summary of updates.
Human Resources	Britani Olds provided staff resources.
Where in the world is VBISD Special Education?!	An interactive map allowed staff to showcase the locations for which they serve.
Determinations Data	Laura Thornburg provided a summary of improvements in our county's compliance ratings.
IEP Development Manual	A QR code and hard copies of the new manual were provided.
SE Staff Resources and Guidance Webpage	A QR code and guidance documents were showcased.
Professional Learning Survey	Survey responses were gathered to help in planning future professional learning events.
Parent Advisory Council	Information about PAC was provided.
Statewide Autism Resources & Training	Information about our partnership with START was shared.
PowerSchool Special Programs Updates	Changes to the IEP database were shared.
Technology Services	Ryan Cox shared information about AI and Tech services.
Wellness: Journaling	Journals and information on how to manage stress via journaling was provided.
Connecting to Every: Collaborative Art	Participants created a tiny work of art to be displayed in a collage at the Special Services Center.
Arbor Credit Union	Arbor Credit Union was invited to share information.
Disability Network of Southwest Michigan	A representative from Disability Network shared information.
Professional and Support Staff Unions	Informational handouts and promotional give-aways were provided by union leadership.

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

We are pleased to welcome our new Director of Special Education, Monica Mansfield, and three new supervisors. Their diverse backgrounds, skills and enthusiasm bring fresh energy and perspective to our department. Below is an introduction.

**Monica Mansfield, Director of Special Education**

Monica Mansfield has been with the VBISD for 20 years, spanning several roles, including a paraprofessional, special education teacher, consultant, regional supervisor and, most recently, the principal of Maple Creek Education Center. Monica is known for her transformational leadership and the positive relationships she has built across the county.



**Dr. Elizabeth Hicks, Regional Supervisor of Special Education at Mattawan**

Liz Hicks is an experienced educator and has served as a special education teacher and teacher consultant, program coordinator, university instructor, researcher and published author. Liz's thoughtful approach and experiences will serve her well as she leads one of the largest ancillary groups in the county.



**Suanne Nolan, Regional Supervisor of Special Education at South Haven**

Suanne Nolan comes to VBISD from Indiana and has served students with disabilities in a variety of roles, including a special education teacher, a behavior consultant and a compliance specialist. Suanne's diverse experiences and child-centered approach make her an asset to our South Haven team.



**Terisa Jones, Regional Supervisor of Special Education at Bloomingdale & Gobles**

Terisa Jones, once a Special Education Teacher with the VBISD Young Adult Program, has returned after serving as a supervisor of special education in a couple of neighboring districts. Terisa has a wealth of experience and knowledge in special education procedures and law and she has hit the ground running!



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

In addition to leadership changes, there have been several changes to our ancillary staff teams. In total, 20 percent of our ancillary staff are new to the VBISD! This change is largely due to retirements and increases in staff to serve our member districts.

One notable change is a fully staffed team of School Psychologists and Diagnostic Teacher Consultants, which has allowed the discontinuation of virtual services. It is also noted that this team includes two school psychology practicum students, who we hope to hire after they complete their graduate programs.

Another change is the addition of virtual Speech and Language Pathologists to serve students at Bangor and Bloomingdale Public Schools. These services are being provided by Duncan Lake Speech Therapy, which is a company led by one of our former Speech and Language Pathologists, Tamiko Teshima. Virtual services from Tami's company were used for the first time last year with great success.

At this time, all ancillary positions have been filled, but shortages exist within the Transportation Department and there are a few openings for program assistants at the Learning Center. To address these shortages, creative marketing has been put into play, which is starting to produce more applicants.

**Restraint & Seclusion in Schools Leadership, Level of Professional Awareness, Professional Standards & Ethics, Policy Implementer, Crisis Manager, Student Achievement**

The use of restraint and seclusion in schools has been under considerable scrutiny over the last several years. Starting in December 2016, Michigan enacted a major reform package (Public Acts 394–402 of 2016) that banned non-emergency use of restraint and seclusion in schools. The law permits these practices only when a student poses imminent danger to themselves or others and mandates reporting to parents and the Michigan Department of Education (MDE), along with personnel training and state guidance. Since 2016, data reflect a high use of seclusion and restraint that disproportionately affects students with disabilities. Given this, Governor Whitmer and other legislative leaders have publicly backed revisiting the laws. Former Michigan Department of Education Superintendent Michael Rice and others have voiced support for hearings to improve the law and to increase accountability.

Some districts, in alignment with organizations such as Lives in the Balance and the Michigan Advocates to End Seclusion and Restraint (EndSaR), are banning its use outright.

## **Restraint & Seclusion in Schools (Continued)**

Other districts have taken action in response to these concerns and have introduced a reduction plan that includes auditing documentation, increasing training in the use of preventative strategies and other restraint-free strategies, such as Ukeru.

The VBISD Special Education Department is also engaging in these practices and has seen a reduction in use. Ukeru, in particular, is showing promise. Our Special Education Department is also engaging with state groups to stay abreast of initiatives, promote crisis prevention approaches, provide clearer legal guidance and implement oversight and complaints mechanisms.

**Professional Support Services Team** *Leadership, Level of Professional Awareness, Resourcefulness, Planner & Organizer, Supervisor, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, Community Relations, Student Achievement*

The Professional Support Services team continues to grow and provide responsive and high quality training and services to meet the needs of special educators across Van Buren County. This team is comprised of seasoned trainers, experienced in a variety of topics. Each month, offerings are emailed to educators across the county. To the right is a snapshot of the advertisement.



This past spring, the team welcomed Megan Scott, the newest member of the team. Megan is a former special education teacher and consultant for students with autism. She brings a classroom perspective and is working hard to provide regular support to our most inexperienced special educators from across the county. On the following page is an image featuring one of the new services she is providing this year.



**Sep. 12, Oct. 17, Nov. 7, Jan. 16,  
Feb. 20, Mar. 20, and May 8  
8:00 AM to 11:00 AM**

[Register Here](#)

## Special Education Teacher Collaborative

These engaging half-day sessions will deepen your understanding of essential practices, evidence-based strategies, and resources to support student success. Key topics include classroom setup, IEPs, visual supports, PBIS, specially designed instruction, and assistive technology. Refine your skills, connect with colleagues, and apply proven practices to enhance student outcomes. Includes coaching to support your growth.

This **monthly training series** is designed for Special Education Teachers; however, Ancillary Staff, General Education Teachers, and Administrator partners are welcome to attend.

In response to the issues around the use of seclusion and restraint as described earlier in this report, effective prevention strategies such as behavior escalation scripts, as detailed below, are also offered.



**September 16 and 23, 2025  
3:30 PM to 5:30 PM**

[Register Here](#)

## Behavior Escalation and Scripts

Educators understand that a consistent, predictable, and positive environment sets students up for success and prevents many behavioral challenges. But what happens when it doesn't? This two-part series will cover the cycle of behavioral escalation, including the course it takes, the behaviors that students engage in during that course, and what appropriate adult responses are needed.

*This is an external event hosted by our partners at the [START Project](#) and the [MiMTSS Technical Assistance Center](#).*

Lastly, below are the details of an opportunity to sharpen evaluation skills to better differentiate between difference and disability. This series was developed in partnership with the Migrant and Multilingual Department.



**Save The Date**  
*ENGLISH LEARNERS WITH SUSPECTED DISABILITIES: A MULTIDISCIPLINARY APPROACH TO PROBLEM SOLVING*

OCTOBER 1, 2025  
OCTOBER 15, 2025  
NOVEMBER 19, 2025

**EACH SESSION  
8:30-11:30 AM**

Multidisciplinary teams (English Learner + General Education + Special Education) are especially encouraged to attend together to develop their internal protocols to determine difference from disability.

**REGISTER HERE**  
This is a free event. Participants must register and log-on individually to receive continuing education. Multidisciplinary team watch parties are encouraged.

**VIRTUAL**



**English Learners with Suspected Disabilities: A Multidisciplinary Approach to Problem Solving**

Hosted by Oakland Schools, this training is open to individuals outside their county. Van Buren County multidisciplinary teams (English Learner + General Education + Special Education) are especially encouraged to attend together to develop their internal protocols to determine difference from disability.

This is a free event. Participants must register and log-on individually to receive continuing education. Van Buren County multidisciplinary team watch parties are recommended.

**October 1, October 15, and November 19, 2025  
8:30 AM to 11:30 AM**

**Learn More & Register Here**

For full list of offerings, click here: [VBISD Special Education Professional Learning - September 2025](#).

#### II.C.4. Technology Services

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# MEMO

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**DATE:** SEPTEMBER 10, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** DAMIAN KOOB  
**RE:** TECHNOLOGY SERVICES BOARD REPORT

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**\*\*Section 11x Consolidation Feasibility Study Grant (Leadership, Planner and Organizer, Professional Preparation, Professional Standards)**

The Michigan Department of Education released funding for their Section 11x grant in November of 2023 to support the cost of a feasibility study into the consolidation of services among one or more school districts or ISDs. The funding deadline was extended this past May with funds having to be exhausted by September 2026.

After some great discussions with our surrounding ISD neighbors, VBISD submitted a proposal, and was awarded the funding (\$75,000), to engage in a feasibility study to explore providing Chief Information Security Officer (CISO) and Service Operations Center (SOC) services to LEAs and PSAs in a shared services model. This effort will be in partnership with Allegan Area ESA, Berrien RESA, Heritage Southwest ISD, Kalamazoo RESA, and St. Joseph ISD, with a focus on the districts and academies throughout the Southwest Michigan service regions, while also examining a model that would allow for scalability to other ISDs/counties should the opportunity arise.

The goal of the study will be to understand the demand for CISO and SOC services, develop a staffing and service delivery model, and quantify return on investment (ROI) for local districts who participate in the program. The study will also seek to define the scope of services in such a way as to complement, rather than compete with, other cybersecurity programs offered statewide through MDE and other organizations. Finally, the study will seek to assess the existing cybersecurity posture and capabilities within the ISDs themselves. On completion, the study will provide the ISDs with a roadmap to implement a shared services CISO/SOC program throughout the six service regions.

Plante Moran Consulting will be assisting VBISD with this study, putting together the surveys and collecting/analyzing the data. They have been working with another ISD consortium on a similar project, so we will be able to tie into some existing data to make an argument for Section 11y funding if the numbers are favorable to proceed.

**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 many compliments in regards to their hard work and dedication. Thank you for allowing me to build such a great team!



## II.C.5. Early Childhood

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**MEMO**

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**Early Childhood**  
Building Bright Futures, One Child at a Time

**DATE:** SEPTEMBER 10, 2025

**TO:** BOARD OF EDUCATION

**FROM:** SUSAN REYNOLDS, DIRECTOR OF EARLY CHILDHOOD

**RE:** EARLY CHILDHOOD UPDATE

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***Early Childhood Department Focus Areas***

1. Increase inclusive opportunities with appropriate supports
  2. Reduce barriers for families
  3. Promote collaboration & efficiencies across the department
  4. Strengthen community engagement with an equity focus
- 

**\*\*Staffing Update**

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

This summer has brought continued momentum in staffing across the Early Childhood Department. While a few vacancies remain, we have successfully secured several key hires that will strengthen our programs heading into the new school year. Recruitment continues to be a top priority. We are actively engaging in outreach and networking to attract high-quality candidates who align with our mission of supporting young children and families.

The positions listed below reflect our current vacancies. Each of these roles plays a critical part in sustaining services, from direct instruction and classroom support to family engagement and specialized interventions. Filling these positions will ensure that our department can maintain program quality, uphold compliance and continue to expand access for families across Van Buren County.

<b>Early Childhood Team</b>	<b>Vacancies</b>
Great Start Readiness Program (GSRP)	Lead Teacher - 1
Early Childhood Special Education (ECSE)	Speech & Language Pathologist - 2 Days
	ECSE Program Assistant - 1
	ECSE Floater - 2
Family Links	Family Educator - 1

**\*\* 2024-2025 - End of Year Program Reports: Build Up, Early On & Family Links**

*Leadership, Level of Professional Awareness, Communication Skills, Professional Preparation, Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management, Student Achievement*

***Build Up Michigan***

Build Up Michigan represents our mandatory special education Child Find obligation for children ages 3–5. Through this program, we respond to referrals, conduct evaluations and determine eligibility for special education services in accordance with state and federal requirements.

During the 2024–2025 school year, our team processed 156 referrals. Of those, 135 children were fully evaluated, while 21 did not move forward to an evaluation. Among evaluated children, 15 were determined to not qualify (DNQ) for special education services, while others were found eligible and provided with appropriate services and placements.

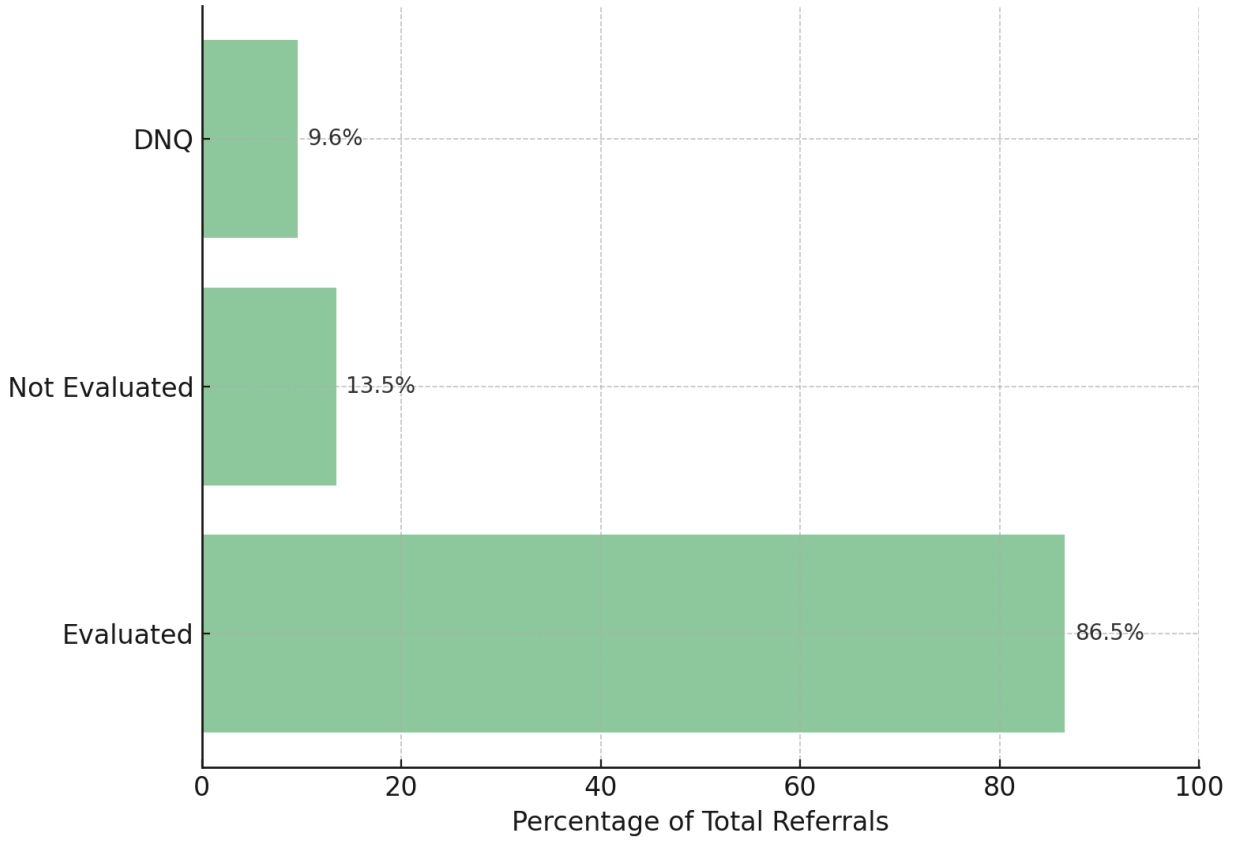
This work ensures that children with developmental delays or disabilities are identified early and connected to the supports they need before entering kindergarten. It also highlights the increasing demand and complexity of evaluations, which require close collaboration between families, local districts and our ISD specialists.

**Looking Ahead**

As we look ahead, Build Up’s focus remains on both equity and compliance. This year, we have made important adjustments to ensure that all children have equitable access to evaluations and that we remain in compliance with required state and federal timelines. A key part of this new system is meeting families where they are.

Rather than asking all families to travel to a central site, our evaluation teams are increasingly providing services in the child’s natural environment, whether that is in their PreK classroom or within the community. We are also utilizing our Bright Futures hubs on the east and west sides of the county to make access more convenient for families. While a centralized Build Up evaluation model will still be used for some cases, our intentional shift toward flexible, community-based evaluations allows us to reduce barriers for families, strengthen engagement and uphold our commitment to timely Child Find obligations.

### Build Up 2024-2025 Referrals: 156 Total Evaluation Outcomes as % of Referrals



## Early On

The Early On program continues to serve as the county's earliest connection point for families of infants and toddlers with developmental concerns. During the 2024–2025 school year, our team processed 347 referrals, providing developmental screenings, connecting families to resources and conducting evaluations that in some cases resulted in Michigan Mandatory Special Education (MMSE) eligibility and Individualized Family Service Plans (IFSPs). This “first step” work, though often unseen, is foundational in helping families understand and support their child's development long before school entry.



Compared with 2023–2024 (361 referrals), intake numbers remain steady, reflecting consistent demand for services and the importance of early identification across Van Buren County.

### Equity Lens on Referral Patterns

When referral data is considered alongside community population, some important patterns emerge. Larger districts, such as Mattawan, South Haven and Paw Paw, consistently generate higher numbers of referrals, while smaller districts like Gobles and Lawrence generate far fewer referrals relative to their population size. This disparity suggests an opportunity for us to intentionally strengthen our outreach and community engagement in our smaller districts. In doing so, we can address these gaps by ensuring that all families, regardless of where they live in Van Buren County, are aware of Early On and able to access services when developmental concerns arise.

To address this, we are not only expanding our external outreach, but we are also collaborating internally within the Early Childhood Department. By working closely with **Family Links** and our **Great Start Collaborative**, we are strengthening our shared knowledge base and building unified pathways to connect families with resources. This collaboration ensures that our own staff are equipped to share consistent, accurate information and that families who enter through any one of our programs can be guided toward the full range of support available.

*Early On 2024-2025 Intake Summary*

School District	July 2024	Aug 2024	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	March 2025	Apr 2025	May 2025	June 2025	TOTALS
<b>Bangor</b>	6	2	4	2	0	5	2	2	5	0	4	3	<b>35</b>
<b>Bloomington</b>	5	2	3	6	3	2	3	7	3	5	1	2	<b>42</b>
<b>Covert</b>	2	1	1	1	1	0	1	1	4	0	0	2	<b>14</b>
<b>Decatur</b>	6	4	4	1	3	0	3	2	1	2	2	0	<b>28</b>
<b>Gobles</b>	0	2	1	1	1	1	1	1	1	0	1	1	<b>11</b>
<b>Hartford</b>	3	4	3	5	0	2	1	1	1	1	3	5	<b>29</b>
<b>Lawrence</b>	0	1	0	1	1	2	3	0	0	1	1	1	<b>11</b>
<b>Lawton</b>	2	3	2	0	1	1	3	2	1	6	2	1	<b>24</b>
<b>Mattawan</b>	4	3	8	11	5	2	11	3	7	5	5	2	<b>66</b>
<b>Paw Paw</b>	1	4	2	0	5	3	2	6	5	6	5	5	<b>44</b>
<b>South Haven</b>	3	7	5	1	2	4	4	8	3	1	2	1	<b>41</b>
<b>Out of Area</b>						1		1					<b>2</b>
<b>Totals</b>	<b>32</b>	<b>33</b>	<b>33</b>	<b>29</b>	<b>22</b>	<b>23</b>	<b>34</b>	<b>34</b>	<b>31</b>	<b>27</b>	<b>26</b>	<b>23</b>	<b>347</b>

## ***Family Links - Parents as Teachers***

The Family Links home visiting program, operating under the nationally recognized Parents as Teachers (PAT) model, continues to provide intensive, relationship-based supports to families across Van Buren County. Home visitors partner with parents as their child's first teacher, offering developmental screenings, goal setting and connections to community resources. This early and sustained support not only strengthens family engagement, but also lays a strong foundation for children's healthy growth and readiness for school.

During the 2024–2025 program year, Family Links served families across a wide range of settings and needs. Highlights include:

- 98% of families completed an initial family-centered assessment and 100% completed an annual assessment.
- Families set 97 documented goals, with nearly two-thirds (64%) achieving at least one during the year.
- 100% of families were linked to at least one community resource, reflecting the program's strong commitment to helping families navigate and access support systems.
- Families remained engaged for meaningful periods of time, with more than a quarter (26%) enrolled for over two years.

### **Equity Lens and Family Needs**

Family Links data also reflect the realities many families face. Six percent of families experienced housing instability, while others navigated substance use concerns, incarceration of a parent or intimate partner violence. These indicators underscore why equitable, home-based services are essential: they bring support directly to families who might otherwise struggle to access it.

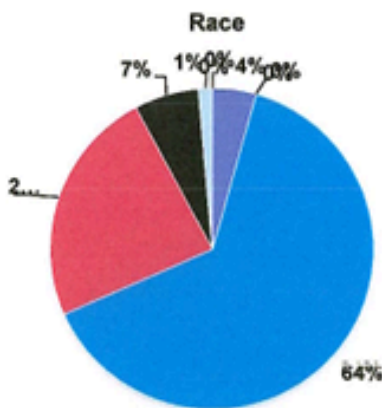
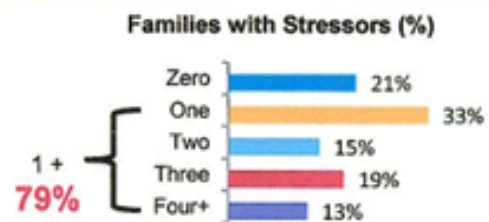
### **Looking Ahead**

Looking forward, Family Links will continue to focus on reducing barriers for families and expanding outreach through our Great Start Collaborative and Early Childhood Department partnerships. This internal collaboration allows us to share knowledge, strengthen referral pathways and ensure families entering through any of our programs, whether Early On, Build Up or Family Links, are guided to the support they need. By continuing to meet families where they are and honoring their role as their child's first teacher, Family Links advances both our departmental goals and our county-wide equity commitments.



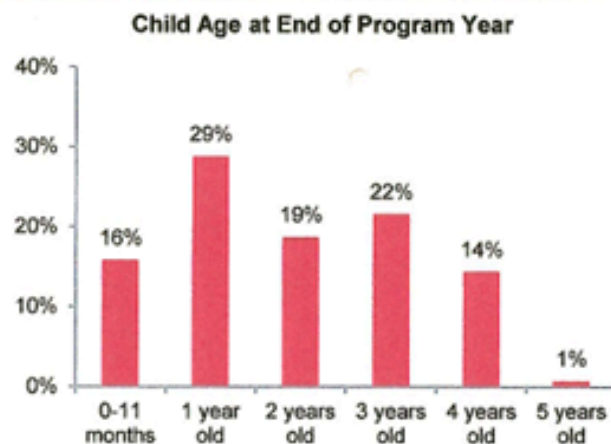
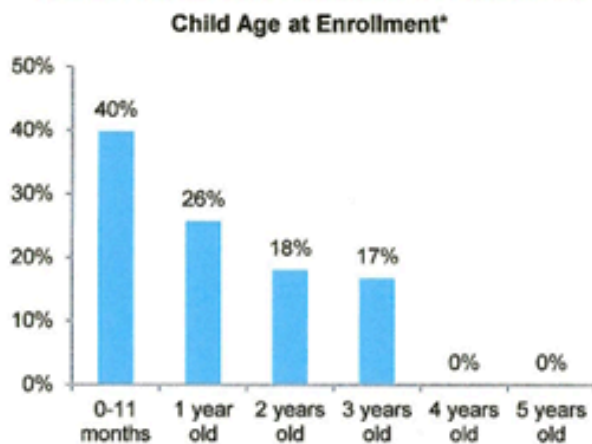
Parents as Teachers is an evidence-based parent education and family engagement model serving families throughout pregnancy until their child enters kindergarten. Below is a summary of services that were provided by Affiliate: [4267]

### Population Reach



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

- Ethnicity**
- 32%** Hispanic or Latino
  - 67%** Non-Hispanic/Non-Latino
  - 1%** Not Answered



• 11.8% Enrolled Prenatally

\*Child age at enrollment only includes children who newly enrolled during this program year

## Program Services and Impact

### Personal Visits

1,234



### Group Connections

Average # of group connections per affiliate = 52

13 enrolled families attended

### Immunizations



59%

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

### Family-Centered Assessment



### Developmental Screening



### Health Review



### Goals Documented



27 referred this program year for further assessment based on screening/review

### Resource Connections



15 received follow-up services this program year

70 Potential delays/concerns identified

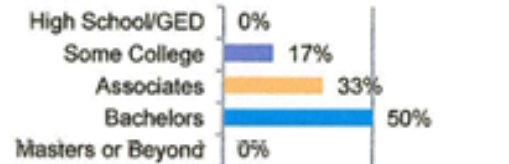
Developmental 52  
Social-emotional 11  
Hearing 3  
Vision 0  
Physical Health 4

### Parent Educators

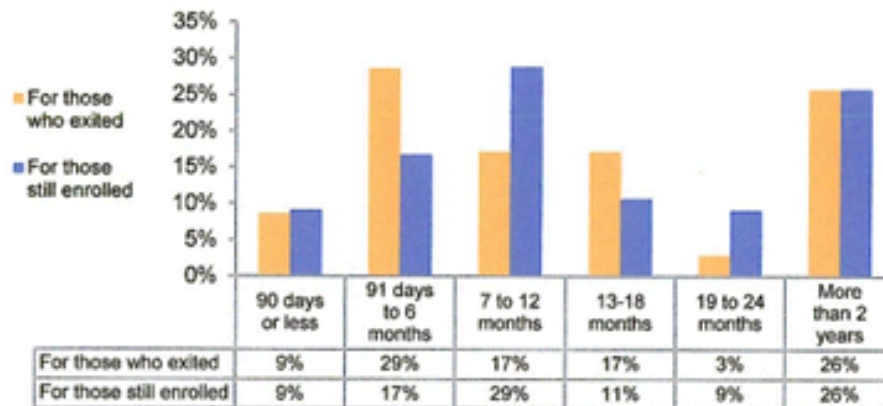


Total 5  
Full-Time 5  
Part-time 0

### Parent Educator Level of Education



### Length of Time Enrolled in Program



### Waitlist and Family Retention

79% Family Retention Rate

82% Family Retention Rate (excluding families who moved out of service area)

0 Families on waitlist

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

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

**\*\*Van Buren County Resource Guide**

*Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Planner & Organizer, Community Relations,*

The 2025–2027 Van Buren County Resource Guide, published by United Christian Services, is now available for distribution. This guide brings together a comprehensive listing of services available to families in our county, ranging from emergency contacts and housing support to health care, education and family services.

The Early Childhood Department, as a primary partner in the Van Buren Great Start Collaborative, played an important role in ensuring that early childhood resources were well represented. A special note of thanks goes to Sherry Bennett, whose coordination of financial support and community input were vital to bringing this project to completion.

The Resource Guide is more than just a directory. It is a reflection of our county’s commitment to equity, access and collaboration. By highlighting programs across all sectors, it underscores how strong partnerships create a stronger safety net for children and families. This guide will be placed directly into the hands of families, educators and community partners, reducing barriers by helping families quickly identify where to turn for help.

More information and a PDF version of this guide can be obtained by visiting the United Christian Services website.

<https://www.unitedchristianservices-evbc.com/resource-guide>



**THIS PUBLICATION IS DESIGNED, RESEARCHED AND DISTRIBUTED BY**



**UNITED CHRISTIAN SERVICES**  
600 E. MICHIGAN AVE. - ANNEX SUITE 1  
PAW PAW, MI 49079  
(269) 415-0767  
UNITEDCHRISTIANSERVICES-EVBC.COM

**THANK YOU TO INDIVIDUALS AND ORGANIZATIONS FOR SPONSORING THIS RESOURCE**

**III. ACTION ITEMS**

**III.A. Approval of Certification of Delegates for MASB 2025 -2026 (ROLL CALL VOTE)**

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# MEMO

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**DATE:** SEPTEMBER 10, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** DAVID D. MANSON, SUPERINTENDENT  
**RE: APPROVAL OF CERTIFICATION OF DELEGATES FOR  
MASB 2025**

---

Delegates selected by boards of education across the State will decide MASB's positions on a wide variety of issues affecting education. Delegates for 2025-2026 must be appointed by their respective boards of education and certified by Thursday, October 2, 2025.

***RESOLVED***, that the Van Buren Intermediate Board of Education approve \_\_\_\_\_ as delegate and \_\_\_\_\_ as alternate delegate to represent the Van Buren Intermediate School District at MASB annual or special meetings for the 2025-2026 school year.

III.B. Approval of Thrun Policy Updates (**ROLL CALL VOTE**)

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## MEMO

---

**DATE:** SEPTEMBER 10, 2025  
**To:** BOARD OF EDUCATION  
**FROM:** DAVID D. MANSON, SUPERINTENDENT  
**RE:** APPROVAL OF THRUN POLICIES

**RESOLVED**, that the Board of Education approve the following policies as presented for approval effective September 10, 2025:

2504 Public Participation at Board Meetings - *Revision*  
3310 Data Breach Response - *Revision*  
3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation- *Revision*  
3115A Definitions for 3115 Series- *Revision*  
3118 Title IX Sexual Harassment - *Revision*  
3201A Financial Management for Federal Awards - *Revision*  
3211 Post-Issuance Tax Compliance - *Revision*  
3212 Post-Issuance Disclosure Compliance - *Revision*  
3301 Purchasing and Procurement - *Revision*  
3301A Purchasing and Procurement with Federal Funds - *Revision*  
3307 Construction Administration - *Revision*  
3402 Drills, Plans, and Reports - *Revision*  
3407 Asbestos Management - *Revision*  
3408 Firearms and Weapons - *Revision*  
4101 Non-Discrimination - *Revision*  
4103 Whistleblowers Protection - *Revision*  
4105B Religious Workplace Accommodations for Employees and Applicants - *Revision*  
4106 Family and Medical Leave Act - *Revision*  
4221 Employee Speech - *Revision*  
4403 Performance Evaluation - *Revision*  
4407 Discipline - *Revision*  
4408 Termination - *Revision*  
4409 Non-Renewal - *Revision*  
5104 Age of Majority - *Revision*  
5202 Unlawful Discrimination, Harassment, and Retaliation Against Students - *Revision*  
5401 Parent Involvement in Education - *Revision*  
5405 Title I Parent and Family Engagement - *Revision*  
5406 Title I Funds - *Revision*  
5407 Instructional Materials - *Revision*  
5411 Student Promotion, Retention, and Placement - *Revision*  
5420 Sex Education - *Revision*  
5421 Work-Based Learning Experience - *Revision*  
5603 Section 504 - *Revision*  
5707 School Wellness Policy - *Revision*  
5712 Concussion Awareness - *Revision*

## Series 2000: Bylaws

### 2500 Board Meetings and Open Meetings Act Compliance

#### 2504 Public Participation at Board Meetings

Any member of the public may address the Board at a Board meeting, subject to the following rules:

- A. Except during a public participation portion of a Board meeting, no member of the public or other person may address the Board during a public meeting without the express permission of the President or other presiding officer.
- B. The Board will follow public participation rules that balance the District's interest in an orderly public meeting with an individual's First Amendment rights. A copy of these rules and any additional public participation rules adopted by the Board will be made available at Board meetings. The Board's public participation rules include, but are not limited to, the following:
  1. before addressing the Board, a member of the public will state their name and address;
  2. each person's public comments are limited to 3 minutes per public participation period. This time limit may be adjusted by the President or other presiding officer to facilitate public participation at Board meetings;
  3. persons who are part of a group or organization or who share similar viewpoints are encouraged to designate a spokesperson to address the Board;
  4. public comments of a personal nature are prohibited when: (a) the comments are unrelated to the manner in which a Board member or District employee performs that person's duties, and (b) the comments cause a substantial disruption to the meeting;
  5. any public comment not protected by the First Amendment of the U.S. Constitution is prohibited;
  6. Board members may ask questions of the speakers but are not required to answer questions or make statements in response to a public comment;
  7. written statements and documents presented to the Board by a public participant or group are public records and must be given to the Secretary or designee; and
  8. any audio recording, video recording, broadcasting, or telecasting must be performed from the seating area designated for the public or in the area otherwise designated by the President, Superintendent, or designee, and must not disrupt the meeting.

- C. Once the President or other presiding officer has determined that each member of the public requesting to do so has had a reasonable opportunity to address the Board during a public participation portion of a Board meeting, the President or other presiding officer will announce that the public participation portion of the meeting has ended.
- D. If the President or other presiding officer determines that a member of the public has violated 1 or more of the above rules and refuses to come into compliance with those rules, the member of the public will lose the right to speak during public comment at that meeting. A person who persistently engages in disorderly conduct or otherwise breaches the peace at a Board meeting, after notice from the President or other presiding officer, may be removed.

Legal authority: U.S. Const, amend. I; MCL 15.263(1), 15.263(5); MCL 380.1808

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### ***3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation***

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by Policy 3118.

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

- A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see Policy 3115A – Definitions.
- B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 3115B – Designation of Coordinators.
- C. Supportive Measures: For more information about supportive measures, see Policy 3115C – Supportive Measures.
- D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.
- E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.
- F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.
- G. Reserved

H. Training and Notice: For more information about training requirements and notice of the District's non-discrimination policy, see Policy 3115H – Training Requirements and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3115A Definitions for 3115 Series

- A. The following definitions apply to policies 3115-3115H, 4101, 4102, and 5202, which address non-discrimination, anti-harassment, and non-retaliation:
1. “Appeals Officer” means a person who is designated to hear a determination appeal or a dismissal appeal. The Appeals Officer may not be the same person as the Coordinator, Decisionmaker, Investigator, or Informal Resolution Facilitator.
  2. “Complainant” means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged Unlawful Discrimination.
  3. “Complaint” means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged Unlawful Discrimination.
  4. “Coordinator” means the person(s) designated by the District to coordinate the District’s compliance with state and federal non-discrimination laws. The Coordinator may be the same person as the Investigator and Decisionmaker.
  5. “Day” means a day that the District’s central office is open for business, unless otherwise indicated.
  6. “Decisionmaker” means the person designated to issue a determination as to whether Unlawful Discrimination occurred. The Decisionmaker may be the same person as the Coordinator and Investigator.
  7. “Disciplinary Sanctions” means consequences imposed on a Respondent following a determination that the Respondent engaged in Unlawful Discrimination.
  8. “Grievance Procedure” means the process outlined in Policy 3115E.
  9. “Informal Resolution Facilitator” means the person designated to facilitate an informal resolution process. The Informal Resolution Facilitator may not be the same person as the Investigator or the Decisionmaker.
  10. “Investigator” means the person designated to investigate a complaint of Unlawful Discrimination. The Investigator may be the same person as the Coordinator and Decisionmaker.

11. “Key Role” means Coordinator, Investigator, Decisionmaker, Informal Resolution Facilitator, or Appeals Officer.
12. “Party” means a Complainant or Respondent.
13. “Remedies” means measures provided, as appropriate, to a Complainant or any other person the District identifies as having had their equal access to the District’s education program or activity limited or denied by Unlawful Discrimination. These measures are provided to restore or preserve that person’s access to the District’s education program or activity after the District determines that Unlawful Discrimination occurred.
14. “Respondent” means a person who is alleged to have violated the District’s prohibition on Unlawful Discrimination.
15. “Retaliation” means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District’s education program or activity, for the purpose of interfering with any right or privilege secured by the 3115 Policy Series, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 3115 Policy Series. Retaliation does not include a requirement that a District employee participate in a Grievance Procedure.
16. “Supportive Measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to:
  - a. restore or preserve that Party’s access to the District’s education program or activity, including measures that are designed to protect the safety of the Parties or the District’s educational environment; or
  - b. provide support during the District’s Grievance Procedure or during an informal resolution process.
17. “Unlawful Discrimination” means to treat a person differently or less favorably due to the person’s race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis or any other legally protected class, and includes unlawful harassment and retaliation based on a person’s membership in a protected classification.

## B. Examples of Unlawful Harassment

Unlawful harassment may include, but is not limited to:

1. ***Race, Color, or National Origin Harassment***, which is prohibited by Title VI and Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, or national origin harassment is unwelcome conduct based on a person's actual or perceived race, color, or national origin that creates a hostile environment or becomes a condition of continued employment. Race includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Race, color, or national origin harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct.

Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, or national origin harassment.

2. ***Disability Harassment***, which is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a person's actual or perceived disability that creates a hostile environment or becomes a condition of continued employment. Disability harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.
3. ***Sex-Based Harassment***, which is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Michigan Elliott-Larsen Civil Rights Act, and includes harassment based on sex, sex stereotypes, sex characteristics, pregnancy, sexual orientation, and gender identity. Title IX sexual harassment is governed by Policy 3118.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## **Series 3000: Operations, Finance, and Property**

### **3100 General Operations**

#### **3118 Title IX Sexual Harassment**

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) that cannot be reasonably separated into distinct complaints should be investigated under this Policy. Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

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

#### **A. Definitions**

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

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
  - a. a District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
  - b. unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
  - c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
    - i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent.
      - A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
      - B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
      - C) Sexual Assault With an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
      - D) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

- E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
  - F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- ii. “Dating violence” means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  - iii. “Domestic violence” means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person’s acts under the domestic or family violence laws of Michigan.
  - iv. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person’s safety or the safety of others; or (2) suffer substantial emotional distress.
2. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
  3. “Appeals Officer” is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.
  4. “Complainant” is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.
  5. “Consent” means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District

- employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
6. “Day,” unless otherwise indicated, means a day that the District’s central office is open for business.
  7. “Decision-Maker” is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker’s conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
  8. “Education Program or Activity” means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
  9. “Formal Complaint” means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
  10. “Grievance Process” is the process by which the District investigates and determines responsibility for Formal Complaints.
  11. “Investigator” is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.
  12. “Report” means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
  13. “Respondent” is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
  14. “Supportive Measures” are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment.

15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

#### B. Posting Requirement

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

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

#### C. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

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

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

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

#### E. General Response to Sexual Harassment

##### 1. District's Obligation to Respond without Deliberate Indifference

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

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

## 2. Response to Report of Title IX Sexual Harassment

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

## 3. Formal Complaint Filed

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

## 4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

## 5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

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

## 6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

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

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

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

Supportive measures may include, but are not limited to:

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

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

## 7. Respondent Removal

### a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

### b. Administrative Leave (Employee)

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

## 8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

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

## F. Grievance Process

### 1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

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

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

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

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law

enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

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

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

## 2. Notice of Allegations

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

- a. a copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. the sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. a statement that the Respondent is presumed not responsible for the alleged conduct;
- d. a statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. a statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f. a statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and
- g. if the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

## 3. Informal Resolution

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

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

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

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

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. allegations;
- b. informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and
- d. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

#### 4. Investigation

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

##### a. Investigation Process

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

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment

unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

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

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

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

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

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

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

#### b. Investigation Report

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

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

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

## 5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

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

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

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

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

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

- a. identification of the sexual harassment allegations;
- b. description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
  - i. notification to the parties;
  - ii. party and witness interviews;
  - iii. site visits;
  - iv. methods used to collect evidence; and

- v. hearings held.
  - c. factual findings that support the determination;
  - d. conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
  - e. a statement of, and rationale for, the result as to each allegation, including:
    - i. a determination of responsibility;
    - ii. any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
    - iii. whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
  - f. appeal rights.
2. Appeals

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

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

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

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

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

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

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

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

## B. Dismissal

### 1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

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

### 2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

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

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

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

### C. Consolidation of Complaints

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

### D. Remedies and Disciplinary Sanctions

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

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

1. providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. offering the parties school-based counseling services, as necessary;
3. providing the parties with academic support services, such as tutoring, as necessary;
4. rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. moving the Complainant’s or the Respondent’s locker or work space;
6. issuing a “no contact” directive between the Complainant and Respondent;
7. providing counseling memoranda with directives or recommendations.

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

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

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

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. additional staff training;
3. a climate survey; or

4. letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

#### B. False Statements

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

#### C. Confidentiality

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

#### D. Retaliation

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

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

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

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

#### E. Training

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

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

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

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

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

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

#### F. Record Keeping

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

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

#### G. Office for Civil Rights

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

U.S. Department of Education Office for Civil Rights  
Cesar E. Chavez Memorial Building  
1244 Speer Boulevard, Suite 310  
Denver, CO 80204-3582  
Telephone: 303-844-5695  
FAX: 303-844-4303; TDD: 800-877-8339

Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

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

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

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3200 Finance and Borrowing

#### 3201A *Financial Management for Federal Awards*

This Policy applies to the District's use of federal awards, subject to the Uniform Grant Guidance, 2 CFR Part 200. Policy 3301A governs procurement with federal funds.

- A. The District shall implement and maintain a system of internal cash management controls that comply with the requirements of 2 CFR 200.302(b) ("Financial Management System") and provide for the following:
1. identification in its accounts of all federal awards received and expended and the programs under which they were received;
  2. accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with applicable reporting requirements;
  3. records that adequately identify the source and application of awards for federally-funded activities;
  4. effective control over, and accountability for, all funds, property, and other assets that must be safeguarded and only used for authorized purposes;
  5. a comparison of expenditures with budget amounts for each federal award;
  6. written procedures governing federal payments, in accordance with subsection B below; and
  7. written procedures for determining the allowability of costs, in accordance with subsection C below.

B. Cash Management and Federal Payments

In addition to any other written procedures the District may implement, the District shall comply with the requirements of 2 CFR 200.305 for federal payments, including:

1. The District's payment methods shall minimize the time elapsing between the receipt and disbursement of funds. The District shall request payment using forms and procedures designated by the awarding agency.
2. The Superintendent or designee may submit requests for advance payments and reimbursement (i) at least monthly when electronic fund transfers are not used, and (ii) as often as deemed appropriate when electronic fund transfers are used in accordance with applicable laws.
3. Advance payments shall be limited to the minimum amounts needed and timed with the District's actual, immediate cash requirements in carrying out the program or project. The amount and timing of advance payments must be as close as is administratively feasible to the District's actual disbursements.

4. The District must make timely payment to contractors in accordance with applicable contract provisions.
5. To the extent possible, the District must disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
6. Advance payments of federal awards must be deposited and maintained in insured accounts whenever possible.
7. The District must maintain advance payments of federal awards in interest-bearing accounts, unless:
  - a. the District receives less than \$250,000 in federal awards per year;
  - b. the best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on federal cash balances;
  - c. the depository would require an average or minimum balance so high that it would not be feasible; or
  - d. a foreign government or banking system prohibits or precludes interest-bearing accounts.
8. The District may retain interest earned up to \$500 per year for administrative expenses. Additional interest earned on federal advance payments deposited in interest-bearing accounts must be remitted to the Department of Health and Human Services Payment Management System through an electronic medium, either the Automated Clearing House network or a Fedwire Funds Service payment.

#### C. Allowability of Costs

The District shall comply with the cost principles of 2 CFR Part 200, Subpart E, as applicable, including the following general criteria for allowable costs under 2 CFR 200.403:

1. be necessary and reasonable for the performance of the award and be allocable under the cost principles;
2. conform to any limitations or exclusions set forth in the cost principles or in the federal award as to types or amount of cost items;
3. be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District;
4. be accorded consistent treatment. For example, a cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost;
5. be determined in accordance with generally accepted accounting principles;

6. not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period;
7. be adequately documented; and
8. be incurred during the approved budget period unless the awarding agency waives such requirement.

#### D. Capital Asset Accounting

1. The District will implement and maintain a capital asset accounting system, including recordation of all necessary reporting information, as prescribed by MDE, the Michigan Public School Accounting Manual (Bulletin 1022), generally accepted accounting practices, and GASB-34 standards. The Director of Finance or designee may establish specific procedures for ensuring compliance with this Policy.
2. Unless otherwise governed by federal, state, or local law or regulation or the terms and conditions of an award, the District will utilize the criteria provided in Bulletin 1022, Section II.E. for distinguishing between supplies and equipment items.
3. The District's capitalization threshold is \$10,000.

#### E. Disposal of Federally Funded Equipment

1. The District will maintain an inventory of all District-owned equipment and supplies, which will be updated at a frequency determined by the Board.
2. The District will manage equipment consistent with the requirements in 2 CFR 200.313(d).
3. When equipment acquired through a federal award is no longer needed for its original purpose, the District will follow the disposition procedures in 2 CFR 200.313(e) and as provided in the terms and conditions of the award, as applicable.

Legal authority: 15 USC 1693, et seq.; 2 CFR Part 200, et seq.

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## Series 3000: Operations, Finance, and Property

### 3200 Finance and Borrowing

#### 3211 *Post-Issuance Tax Compliance*

##### A. Policy

Federal tax law requires that issuers of outstanding tax-exempt or tax credit debt obligations (“Obligations”) comply with certain post-issuance requirements in the Internal Revenue Code (IRC) and Treasury Regulations. Obligations include, but are not limited to, tax-exempt bonds, refunding bonds, tax credit bonds, installment and lease purchase agreements, lines of credit, state aid notes, and tax anticipation notes.

##### B. Policy Implementation

To preserve the tax-exempt or tax credit status of the Obligations and to comply with federal tax law after Obligations have been issued, the Board authorizes the Superintendent or designee to establish administrative guidelines in connection with Obligations to comply with federal tax law.

##### C. Designation of Debt Compliance Officer

The District’s chief business official will be the debt compliance officer responsible for implementing this Policy (“Debt Compliance Officer”). In the absence of a chief business official, the Superintendent or designee will serve as the Debt Compliance Officer until a replacement Debt Compliance Officer is assigned. The Superintendent will ensure that a person serves in this position at all times. If the District contracts with a third party for business services, including another school district, the Superintendent or designee remains responsible for the oversight of the third-party Debt Compliance Officer.

##### D. Responsibilities of Debt Compliance Officer

The Debt Compliance Officer will be responsible for administration and oversight of post-issuance tax compliance requirements and other provisions of this Policy related to the District’s Obligations, including implementation and compliance with remedial action procedures outlined below. The Debt Compliance Officer’s responsibilities will include:

1. overseeing and managing compliance with federal rules and regulations applicable to post-issuance tax compliance for all outstanding Obligations from the date of issuance through the date of maturity of such Obligations, including any refunding Obligations related to the original issuance of debt;
2. consulting with bond counsel, financial advisors, and other professionals about non-compliance, if any, and required remedial actions as necessary;

3. maintaining written records of expenditures and investments of Obligations in accordance with subsection G;
4. supervising and ensuring timely filings of reports and forms required by state and federal agencies related to Obligations;
5. providing written documentation and other requested disclosures, including to the District's bond counsel, financial advisors, and other professionals, upon request;
6. monitoring arbitrage, yield restriction, and rebate requirements under IRC Section 148. This duty includes monitoring compliance with 6-month, 18-month, or 2-year spending exceptions, as applicable; and
7. monitoring all record retention requirements and oversee compliance with record retention requirements set forth in this Policy.

#### E. Internal Written Procedures and Protocols

1. The Debt Compliance Officer will develop written internal controls and procedures related to post-issuance tax compliance that address at least the following:
  - a. identifying and reporting non-compliance, including protocols for contacting bond counsel and financial advisors;
  - b. monitoring compliance with arbitrage, yield restriction, and rebate requirements under IRC Section 148; and
  - c. monitoring and tracking the use of bond-financed or refinanced assets, including identifying non-compliance and taking appropriate remedial action in accordance with Treasury Regulation 1.141-12.
2. Internal procedures and controls will provide for detailed written guidelines to be used for the purpose of identifying potential non-compliance. If non-compliance is confirmed, the Debt Compliance Officer will take immediate action to report and resolve non-compliance in accordance with the District's internal procedures and federal law and regulations.

#### F. Periodic Compliance Review

1. Annual Review. The Debt Compliance Officer will conduct an annual review of District records related to outstanding Obligations to ensure that such records, including tax documentation, are adequately maintained.
2. Periodic Review. The Debt Compliance Officer will review and update District records, including tax documentation, related to an Obligation upon the occurrence of any of the following events:
  - a. the retirement, defeasance, or refunding of an Obligation; and

- b. upon the sale, re-purposing, change in use, or refinancing of property purchased with outstanding Obligations that remain outstanding.

#### G. Record Retention

The District will maintain detailed written records of all expenditures and investments of Obligations for the life of the Obligation, which will be maintained until final maturity. With respect to bond issues, the District will maintain records of all expenditures and investments for the life of the bonds, including any subsequent refunding bonds, plus 3 years.

#### H. Training and Education

In the discretion of the Superintendent, the District may provide, at its cost, training for the Debt Compliance Officer and any additional personnel who assist the Debt Compliance Officer in the performance of duties described in this Policy.

Legal Authority: IRC 148; Treasury Regulation 1.141-12

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## Series 3000: Operations, Finance, and Property

### 3200 Finance and Borrowing

#### 3212 *Post-Issuance Disclosure Compliance*

In connection with the District's issuance of securities that are subject to the requirements of Securities and Exchange Commission Rule 15c2-12 ("Bonds"), the District may be subject to a continuing disclosure undertaking or agreement ("CDA") to disclose certain information after issuance of Bonds. A CDA may be found in the Bond transcript of proceedings.

The chief business official ("Compliance Officer") will be responsible for establishing and coordinating compliance with this Policy.

If the Board determines that compliance with this Policy in a particular situation would impose an unreasonable burden on the District, it may forego compliance with the advice of bond counsel.

#### A. The Compliance Officer

##### 1. The Compliance Officer will:

- a. monitor and verify compliance with the CDAs; and
- b. create and maintain an inventory of the District's outstanding financial obligations.
  - i. A financial obligation means:
    - a debt obligation or a guarantee of a debt obligation; or
    - a derivative instrument entered into in connection with, or pledged as security or a source of payment for, existing or future debt obligations or a guarantee of such derivative instrument.

ii. Solely for the purposes of subsection C.2.b of this Policy, "financial obligation" does not include any municipal security for which a final official statement has been provided to the Municipal Securities Rulemaking Board pursuant to Rule 15c2-12.

2. The District, at its cost, will provide the Compliance Officer with training and educational resources necessary to ensure compliance with the CDAs.
3. The Compliance Officer has authority to seek guidance from the District's bond counsel and financial advisors to comply with the CDAs.

#### B. Review of Offering Materials

When the District issues Bonds, the Compliance Officer will review the preliminary official statement, final official statement, and other applicable offering materials to ensure they do not:

1. contain any untrue statement of a material fact; or
2. omit any material fact that needs to be included to ensure the statements are not misleading.

C. Post-Issuance Obligations

1. The Compliance Officer will review continuing disclosure requirements before each annual disclosure deadline.
2. The Compliance Officer's annual review will include ensuring the following information, where applicable, is reported to the proper repository (as of the date of adoption of this Policy, the repository is the Electronic Municipal Market Access website of the Municipal Securities Rulemaking Board at <http://www.emma.msrb.org>):
  - a. By December 27 of each year (or as otherwise required in an applicable CDA):
    - i. audited financial statements for the most recently ended fiscal year in compliance with state laws, administrative rules, and generally accepted accounting principles applicable to the District as such principles are prescribed, in part, by the Financial Accounting Standards Board and modified by the Government Accounting Standards Board; and
    - ii. additional annual financial information and operating data set forth in the respective CDA or in the respective official statement for a particular Bond issue under the heading "CONTINUING DISCLOSURE" or similar heading.
  - b. Notice of certain reportable events, subject in some cases to a determination of materiality by the District, within 10 business days after the occurrence. See each CDA for the respective list of events, which typically includes the following:
    - non-payment related defaults, if material;
    - modifications to rights of bondholders, if material;
    - bond calls, if material;
    - release, substitution, or sale of property securing repayment of the Bonds, if material;
    - the consummation of a merger, consolidation, or acquisition, or certain asset sales involving the District, or entry into or termination of a definitive agreement relating to the foregoing, if material;
    - appointment of a successor or additional trustee or the change of name of a trustee, if material;

- incurrence of a financial obligation by the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the District, any of which affect security holders, if material;
- principal and interest payment delinquencies;
- unscheduled draws on debt service reserves reflecting financial difficulties;
- unscheduled draws on credit enhancements reflecting financial difficulties;
- substitution of credit or liquidity providers, or their failure to perform;
- defeasances;
- credit rating changes, including the District's underlying rating or an enhanced rating on the Bonds due to credit enhancement;
- adverse tax opinions or events affecting the status of the Bonds, the issuance by the IRS of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material events, notices, or determinations as to the tax status of the Bonds;
- tender offers;
- bankruptcy, insolvency, receivership, or similar event of the District; and
- default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the District, any of which reflect financial difficulties.

c. If the District retains a third party to assist the District with fulfilling its continuing disclosure responsibilities under any CDA, the Compliance Officer will annually review the contract and verify that the third party has fulfilled all of the District's continuing disclosure responsibilities.

Legal authority: 17 CFR 240.15c2-12; MCL 380.1351a

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3300 Facilities, Real, and Personal Property

#### 3301 Purchasing and Procurement

This Policy applies to all purchases of materials, supplies, and equipment. Purchases acquired through lease financing are governed by this Policy, but true leases (i.e., rental agreements) are not.

##### A. Responsibility for Purchasing

The District's administration, under the Superintendent's supervision, may purchase items for the District, subject to Policy 2202 subsection C and any other parameters established by the Board.

##### B. When Competitive Bidding is Required

1. The District must competitively bid the purchase of an item or group of items costing an amount equal to or greater than the then-current state bid threshold published annually by MDE.
2. The District does not need to competitively bid a purchase in an emergency or if competitive bidding is not required by law.
3. The District will not artificially segregate purchases into smaller orders to avoid the bid threshold.

##### C. Bidding Procedure

1. The District may competitively bid a purchase using 1 or more of the following methods:
  - a. requesting written price quotations from at least 3 known and practical vendors of an item;
  - b. distributing a request for proposals to at least 3 known and practical vendors of an item;
  - c. posting a request for proposals on the District's website or any other website that regularly informs vendors of bid opportunities;
  - d. selecting a contract awarded to a winning bidder under a bid process operated by a reputable bid cooperative if the District determines, after reasonable due diligence, that the bid procedure used by the bid cooperative was fair and open, resulted in a bid award to the lowest responsible bidder, and the contract price is comparable to current market rates for the purchased item; or
  - e. any other process, in the Superintendent's or designee's discretion, that is likely to result in at least 3 known vendors providing bids for the item sought, regardless of whether at least 3 bids are actually received.

2. Each bidder responding to a request for proposals must certify that it is not an Iran-linked business as defined by MCL 129.312.

3. Awarding Bids

a. If competitive bidding is required by law, any contract must be awarded by the Board to the lowest responsible bidder.

b. In determining bidder responsibility, the District may take 1 or more of the following into account:

- the District's experience with the bidder;
- others' experience with the bidder;
- the bidder's history of satisfactory performance or questionable litigation, protests, or disputes;
- the bidder's capitalization and solvency;
- the length of time the bidder has been engaged in its business;
- the recommendation of the District's professional consultants; and
- any other factor consistently and lawfully applied.

c. In any bid procedure, the District reserves the right to reject any or all bids or waive any informalities or irregularities in the bid process.

4. Michigan-Based Business Preference

The District may give up to a 10% preference to a bidder that is a Michigan-based business as defined by MCL 18.1268.

D. Purchases Using State Aid Act Funds

1. The District will not use state aid to purchase foreign goods or services if American goods or services are available, competitively priced, and of comparable quality.

2. The District will give a preference to goods or services manufactured or provided by Michigan businesses if competitively priced and of comparable quality.

3. The District will give a preference to goods or services manufactured or provided by Michigan businesses owned and operated by veterans if competitively priced and of comparable quality.

E. Purchases Using Federal Funds

Purchases made with federal funds and subject to the federal Uniform Grant Guidance are also governed by Policy 3301A.

Legal authority: 2 CFR 200.1 et seq.; MCL 129.311 et seq.; MCL 380.623a; MCL 388.1764c

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3300 Facilities, Real, and Personal Property

#### 3301A Purchasing and Procurement with Federal Funds

This Policy applies to purchases of property and services with federal funds that are subject to the Uniform Grant Guidance. The federal regulation is incorporated by reference, and all terms in this Policy have the same meanings as defined therein (2 CFR 200.1-99).

##### A. State Law Requirements Still Apply

Bidding requirements under Policy 3301 and Policy 3306, as applicable, remain enforceable in addition to any requirements in this Policy.

##### B. Procurement Methods

When bidding is required, the District must use 1 of the following procurement methods that includes information sufficient to inform all potential bidders about the District's technical, service, and bid procedure requirements:

##### 1. Purchases up to \$10,000 (micro-purchases)

- a. To the extent District administration determines that the cost of the purchase is reasonable, micro-purchases may be made or awarded without bidding in accordance with this Policy. For purposes of this subsection, "reasonable" means the purchase is comparable to market prices for the geographic area.
- b. To the extent practicable, the District will distribute micro-purchases equitably among qualified suppliers.

##### 2. Purchases between \$10,000 and \$250,000 (small purchase procedures)

The District will use a bidding procedure in Policy 3301 subsection C.1., except that the District may use the bidding procedure in subsection B.1.a, above, for purchases up to the then-current state bid threshold published annually by MDE if the District satisfies the annual certification requirements of 2 CFR 200.320(a)(1)(iv).

##### 3. Purchases over \$250,000

- a. The District must either receive sealed bids through formal advertising or prepare a comprehensive request for proposals and submit it to at least 5 sources.
- b. With either method, the District will perform a price analysis, making an independent estimate of costs before receiving bids.

- C. The District will take affirmative steps to assure that small businesses, minority-owned businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are included in bidding opportunities.
- D. A person may protest the veracity, conformity, or eligibility of a bid. The District will handle bid protests as follows:
  - 1. within 48 hours of the time bid results are available, the protesting person will submit a written protest to the Superintendent describing in detail the nature of the protest;
  - 2. the Superintendent or designee will review the written protest, and the Superintendent may bring it to the Board's attention in the Superintendent's discretion; and
  - 3. a person's failure to file a protest as described above is an irrevocable waiver of the bid protest.

Nothing in this Policy reduces or eliminates the District's rights or protections afforded under the law.

- E. The District will retain all bids and formal bid solicitation documents for a period of 6 years after the bid opening date, or longer if required by law.

Legal authority: 2 CFR 200.1 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3300 Facilities, Real, and Personal Property

#### 3307 Construction Administration

This Policy sets forth procedures and requirements for District building and site improvements. Bidding requirements for construction appear in Policy 3306.

##### A. Plan Review

1. Before commencing construction, the District, or an authorized agent on the District's behalf, will submit project plans and specifications to the Michigan Bureau of Construction Codes Plan Review Division.
2. Alternatively, the District may submit the plans and specifications to the applicable local building department if the Board and the municipality's governing body have properly certified that full-time code officials, inspectors, and plan reviewers registered under the Skilled Trades Regulation Act will conduct plan reviews and inspections. In that situation, the District must also submit the plans and specifications to the Bureau of Fire Safety.
3. If required by Revised School Code Section 1263, before building a new high school or expanding a high school by at least 20% of its existing square footage, the District, or an authorized agent on the District's behalf, will submit the site plan to the local zoning authority for administrative review.
4. Before the District commences new construction or major renovation of a school building or athletic facility, the Superintendent or designee will consult with the law enforcement agency that will be the first responder for that building or facility about safety issues.

##### B. Professional Consultants

1. If the total cost of a school building construction project will be \$15,000 or more:
  - a. a Michigan-licensed architect or professional engineer must prepare the plans and specifications; and
  - b. a qualified person or firm must supervise construction as provided in MCL 388.852.
2. The District may hire a construction manager for any project. If the construction manager also performs construction, either directly or by assuming responsibility for the work of other contractors (e.g., construction manager as constructor):
  - a. the construction manager may not supervise such construction under MCL 388.852; and

b. the District must still bid the project as required by law.

C. Payment and Performance Bonds

1. For all contracts described in MCL 129.201 that exceed \$50,000, the principal contractor must procure performance and payment bonds in accordance with law.
2. Unless the Superintendent or designee determines otherwise, the District requires payment and performance bonds to be 100% of the contract sum.
3. The responsibility for procuring payment and performance bonds rests solely with the contractor. The District has no duty to ensure that a contractor has procured a payment or performance bond.

D. Prevailing Wage

1. Bid materials, project specifications, and contract documents must comply with applicable federal and state law prevailing wage requirements.
2. The responsibility for paying prevailing wage rates rests solely with the contractor. The District has no duty to ensure that a contractor has paid prevailing wage rates.

Legal authority: 40 USC 3141, et seq.; MCL 129.201 et seq.; MCL 339.6001 et seq.; MCL 380.1263, 380.1264; MCL 388.851 et seq.; MCL 408.1101, et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3110 *Data Breach Response*

“Data breach,” as used in this Policy, means “a breach of the security database” as defined in the Michigan Identity Theft Protection Act.

If the District experiences a data breach or receives notice of a breach of a database with District data, the Superintendent or designee, with the assistance of other staff or consultants as necessary, must do the following:

#### A. Assess and Investigate the Data Breach

1. Make a reasonable effort to identify the cause of the data breach and secure known access points.
2. Promptly conduct a reasonable investigation to determine the extent of the data breach and the identity of persons whose personal information has been compromised. The investigation will include, to the extent possible, an assessment of the software, hardware, and physical documents that were accessed; which personnel and third parties had access to the compromised data; and what specific information was compromised.
3. Contact legal counsel, insurance carriers, and any other person or consultant necessary to investigate the cause of or response to the data breach. If appropriate, the Superintendent or designee may also contact law enforcement.

#### B. Notifications Involving Michigan Resident Data

1. Promptly notify:
  - a. each Michigan resident whose personal information was accessed, including encrypted information, if the person accessing the information also had unauthorized access to the encryption key;
  - b. any other person or organization that owns or licenses data subject to a data breach affecting a Michigan resident; and
  - c. each consumer reporting agency that compiles and maintains files on consumers on a nationwide basis, if more than 1,000 Michigan residents receive notice of the breach.
2. Notices must:
  - a. be in writing;

- b. describe the data breach in general terms, the type of personal information accessed in the data breach, the District's response to protect data from further breaches, and remind the affected person of the need to remain vigilant for incidents of fraud and identity theft;
  - c. include the District's telephone number and any other telephone number where the recipient may receive additional information; and
  - d. whenever possible, be mailed to the postal address of the affected person.
- C. If a data breach or other digital intrusion compromises information of a non-Michigan resident, comply with the data breach notification law of that resident's state.

Legal authority: MCL 445.63, 445.72

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3400 School Safety and Security

#### 3402 Drills, Plans, and Reports

The Board will take reasonable steps to provide a safe and secure learning environment to protect students and employees.

##### A. Emergency Drills

The Superintendent or designee will schedule, notify, conduct, report, and post all fire, tornado, and other emergency drills as required by law.

##### B. Cardiac Emergency Response Plan

The Board will develop, adopt, and provide for annual review a cardiac emergency response plan as required by law. The Board will integrate the cardiac emergency response plan into the protocols of the local emergency response system and emergency response agencies. All high school athletic coaches must be certified in CPR and use of an AED by the American Red Cross, the American Heart Association, or a comparable organization approved by MDE.

##### C. Drinking Water Management Plan

The Board will develop, adopt, update, implement, and make available upon request a Drinking Water Management Plan as required by law.

##### D. Cooperation

The Superintendent or designee will act as liaison to work with the School Safety Commission and the Office of School Safety, including to identify model practices for determining school safety measures.

##### E. Safety and Emergency Plans

The Board will comply with the statewide school information policy, and the Superintendent or designee will provide all reports, information, and notices required by that policy. If the policy does not satisfy the requirements of Revised School Code Section 1308b(3), the Board will develop and adopt an emergency operations plan with public input and participation by at least 1 law enforcement agency having jurisdiction over the District. The statewide school information policy or the emergency operations plan, as applicable, will be reviewed every 2 years in conjunction with at least 1 law enforcement agency having jurisdiction over the District. The Board will notify MDE within 30 days after completing a required review.

##### F. Reporting Incidents of Crime

Each building principal will collect and update information at least weekly on incidents of crime in the applicable building. At least annually, the Board will post information on its website about incidents of crime in the District and will make this information available to Parents on a per-building basis. Within 24 hours after an incident occurs, the Superintendent or designee will report to the Michigan State Police crimes and attempted crimes identified in MCL 380.1310a(2).

Legal authority: MCL 29.19, 29.19b; MCL 380.1241, 380.1308, 380.1308a, 380.1308b, 380.1310a, 380.1319, 380.1901, et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3400 School Safety and Security

#### 3407 Asbestos Management

##### A. Asbestos Management Plan

The District will maintain an asbestos management plan for each school building and otherwise comply with the requirements of the Asbestos Hazard Emergency Response Act (AHERA) and related regulations.

1. Each asbestos management plan will address building inspections, re-inspections, preventative measures, periodic surveillance, response actions, operations and maintenance, notices, and other information required by law.
2. Each school building will maintain in its administrative offices a complete, updated copy of the asbestos management plan for that school building. The District's administrative offices will maintain complete, updated copies of asbestos management plans for all school buildings. The District will make asbestos management plans available for inspection without cost but may charge a reasonable amount to make copies.
3. The District will provide training and information, maintain records, and perform asbestos-related obligations with accredited persons as required by law.
4. The Board designates Director of Finance & Operations to oversee the District's compliance with the asbestos management plan and AHERA.

##### B. Asbestos Abatement Contractors

1. The District will not enter into an agreement with an asbestos abatement contractor for an asbestos abatement project unless the contractor provides an affidavit describing (i) any criminal convictions relating to compliance with environmental laws or regulations, (ii) any notices of violation of environmental laws or regulations, and (iii) whether it has been subject to any administrative order or consent judgment within the preceding 5 years.
2. The District will not enter into an agreement with an asbestos abatement contractor for an asbestos abatement project unless the District conducts a background investigation of the contractor seeking to bid on the project. At a minimum, the background investigation will include (i) consulting the webpage of the Michigan Department of Environment, Great Lakes, and Energy to determine if the contractor has received notices of violation of environmental regulations, or has been subject to an administrative consent order or a consent judgment involving environmental regulations, and (ii) consulting the webpage of the United States Department of Labor, Occupational Safety and Health Administration to determine if the contractor has received notices of violation of asbestos regulations.

3. The District will not enter into an agreement with an asbestos abatement contractor for an asbestos abatement project if:
  - a. the contractor's affidavit discloses a criminal conviction related to compliance with environmental regulations; and/or
  - b. the contractor has been issued five or more notices of violation of environmental regulations, or has been subject to an administrative consent order or a consent judgment involving environmental regulations within the immediately preceding five years, unless (i) the District investigates each of the notices, administrative consent order, or consent judgment and determines that the contractor is able to adhere to the agreement based on the District's observations of improvements or other demonstrated ability to comply with environmental regulations, (ii) the District makes such determinations in writing and publicly available, and (iii) the District conducts at least one public hearing for public input with at least thirty days' notice.

Legal authority: 15 USC 2641 et seq.; 29 CFR 1910.1001; 40 CFR 763 Subpart E; MCL 338.3351, et seq.; MCL 388.861 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 3000: Operations, Finance, and Property

### 3400 School Safety and Security

#### 3408 Firearms and Weapons

The District is a weapon-free school zone. Except as otherwise permitted by Policy or required by applicable law, a person may not possess a weapon on District property. See also Policy 5206. Each person on District property must also comply with the federal Gun-Free School Zones Act.

##### A. As used in this Policy:

1. An “antique firearm” means that term as defined by MCL 750.237a.
2. A “firearm” means any weapon that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
3. “Pistol” means that term as defined by MCL 28.421.
4. “District property” means:
  - a. a building, playing field, or property used for school purposes to impart instruction to students or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses; and
  - b. a vehicle used by the District to transport students to or from a place described in subsection A.4.a above.
5. A “weapon” means a firearm, pneumatic gun,; dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles, or any other object used, intended, or represented to inflict serious bodily injury or property damage.

##### B. Permitted Uses

The following persons may possess a weapon on District property:

1. a peace officer as defined by law or those persons listed in MCL 28.425o(5);
2. a student’s Parent licensed to carry a concealed pistol may carry a concealed pistol (but no other weapons) while in a vehicle if the Parent is dropping the student off at, or picking the student up from, the student’s school;
3. a person with permission from the Superintendent or designee to possess a firearm (but no other weapons) within any lawful parameters established by the Board;

##### C. Violations

1. Students and District personnel with knowledge that a person is in violation of this Policy should immediately report the violation to the building principal or designee.
2. Violation of this Policy will result in discipline of students, employees, and contractors, up to and including expulsion or termination, removal from District property, and referral to law enforcement.

#### D. Notices

1. The District will annually distribute the Michigan Department of Health and Human Services notice concerning the best practices for the safe storage of firearms to the parent or legal guardian of each student enrolled no later than October 1 of each year.
2. By October 1, 2025, and each October 1 thereafter, the District will annually post the Michigan Department of Health and Human Services notice to the District webpage.

Legal authority: 18 USC 921; 18 USC 922(q); MCL 28.425f, 28.425o; MCL 750.237a;  
MCL 380.1313b

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 4000: District Employment

### 4100 Employee Rights and Responsibilities

#### 4101 *Non-Discrimination*

##### A. Equal Employment Opportunity

The District is committed to equal employment opportunity and compliance with federal, state, and local laws that prohibit workplace Unlawful Discrimination, including unlawful harassment and Retaliation, based on any protected class or activity. This Policy applies to all aspects of employment, including recruiting, advertising, hiring, training, job placement, evaluation, classification, promotion, transfer, work assignment, compensation, benefits, discipline, demotion, termination, reduction in force, recall, and any other term or condition of employment.

This Policy prohibits discrimination against employees or applicants for employment based on the following protected classes: race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, height, weight, marital status, age, disability, genetic information, veteran status, military service, or any other legally protected class. This Policy also prohibits Retaliation based on a protected activity.

The District prohibits unlawful employment discrimination as required by applicable civil rights statutes, including:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, sex (including gender identity, and sexual orientation), or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex;
- Age Discrimination in Employment Act of 1967 (ADEA), which prohibits discrimination based on age as to persons who are at least 40 years old;
- Equal Pay Act of 1963, which prohibits sex discrimination in payment of wages for persons performing substantially equal work in the same establishment;
- Section 504 of the Rehabilitation Act of 1973 (Section 504), which prohibits discrimination based on disability;
- Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified persons with disabilities in

employment, public service, public accommodations, and telecommunications;

- Pregnancy Discrimination Act of 1978, which prohibits discrimination based on pregnancy, childbirth, or related medical conditions;
- Pregnant Workers Fairness Act (PWFA), which requires covered employers to provide reasonable accommodations to a worker's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause an undue hardship;
- Genetic Information Non-Discrimination Act of 2008 (GINA), which prohibits discrimination based on genetic information as to health insurance and employment;
- Michigan Elliott-Larsen Civil Rights Act of 1976 (ELCRA), which prohibits discrimination based on race, color, national origin, age, sex, pregnancy, sexual orientation, gender identity or expression, religion, height, weight, or marital status;
- Michigan Persons with Disabilities Civil Rights Act of 1976 (MPDCRA), which prohibits discrimination against qualified persons based on disability that is unrelated to that person's ability to perform the duties of a particular position or genetic information; and
- Michigan Equal Pay Act, which prohibits discriminatory wage practices based on sex.

The District also complies with and prohibits employment action that violates the following statutes:

- Family and Medical Leave Act of 1993 (FMLA), which requires covered employers to provide up to 12 work weeks of unpaid, job-protected leave to eligible employees for certain family, military, and medical reasons, and up to 26 work weeks to care for a covered service member with a serious injury or illness;
- Earned Sick Time Act (ESTA), which provides eligible employees with earned sick time that may be used for certain reasons;
- Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), which provides job protection and reemployment rights to individuals who voluntarily



involuntarily leave employment to undertake military service, including military reservists and National Guard members called to duty;

- Public Employment Relations Act of 1947 (PERA), which prohibits a public employer from discriminating against an employee based on membership or non-membership in a labor organization;
- Fair Labor Standards Act of 1938 (FLSA), which establishes minimum wage, overtime pay, record keeping, and youth employment standards affecting employees; and
- Michigan Whistleblower Protection Act of 1980, which protects employees who report a violation or suspected violation of state, local, or federal law and employees who participate in hearings, investigations, or court actions.

## B. Reporting Requirements

Any employee who believes he/she has been subjected to behavior that violates this Policy is encouraged to file a complaint promptly with a supervisor. A complaint implicating an individual's civil rights will be investigated pursuant to the procedures outlined in Policy 4104 and 3115-3115H. A complaint alleging Title IX sexual harassment will be investigated pursuant to the procedures outlined in Policy 3118.

Employees with questions about compliance with this Policy and applicable laws should contact the Superintendent or the Employment Compliance Officer(s) identified in Policy 3115B.

Board members, administrators, and supervisors must promptly report incidents of Unlawful Discrimination and Retaliation that he/she observes or about which he/she receives information.

Board members, administrators, or supervisors who receive a complaint alleging a violation of this Policy must promptly report the complaint, in writing, to the Employment Compliance Officer(s) identified in Policy 3115B.

A failure to comply with reporting requirements may result in discipline, including discharge.

## C. Employment Discrimination Compliance Training

The District will train administrators, supervisors, and the Employment Compliance Officer(s) on how to address and investigate Unlawful Discrimination and Retaliation complaints.

The District may also provide Unlawful Discrimination and Retaliation training to Board members and employees.



Training may be provided by an outside entity or person approved by the District.

Legal authority: 20 USC 1681 et seq.; 29 USC 206 et seq., 701 et seq., 2601 et seq.; 38USC 4301 et seq.; 42 USC 2000d et seq., 2000e et seq., 2000ff et seq., 12101 et seq.; H.R. 2617-1626, 117th Cong. § 103(1) (signed into law December 29, 2022); MCL 37.1101 et seq., 37.2101 et seq.; MCL 423.201 et seq.; MCL 750.556; 34 CFR 106.1 et seq.; MCL 408.934b, 408.961 et seq., *Mothering Justice v Attorney General*, 2024 Mich LEXIS 1454 (July 31, 2024)

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## **Series 4000: District Employment**

### **4100 Employee Rights and Responsibilities**

#### ***4103 Whistleblowers' Protection***

An employee shall report, on his/her own behalf or on behalf of another employee, a violation or a suspected violation of a federal, state, or local law, regulation, or rule to the employee's supervisor or the Employment Compliance Officer(s) identified in Policy 3115B. Reports must be made in good faith. An employee who makes or is about to make a report in good faith and in compliance with this Policy will not be discharged, subject to adverse employment action, or subject to other discrimination or retaliation because the employee was about to make or made a report.

If the employee's supervisor is the subject of the violation or suspected violation, the employee must report to the Employment Compliance Officer(s) or the Superintendent. If the Employment Compliance Officer(s) or the Superintendent is the subject of the violation or suspected violation, the employee must report to the President. If the President is the subject of the violation or suspected violation, the employee must report to the Vice President.

A report must be promptly submitted in writing pursuant to Policy 4101. The investigation of the alleged violation will be performed by an impartial investigator. The investigation may be referred to a third party investigator.

Legal authority: MCL 15.361 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 4000: District Employment

### 4100 Employee Rights and Responsibilities

#### ***4105B Religious Workplace Accommodations for Employees and Applicants***

The District complies with Title VII and state and local laws that prohibit discrimination in employment against employees or applicants for employment based on religion. The District will reasonably accommodate sincerely held religious beliefs, practices, and observances of employees and applicants for employment absent an undue hardship.

An employee or applicant for employment who requests a reasonable accommodation based on religion must promptly inform the Superintendent or designee. Upon receipt of an accommodation request, the District will begin the interactive process with the employee or applicant to consider reasonable accommodation options consistent with Title VII. Reasonable accommodation requests that do not pose an undue hardship will be considered.

After considering the requested accommodation and other relevant information, the District will, as appropriate, implement reasonable accommodations that do not pose an undue hardship (as defined by law). The District is not obligated to adopt the applicant's or employee's specific accommodation request.

The District may engage or re-engage in accommodation discussions, as necessary.

An applicant or employee who believes he/she has been discriminated against under this Policy must promptly file a complaint using the Employment Complaint Procedure in Policy 4104.

Legal authority: 42 USC 2000e, et seq.; *Groff v DeJoy*, 143 S Ct 646 (2023)

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 4000: District Employment

### 4200 Employee Conduct and Ethics

#### 4221 Employee Speech

As role models, employees must exercise sound judgment in their interactions with students, Parents, and members of the community and maintain a high degree of professionalism and objectivity. Employees must act within the scope of their respective duties and responsibilities.

##### A. Curriculum, Instruction, and Controversial Topics

During instruction and discussion of controversial issues, employees must follow these guidelines:

1. the issues discussed must be relevant to the curriculum and be part of a planned educational program;
2. students and Parents must have free access to appropriate materials and information for analysis and evaluation of the issues;
3. employees must allow discussion of a variety of viewpoints so long as that discussion does not substantially disrupt the educational environment;
4. the topic and materials used must be within the students' range, knowledge, maturity, and competence;
5. employees must obtain pre-approval from the building principal before instructing students about sensitive or controversial issues;
6. employees must not advocate partisan causes, sectarian religious views, or self-propaganda of any kind during school or school-related functions. Employees may express a personal opinion as long as students are encouraged to reach independent decisions; and
7. if a Parent objects to their student's instructional materials, employees will refer the Parent to Policy 5407 and Form 5407-F.

Employees who are unsure of their obligations must confer with their building principal or supervisor.

##### B. Speech on Matters of Public Concern

The District respects and supports its employees' right as citizens to exercise free speech in a responsible manner.

Free speech rights are not absolute and are subject to restriction when the employee is acting within the course and scope of their employment.

When speaking as a citizen on a matter of public concern, an employee must not make written, verbal, online, or nonverbal statements that cause a substantial disruption to the school environment, violate federal or state law, or otherwise violate these Policies. An employee's right as a citizen to comment upon matters of public concern must be balanced against the District's interest in promoting the efficiency of the public services it performs through its employees.

Employees do not speak on behalf of the District or a school unless specifically authorized by the Board or Superintendent.

Legal authority: U.S. CONST. amend. I; Const 1963, art I, § 5

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 4000: District Employment

### 4400 Professional Staff

#### 4403 Performance Evaluation

Performance evaluations are essential to provide quality educational services and to measure competency. This Policy does not diminish the Board's authority or ability to non-renew a professional staff member's contract at the end of the contract's term, consistent with applicable statutes, collective bargaining agreements, Policies, and individual employment contracts. This Policy must be implemented consistent with Policy 1101.

A. Teachers as Defined by Revised School Code Section 1249 (K-12 certified teachers of record)

Teachers will be evaluated pursuant to a performance evaluation system consistent with Revised School Code Section 1249 and the Teachers' Tenure Act. This performance evaluation system will include, as appropriate, the following:

1. a year-end evaluation process that meets statutory standards;
2. an evaluation tool that incorporates components required by law, including:
  - a. locally agreed-on student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
  - b. the teacher's performance; and
  - c. objective criteria.
3. an individualized development plan (IDP) with performance goals developed by the evaluator in consultation with the teacher and recommended training designed to improve the teacher's effectiveness for:
  - a. all probationary teachers;
  - b. teachers rated needing support or developing; or
  - c. at the evaluator's discretion when performance deficiencies are noted.
4. classroom observations of at least 15 minutes each which include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard used in the lesson, and pupil engagement, with appropriate written feedback and a post-observation meeting between the teacher and the school administrator conducting the observation to discuss those items;
5. a mid-year progress report, if required by law, which aligns with the teacher's individualized development plan, includes specific performance goals developed by the evaluator, and any recommended training identified by the evaluator;

6. a year-end performance evaluation effectiveness rating, of effective, developing, or needing support;
7. tenured teachers rated as highly effective or effective on the 3 most recent consecutive year-end evaluations may be evaluated triennially, but if the teacher is not rated as effective on one of the triennial year-end evaluations, the teacher must receive year-end evaluations;
8. a mentor for teachers rated developing or needing support or for teachers in the first year of probation;
9. opportunity for a tenured teacher rated needing support on a year-end evaluation to request a review consistent with Revised School Code Section 1249;
10. a tool approved by MDE, a modified MDE tool, or a local evaluation tool if adopted in compliance with Revised School Code Section 1249 and corresponding regulations;
11. website posting of required information for the evaluation tool;
12. training on the evaluation tool for teachers and evaluators as required by law; and
13. other components that the Superintendent or designee deems relevant, important, or in the District's best interests.

If a tenured teacher is rated ineffective or needing support on 3 consecutive year-end evaluations, the teacher must be discharged consistent with due process. The District is not precluded from discharging a teacher at other times as provided by the Teachers' Tenure Act.

If a teacher receives an unevaluated rating, the teacher's rating from the school year immediately before the designation must be used.

#### B. Non-Teaching Professionals Subject to the Teachers' Tenure Act

The performance evaluation system for a Non-Teaching Professional with a teaching certificate subject to the Teachers' Tenure Act must include multiple observations. An IDP will be developed during the employee's probationary period. Except during the probationary period, which must include annual evaluations, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

The Superintendent or designee also has discretion to implement an IDP if performance deficiencies are noted, regardless of the employee's effectiveness rating.

To the extent required by law, a tenured Non-Teaching Professional subject to the Teachers' Tenure Act rated as needing support may request a review consistent with Revised School Code 1249.

C. Non-Teaching Professionals and Teachers Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals and teachers not subject to Revised School Code Section 1249, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee, except annual evaluation will be performed during the employee's probationary period. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

An IDP may be established at the Superintendent's or designee's discretion.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1233b, 380.1248, 380.1249; 380.1249a(2); MCL 423.215

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 4000: District Employment

### 4400 Professional Staff

#### 4407 Discipline

Maintaining appropriate procedures and standards for addressing misconduct and other inappropriate behavior by Professional Staff is a critical component in furthering an effective educational environment and in providing quality educational services to students. Off-duty conduct may result in discipline if it adversely impacts the District and is not a legally protected activity. Information about substantiated unprofessional conduct will not be suppressed or removed from a personnel file consistent with Revised School Code Section 1230b. This Policy must be implemented consistent with Policy 1101.

##### A. Probationary Professional Staff

Probationary Professional Staff discipline or demotion may occur for any lawful reason.

1. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
2. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.
3. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
4. Disciplinary measures may include warning, reprimand, unpaid suspension, financial penalty, or discharge. This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measures for the circumstances. The District may also consider preventative measures, including training, coaching, and other remedial measures.
5. Discipline will be confirmed in writing and placed in that person's personnel file. The person's year-end performance evaluation may also reflect the discipline.
6. The Superintendent or designee is authorized to impose discipline except for:
  - a. nonrenewal of a probationary teacher; or
  - b. discharge of a probationary teacher.



The Board's action may be based upon the Superintendent's or designee's written recommendation and applicable procedures set forth in the Teachers' Tenure Act.

## B. Tenured and Non-Probationary Professional Staff

Tenured teacher discipline or demotion will occur only for a reason(s) that is not arbitrary or capricious. Likewise, the disciplining of Non-Teaching Professionals will be governed by the arbitrary or capricious standard unless expressly stated otherwise in a collective bargaining agreement, employee handbook, or individual employment contract. Under the arbitrary or capricious standard, a disciplinary decision must be supported by a preponderance of the evidence and the discipline must have a rational relationship to the established misconduct or inappropriate behavior.

Before imposing discipline, the Superintendent or designee will investigate whether a Professional Staff member engaged in conduct that may justify discipline. The investigation should include discussions with witnesses determined by the Superintendent or designee to have relevant information and a review of tangible evidence (e.g., documents, video, electronic communications). The Professional Staff member will be provided an opportunity to respond to the allegation(s).

If a Professional Staff member is governed by a collective bargaining agreement or individual employment contract, the Superintendent or designee will adhere to the disciplinary standards and procedures in that agreement. If the collective bargaining agreement or individual employment contract does not have an applicable provision, then the standards and procedures outlined below will apply.

The following procedures may be used for investigating allegations of Professional Staff misconduct or inappropriate conduct:

1. The Superintendent or designee may consult with legal counsel in appropriate cases and may request that legal counsel assist with an investigation.
2. The Superintendent or designee will give the Professional Staff member oral or written notice of the allegation(s).
3. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
4. The Superintendent or designee will give oral or written notice of the time, date, and location of a meeting to provide the Professional Staff member with an opportunity to respond to the allegation(s) and substantiating factor(s).
5. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.

6. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
7. If an investigation concludes that a preponderance of the evidence (i.e., more likely than not) establishes that the Professional Staff member engaged in conduct warranting discipline, the appropriate level of discipline will be guided by the following:
  - a. the seriousness of the offense;
  - b. the Professional Staff member's prior disciplinary and employment record;
  - c. whether other Professional Staff members have engaged in similar or like past conduct known to the District's administration and the discipline imposed for those infractions;
  - d. the existence of aggravating or mitigating factors, as determined by the Superintendent or designee;
  - e. applicable federal or state law;
  - f. the Professional Staff member's acceptance of responsibility;
  - g. the likelihood of recurrence; and
  - h. any other factors the Superintendent or designee determine are relevant.
8. Disciplinary measures may include:
  - a. warning;
  - b. reprimand;
  - c. unpaid suspension;
  - d. financial penalty; or
  - e. discharge.

This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measure. The District may consider additional preventative measures to address the misconduct, including training, coaching, and other remedial measures.

9. Discipline will be confirmed in writing and placed in that person's personnel file. The discipline imposed may also be reflected in the person's year-end performance evaluation.

10. The Superintendent or designee is authorized to impose discipline except for:
- a. the discharge of a Professional Staff member; or
  - b. the demotion of a tenured teacher, as defined in the Teachers' Tenure Act.

The Board's action may be based on the Superintendent's or designee's written recommendation and applicable procedures in the Teachers' Tenure Act.

11. A tenured teacher's salary may be escrowed after tenure charges are approved by the Board pursuant to Policy 4208.

C. Extracurricular Positions, Including Athletic Coaches

Unless otherwise provided by an applicable collective bargaining agreement or individual employment contract, employees holding extracurricular positions, including athletic coaches, may be disciplined for any lawful reason. For contracted extracurricular positions, including athletic coaches, see Policy 4207.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a; *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 4000: District Employment

### 4400 Professional Staff

#### 4408 Termination

This Policy must be implemented consistent with Policy 1101.

##### A. Probationary Teachers

For purposes of this Policy, the “termination” of a probationary teacher occurs when the probationary teacher is discharged during the term of an existing individual employment contract between the probationary teacher and the Board. Discontinuation of a probationary teacher’s employment at the expiration of an individual employment contract is not termination for purposes of this Policy and is addressed separately in Policy 4409.

The Board may terminate a probationary teacher for misconduct, inappropriate behavior, performance that is not effective, or for any other lawful reason at any time.

The Superintendent or designee may recommend the termination of a probationary teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Probationary teachers recommended for termination by the Superintendent or designee will be provided advance notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

##### B. Tenured Teachers

The Superintendent or designee may recommend the termination of a tenured teacher by filing tenure charges with the Board. The Board will consider whether to proceed on the tenure charges or modify the charges. A tenured teacher may be terminated for a reason that is not arbitrary or capricious.

The tenured teacher may challenge the Board’s decision to discharge or demote the teacher by timely filing an appeal with the State Tenure Commission.

##### C. Non-Teaching Professionals and Teachers not subject to the Teachers’ Tenure Act (preschool, GSRP, or other teachers if they did not serve a probationary period under the Tenure Act)

Unless otherwise provided by a collective bargaining agreement or individual employment contract, a Non-Teaching Professional or teacher who is not subject to the Teachers’ Tenure Act may be terminated by the Board for any reason that is not arbitrary or capricious, subject to due process.

The Superintendent or designee may recommend the termination of a Non-Teaching Professional or teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals or teachers recommended for termination by the Superintendent or designee will be provided advance written notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

D. Extracurricular Positions, Including Athletic Coaches

Unless otherwise provided by a collective bargaining agreement or individual employment contract, extracurricular positions, including athletic coaches, may be non-renewed or terminated at-will by the Superintendent or designee. For contracted extracurricular positions, including athletic coaches, see Policy 4207.

Legal authority: MCL 38.83(2), 38.101, 38.121

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Date revised: 09/10/2025

## Series 4000: District Employment

### 4400 Professional Staff

#### 4409 Non-Renewal

For purposes of this Policy, “non-renewal” of a probationary teacher refers to the discontinuation of the employment relationship between the Board and a probationary teacher at the expiration of the probationary year following the process set forth in the Teachers’ Tenure Act.

Teachers must serve a probationary period as required by the Teachers’ Tenure Act. A probationary teacher’s contract may be non-renewed for performance-based reasons or any other lawful reason.

This Policy must be implemented consistent with Policy 1101.

#### A. Probationary Period

1. A probationary teacher rated developing or needing support may be subject to non-renewal consistent with the Teachers’ Tenure Act. To attain tenure, a probationary teacher must receive a “highly effective” or “effective” rating on 3 year-end performance evaluations, including their most recent evaluation and have completed at least 4 full school years of employment. A teacher’s probationary period may extend, or the probationary teacher may be nonrenewed, if the teacher does not receive 3 consecutive effective ratings during the probationary period.

For a teacher who previously held tenure in another Michigan public school district, the teacher is subject to a 2-year probationary period, unless the Board acts to reduce the teacher’s probationary period. The Board may make such a reduction if it determines that it is in the District’s best interest considering factors such as the teacher’s employment history; certifications, approvals, or authorizations; experience in subject matter or grade level; professional development, training, and academic preparation; and any other relevant factors as determined by the Board.

2. Unless otherwise provided by a collective bargaining agreement or individual employment contract:
  - a. After 4 years, the non-probationary Non-Teaching Professional may be non-renewed or terminated for any reason that is not arbitrary or capricious, subject to due process.

#### B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers’ Tenure Act. This Policy will be implemented consistent with that statute.

2. Before non-renewing a probationary teacher, the probationary teacher must receive written notice of the Superintendent's or designee's recommendation for non-renewal and the time, date, and place of the Board meeting at which the Board will consider the recommendation. The recommendation for non-renewal will state the reason(s) for the recommendation and may include supporting documentation.
  3. The probationary teacher must receive written notice of Board action to non-renew the teacher's contract at least 15 calendar days before the end of the school year (June 30) except as provided in subsection 4 below. If the teacher is hired after the beginning of the school year, notice of non-renewal must be received at least 15 calendar days before the teacher's anniversary date of hire.
  4. For a teacher who previously held tenure in another Michigan public school district, the teacher must receive written notice of non-renewal at least 60 calendar days before the completion of the probationary period.
- C. The probationary teacher will be provided an opportunity to address the Board in open or closed session and respond to the Superintendent's or designee's recommendation to non-renew.
- D. The Board must take action in open session on the recommendation to non-renew the probationary teacher.
- E. The probationary teacher must be served with written notice of the Board's action non-renewing the teacher's employment and a copy of the Board action within the timeframe required by the Teachers' Tenure Act. The non-renewal notice will specify that a probationary teacher has the right to appeal the timeliness or legal effect of a notice of non-renewal. The appeal must be filed with the State Tenure Commission within 20 calendar days after the probationary teacher's receipt of the notice of non-renewal. A copy of the Teachers' Tenure Act should also be included with the notice.
- F. Teachers who are not subject to the Teachers' Tenure Act may be non-renewed at the discretion of the Board for any lawful reason subject to an applicable collective bargaining agreement or individual employment contract.

Legal authority: MCL 38.81 et seq., 38.91 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 5000: Students, Curriculum, and Academic Matters

### 5100 Student Rights

#### 5104 Age of Majority

State law recognizes students are adults at age 18 or when otherwise legally emancipated. Except as noted below, all Board Policies, applicable codes of conduct, and any other applicable rules or behavioral expectations apply to all students regardless of age.

Unless inconsistent with a court order, students who are 18 years or older or legally emancipated may:

- A. access or control their student records as provided by law;
- B. make decisions related to special education and Section 504;
- C. request a personal curriculum;
- D. represent themselves during disciplinary conferences;
- E. have other rights or privileges as determined by the Superintendent or designee;
- F. sign themselves in and out of school; and
- G. provide reason(s) for their absences and tardies.

Eligible students who wish to assert these rights must notify the building principal in writing. Otherwise, sections D-G above will not apply. The building principal or designee may notify an eligible student's Parent that the eligible student has exercised the rights listed under this Policy.

Legal authority: MCL 380.1278b; MCL 722.4, 722.52

Date adopted: 01/02/2025

Date revised: 09/10/2025

## **Series 5000: Students, Curriculum, and Academic Matters**

### **5200 Student Conduct and Discipline**

#### ***5202 Unlawful Discrimination, Harassment, and Retaliation Against Students***

The District prohibits unlawful discrimination. “Unlawful Discrimination” includes unlawful harassment and retaliation, unless specifically stated otherwise. The District will investigate all allegations of Unlawful Discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in Unlawful Discrimination.

Complaints alleging Unlawful Discrimination, harassment, and Retaliation against a student will be investigated using the process outlined in Policies 3115-3115H.

Complaints alleging Title IX sexual harassment will be investigated using the Grievance Process outlined in Policy 3118.

The identities of the District’s Title IX Coordinator, Section 504 Coordinator, and Civil Rights Coordinator are listed in Policy 3115B.

#### **A. Student Handbooks**

The Superintendent or designee will include in student handbooks a statement explaining the District’s policy against Unlawful Discrimination, including unlawful harassment and Retaliation. This statement must include an explanation of types of Unlawful Discrimination, examples of harassment, reporting requirements, and consequences as described in this Policy.

#### **B. Reporting Requirements**

District personnel must immediately report incidents of alleged Unlawful Discrimination, including incidents that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

District personnel who witness an act of Unlawful Discrimination must intervene immediately, unless circumstances would make intervention dangerous. A person who is unable to intervene should promptly attempt to find another person who is able to intervene, contact a building administrator, or contact law enforcement, as the situation requires.

Any student who witnesses an act of Unlawful Discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected Unlawful Discrimination. A student may also anonymously report an incident of Unlawful Discrimination. The District will investigate anonymous reports to the extent possible pursuant to Policies 3115-3115H or Policy 3118, as applicable. Minor students do not need Parent permission to file a

Complaint or participate in the Grievance Procedure described in Policies 3115-3115H and 3118.

### C. Office for Civil Rights

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

U.S. Department of Education  
Office for Civil Rights  
Cesar E. Chavez Memorial Building  
1244 Speer Boulevard, Suite 310  
Denver, CO 80204-3582  
Telephone: 303-844-5695  
FAX: 303-844-4303; TDD: 800-877-8339  
Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)



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

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

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## Series 5000: Students, Curriculum, and Academic Matters

### 5400 Curriculum, Instruction, and Parent Involvement

#### 5401 Parent Involvement in Education

##### A. Parent Involvement

The District will take the following steps to encourage Parent involvement in their student's education:

1. Parents will be provided the opportunity to review District-approved curriculum, textbooks, and instructional materials, including any material that will be used in connection with a survey, analysis, or evaluation, upon request.
  - a. Requests to review curriculum, textbooks, and instructional materials must be made to the building principal.
  - b. Parents may review textbooks based on availability and may review instructional materials within a time frame determined by the building principal or designee.
2. Parents will be permitted to attend and observe instructional activities in a class or course in which their student is enrolled and present.

Parents must make an appointment with the building principal to observe instructional activities in a class or course in which the student is enrolled and present. The building principal will permit a Parent observation unless the building principal determines that the observation would disrupt the class or course. Frequent observations are likely disruptive. Absent unusual circumstances, as determined by the building principal, observations that last more than 30 minutes or occur on consecutive days will not be permitted. Parents who want to observe instructional activities also must adhere to Policy 3105.

Parents are not permitted to observe testing.

3. Parents may inspect and review their student's education records, upon written request, consistent with Policy 5309 and state and federal law.
4. A copy of this Policy must be included in the Student Handbook.
5. See Policy 5405 for Parent and Family Engagement Policy at schools receiving Title I funds.

##### B. Assessments and Surveys

1. State assessments

Pursuant to state law, the District will not approve Parent requests to opt students out of state assessments.

## 2. National Assessment of Educational Progress

As a condition of receiving federal funds and as required by state law, the District may be selected to participate in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. Student participation in NAEP is voluntary.

The District will notify Parents of students eligible to take the NAEP before the assessment is administered. Parents wishing to opt their students out of the NAEP assessment must notify the District in writing at least 3 school days before the assessment date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

## 3. Surveys

Parents will be notified before their student participates in surveys on certain topics in accordance with Policy 5308.

Legal authority: MCL 380.1137, 380.1280b, 380.1295, 380.1507(3)

Date adopted: 01/02/2025

Date revised: 09/10/2025

**Series 5000: Students, Curriculum, and Academic Matters**

**5400 Curriculum, Instruction, and Parent Involvement**

**5405 *Intentionally left blank***

## **Series 5000: Students, Curriculum, and Academic Matters**

### **5400 Curriculum, Instruction, and Parent Involvement**

#### **5406 Title I Funds**

The District will use Title I funds (including Perkins V funds) to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I programs. The District will ensure that Title I funds will not be used to provide services that otherwise take the place of public education services that are to be provided to all students. A student's eligibility for Title I services may not disqualify the student from any service for which the student is otherwise eligible.

The District will maintain records of Title I-funded professional development. The Superintendent or designee will ensure that professional development is aligned with the needs of the District's Title I programs. Title I-funded professional development will not duplicate that which is funded from other sources and which, in the absence of Title I funds, would be provided to all staff.

Legal Authority: 20 USC 6301 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 5000: Students, Curriculum, and Academic Matters

### 5400 Curriculum, Instruction, and Parent Involvement

#### *5407 Instructional Program and Curriculum Development*

The District will provide students with at least the minimum number of instructional hours and days each school year required by the state for full state aid funding. The District may deviate from this requirement only as permitted by state law.

The Board, advised by the Superintendent, will adopt a curriculum and procure textbooks and materials to support the curriculum.

The Superintendent or designee is responsible for providing and directing District-wide planning for curriculum, instruction, assessment, and staff development in accordance with Policy 2203. Committees consisting of educational professionals, including administrators, and community members, may be established to design instructional strategies and assessments to implement the curriculum.

#### A. Parent Rights

As described in Policy 5401, the District will provide a Parent the opportunity to review District-approved curriculum, textbooks, and instructional materials upon request to the building principal. See Policy 5401 for appropriate procedures.

#### B. Complaints about Instructional Materials

If a Parent objects to their student's instructional materials, the following procedures will apply:

1. First Level – Objection to Building Principal. The Parent must submit an objection and explanation in writing to the building principal using Form 5407-F. The building principal will review the Parent's objection and the objected materials to determine whether:
  - a. the stated objection outweighs the educational and pedagogical reasons the material was selected;
  - b. the materials require the student to engage in conduct or practice that violates or substantially interferes with the student's sincerely held religious belief or religious development;
  - c. the materials lack serious educational, literary, artistic, political, or scientific value for the age range of the students in question; or
  - d. the materials are inappropriate or harmful for the age range of the students in question.

The building principal will confer with the teacher as part of their review of the Parent's objection.

The building principal will provide all parties with a written response granting or denying the Parent's objection within 10 school days. If the Parent's objection is granted, the student will be excused from this instructional material with no negative consequence.

2. Second Level – Committee Review. If the Parent disagrees with the building principal's response, the Parent may submit a written appeal to the Superintendent within 5 school days after receiving the building principal's response. The Superintendent will create a committee to review the appeal. The committee will review the Parent's written objection, the building principal's response, the Parent's written appeal, the materials being challenged, and any other information the committee deems relevant. The committee will issue a written decision within 30 calendar days of receiving the appeal based on the factors described in Section 1 above. The committee's decision is final. If the Parent's appeal is granted, the student will be excused from this instructional material with no negative consequence.

#### C. Complaints about Library Materials

1. If a Parent objects to materials in the school library, the Parent must submit an objection and explanation in writing to the Superintendent identifying:
  - a. the basis for the objection;
  - b. any recent known use of the library materials in the school; and
  - c. any other relevant information.
2. The Superintendent will review the written objection and the materials in question in their totality to determine whether:
  - a. the materials lack serious educational, literary, artistic, political, or scientific value for the age range of the students in question; or
  - b. the materials are inappropriate or harmful for the age range of the students in question.

The Superintendent may, in his or her sole discretion, designate review to another administrator or employee. The Superintendent or designee will endeavor to provide a written response to the Parent within 30 calendar days after receiving the objection. The Superintendent or designee's decision is final.

The District will not restrict access to the challenged material during the review process.

Legal Authority: MCL 380.1137; MCL 388.1706; *Mahmoud v Taylor*, 606 US \_\_\_ (2025)

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## Series 5000: Students, Curriculum, and Academic Matters

### 5400 Curriculum, Instruction, and Parent Involvement

#### 5411 *Student Promotion, Retention, and Placement*

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider Parent requests that a student be placed in a particular classroom, building, educational program, or grade.

##### A. Student Promotion and Retention

The building principal will attempt to consult with a student's Parent before deciding to retain a student, advance a student to the next grade mid-year, or allow a student to skip a grade level. If the Parent disagrees with the building principal's decision about promotion or retention, the Superintendent or designee will make the final decision.

##### B. Student Placement

The Superintendent or designee will determine a student's classroom and building placement based on District needs, available space, and educational expertise, consistent with state and federal law. The District's placement decision is final. Nothing in this section may be construed to limit or modify rights under state or federal laws applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

##### C. Reserved

##### D. Nontraditional Programs

The District may operate nontraditional programs to meet the needs of all students. Nontraditional programs may include alternative education or virtual settings. The building principal or designee will attempt to consult with a student's Parent before finalizing a decision to move a student to a nontraditional program. If the Parent disagrees with the building principal's or designee's decision, the Superintendent or designee will make the final decision, consistent with applicable law. Nothing in this section may be construed to limit or modify rights under state or federal laws applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

##### E. Reserved

Legal authority: 20 USC 7912; MCL 380.1278a, 380.1278b, MCL 388.1621f

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 5000: Students, Curriculum, and Academic Matters

### 5400 Curriculum, Instruction, and Parent Involvement

#### 5420 Sex Education

Sex Education and Reproductive Health (for districts electing to provide sex and reproductive health education in addition to mandated communicable disease instruction).

##### A. Communicable Disease Instruction

The Superintendent or designee will ensure that students are taught about dangerous communicable diseases. Instruction must include the principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease restriction and prevention.

Instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence from sex is: (1) a responsible and effective method of preventing sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

##### B. Revision to Materials and Methods of Instruction

Before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

##### C. Sex Education Advisory Board

The Board will create a sex education advisory board to:

1. establish sex education program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases;
2. review materials and methods of instruction used in the District's sex education program;
3. make recommendations to the Board for implementation of a sex education program; and
4. evaluate, measure, and report the attainment of program goals and objectives at least every 2 years.

The sex education advisory board must include the following members: Parents, students, educators, local clergy, and community health professionals. At least half of the members must be Parents who have a student in the District. A majority of those Parents must not be employed by a school district.

The sex education advisory board will have 2 co-chairs appointed by the Board. One co-chair must be a Parent of a student in the District.

The Board may, in its discretion, determine and modify terms of service for sex education advisory board members, the number of members, and the membership selection process.

Co-chairs or their designees will provide members of the sex education advisory board 2 weeks' electronic or written notice of meetings.

#### D. Sex Education Courses

The Board authorizes age-appropriate, medically-accurate instruction in sex education including, but not limited to, family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted diseases. The District's sex education curriculum must comply with state law.

Sex education instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence is (1) a responsible and effective method of preventing unplanned pregnancy, out-of-wedlock pregnancy, and sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

Sex education is an elective course and is not required for graduation.

#### E. Reproductive Health Instruction

A reproductive health instruction program must be supervised by a licensed physician, a registered nurse, or other person certified by the State Board of Education as qualified.

No person may dispense or distribute a family planning drug or device on District property.

Clinical abortion is not considered a method of family planning, and abortion must not be taught as a method of reproductive health.

#### F. Revision to Materials and Methods of Instruction

Before revising sex education materials or methods of instruction, or before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

#### G. Parental Notice and Opt-Out

A student may not be enrolled in a class in which family planning or reproductive health is discussed unless the student's Parent is provided advance notice of the course content, is given a prior opportunity to review the course materials, and is

provided advance notice of the right to excuse the student from the class. If a Parent excuses a student from the class in writing, the student will not be penalized or lose academic credit for not attending the class.

A Parent may file written notice that the student is excused from all sex education offered by the District. If the District receives written notice, the student may not be enrolled in a sex education class unless authorized by the Parent in writing.

Legal authority: MCL 380.1169, 380.1506, 380.1507, 380.1507a, 380.1507b

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 5000: Students, Curriculum, and Academic Matters

### 5400 Curriculum, Instruction, and Parent Involvement

#### 5421 *Work-Based Learning Experience*

The District permits students to participate in approved work-based learning (WBL) experiences. All WBL experiences must comply with applicable law, regulations, and guidance, particularly those applicable to the employment of minors, workplace safety, workers' compensation, nondiscrimination, and unlawful harassment.

A WBL experience may be paid or unpaid.

The Superintendent will designate a WBL Coordinator. The WBL Coordinator or a CTE program teacher will determine whether a proposed WBL experience complies with applicable state and federal laws, regulations, and guidance and is consistent with the student's educational objectives.

If the WBL Coordinator or CTE program teacher denies a student's request for a WBL experience, the student may appeal the decision to the Superintendent or designee, whose decision is final.

If the WBL Coordinator or CTE program teacher determines during the course of the WBL experience that the experience or worksite no longer complies with the approved training plan, District Policy, or state or federal laws, regulations, or guidance, the WBL Coordinator or CTE program teacher will, in consultation with the Superintendent or designee, determine whether the WBL experience should continue.

Credit for a WBL experience will be consistent with Policy 5409 and the applicable student handbook.

Legal authority: *Work-Based Learning Manual*, Michigan Department of Education

Date adopted: 01/02/2025

Date revised: 09/10/2025

## **Series 5000: Students, Curriculum, and Academic Matters**

### **5600 Student Support Services**

#### **5603 Section 504**

The District does not discriminate against any student with a disability, as that term is defined in Section 504 of the Rehabilitation Act (Section 504), in any District program or activity. Any claim of disability-based discrimination will be addressed pursuant to Policies 3115-3115H and 5202.

Eligible students are entitled to a free appropriate public education through a Section 504 plan. Students with disabilities who are also eligible for services under Policy 5601 will receive a free appropriate public education through an IEP.

The District will follow federal law and applicable regulations and guidance in identifying, locating, evaluating, and educating students with disabilities under Section 504. The Superintendent or designee will develop and implement procedures for identifying and serving eligible students under Section 504 that are consistent with federal law.

For purposes of this Policy, a free appropriate public education means the provision of regular or special education and related services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that are provided without cost (except for District fees imposed on students without disabilities and their Parents).

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 5000: Students, Curriculum, and Academic Matters

### 5700 Student Health and Safety

#### 5701 Abuse and Neglect

##### A. Child Abuse and Neglect

Mandated reporters must immediately report all instances of suspected child abuse or neglect pursuant to Michigan's Child Protection Law and Policy 4202. All other employees, volunteers, and contractors who are not mandated reporters are also expected to immediately report all instances of suspected child abuse or neglect.

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without Parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. The District will not impose conditions on the investigator or investigation beyond what is permitted by law.

Before a CPS investigator is given access to a student, the building principal or designee will verify the investigator's credentials.

The building principal or designee may be present for the student's interview, at the discretion of CPS. If CPS seeks to remove a student from school, the building principal or designee will: (1) provide CPS with the student's Parent phone number and address; and (2) request that the CPS official sign a statement certifying that the student is being removed because of safety-related concerns. If the CPS official refuses to or is unable to sign the requested certification, the building principal or designee will document the removal, including the name(s) of the CPS official(s) removing the student, the stated reason(s) given for the removal, the identity of the person(s) witnessing the removal, and the date and time of the removal.

The District may share student records with CPS only as permitted by Policy 5309 and the Family Educational Rights and Privacy Act.

If the District makes a report to CPS, the District will maintain a copy of the written report with the reporter's identity redacted. The reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

"Mandated reporter" means a physician, dentist, physician's assistant, registered dental hygienist, medical examiner, nurse, person licensed to provide emergency medical care, audiologist, psychologist, physical therapist, physical therapist assistant, occupational therapist, athletic trainer, marriage and family therapist, licensed professional counselor, social worker, licensed master's social worker, licensed bachelor's social worker, registered social service technician, social

following school year, non-federal funds will be used to reimburse the school meal program for the amount of bad debt.

### 3. Elimination of “Lunch Shaming”

The District will strive to eliminate any form of “lunch shaming.” “Lunch shaming” is the public identification or stigmatization of students who cannot pay for a school meal. In furtherance of this goal, the District prohibits the following:

- a. requiring a student who cannot pay for a school meal or who has unpaid meal charges to wear a wristband or handstamp;
- b. requiring a student to dispose of a meal after it has been served because the student cannot pay for the meal or has unpaid meal charges;
- c. communicating directly with a student about unpaid meal charges unless the District has attempted but has been unable to contact the student’s Parent by telephone, e-mail, or other written or oral communication;
- d. requiring a student to perform chores or other labor to pay a student meal debt; and
- e. discussing a student’s unpaid meal charges in the presence of other students.

### 4. Meal Charge Policy

The District’s policy on charged meals is:

If a student has no funds available to pay for a meal, the student will be provided a meal, and the student’s account will be charged.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases.

The District will encourage Parents to complete financial eligibility forms as part of the student enrollment process to determine eligibility for free or reduced-price meals.

The Board directs the Superintendent to include this Policy in the student handbook and to distribute it to Parents.



Legal Authority: 7 CFR 210 et seq., 42 USC 1751 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 5000: Students, Curriculum, and Academic Matters

### 5700 Student Health and Safety

#### 5707 School Wellness Policy

The District is committed to providing a school environment that enhances opportunities for learning and lifelong wellness.

##### A. Nutrition Promotion and Education Goals

All students will receive nutrition education annually that is aligned with the Michigan Health Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Health Education. Teaching healthy eating behaviors will be part of the curriculum.

The District promotes healthy food and beverage choices for students. The District will implement evidence-based healthy food promotion techniques through:

1. offering school meal programs; and
2. publicizing foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. The District will collaborate with public and private entities to promote student wellness.

The District will make water available to students throughout the school day.

##### B. Physical Activity Goals

The District will offer physical education programs that are designed to equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction will be aligned with the Michigan Physical Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Physical Education.

Students will have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and an understanding of the benefits of a physically active and healthy lifestyle.

The District strives to provide physical activity breaks for all students, including recess for elementary students and before and after school activities, and encourages students to use active transport (e.g., walking, biking).

The District encourages Parents to support their students' participation in physical activity, to be physically active role models, and to include physical activities in family events.

##### C. Goals for Other School-Based Activities Designed to Promote Student Wellness

The District may partner with community members or groups to implement this Policy. The District will also:

1. participate in state and federal child nutrition programs as appropriate;
2. allow other health-related entities to use school facilities for activities such as health clinics, screenings, and wellness events consistent with Policy 3304;
3. use evidence-based strategies to develop, structure, and support student wellness; and
4. create environments conducive to healthy eating, physical activity, and conveying consistent health messages.

D. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

The District will ensure that students have access to foods and beverages that comply with applicable laws and guidelines including, but not limited to, the USDA Nutrition Standards for School Meals and the USDA Smart Snacks in School nutrition standards.

The District will offer students a variety of age-appropriate, healthy food and beverage selections including fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements to promote student health and reduce childhood obesity.

E. Standards for All Foods and Beverages Provided, But Not Sold, to Students During the School Day

The District may provide a list of healthy food and beverage alternatives to Parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The District discourages the use of unhealthy food and beverages as a reward or incentive for performance or behavior.

F. Food and Beverage Marketing

Marketing and advertising is allowed on school grounds or at school activities only for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage fundraising and marketing that occurs at events outside of school hours need not comply with the USDA Smart Snacks in School nutrition standards.

In-school fundraising events must comply with Policy 5501 and MDE's Non-Compliant Food Fundraiser Guidance, which permits 2 fundraisers per week, per school building that do not comply with USDA Smart Snacks in School nutrition standards. In-school fundraising events may last up to 1 day and may not be held in the food service area during meal times.

Equipment that currently displays noncompliant marketing materials (e.g., scoreboard with soft drink logo) need not be immediately removed or replaced. As the District reviews and considers new contracts and as durable equipment, like scoreboards, is replaced or updated, any food or beverages marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards.

## G. Wellness Committee

The District will form a Wellness Committee to establish goals for, oversee, and periodically review and update school health policies and programs. The Wellness Committee will also oversee this Policy's implementation.

The Wellness Committee will represent all school buildings and include, to the extent possible, Parents, students, food service representatives, physical and health education teachers, school and community health care professionals, and community members. The Board encourages community participation in the Wellness Committee. When possible, membership will also include Supplemental Nutrition Assistance Program education coordinators.

## H. Implementation and Oversight

The Superintendent or designee is responsible for ensuring that each school building complies with this Policy.

The Board will review this Policy at least every 3 years to determine compliance, progress, and the extent to which this Policy compares to model school wellness policies. Parents, students, school employees, school health professionals, Board members, and community members may provide input to the District during the Wellness Policy review process.

A copy of this Policy will be maintained in the District's administrative offices and posted on the District's website. The Superintendent or designee will maintain all legally required documentation for implementation of this Policy.

The Superintendent or designee will annually provide notice about this Policy and any updates to the community.

## I. School Meal Program

### 1. Meal Modifications

The District will accommodate reasonable meal modification requests for students with disabilities, as defined in Section 504 of the Rehabilitation Act, with no additional cost to the student. The modification request must be related to the disability or limitations caused by the disability.

### 2. Delinquent Meal Charge Debt and Bad Debt

The District is required to make reasonable efforts to collect unpaid meal charges of current students. The building principal or designee will contact households about unpaid meal charges and may establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the District may pursue any other methods to collect delinquent debt of current students as allowed by law. Collection efforts may continue into a new school year.

Unpaid meal charges of inactive students, such as graduated students and students no longer enrolled at the District, that are not collected by the end of

the school year will be classified as bad debt. No later than December 31 of the following school year, non-federal funds will be used to reimburse the school meal program for the amount of bad debt.

### 3. Elimination of “Lunch Shaming”

The District will strive to eliminate any form of “lunch shaming.” “Lunch shaming” is the public identification or stigmatization of students who cannot pay for a school meal. In furtherance of this goal, the District prohibits the following:

- a. requiring a student who cannot pay for a school meal or who has unpaid meal charges to wear a wristband or handstamp;
- b. requiring a student to dispose of a meal after it has been served because the student cannot pay for the meal or has unpaid meal charges;
- c. communicating directly with a student about unpaid meal charges unless the District has attempted but has been unable to contact the student’s Parent by telephone, e-mail, or other written or oral communication;
- d. requiring a student to perform chores or other labor to pay a student meal debt; and
- e. discussing a student’s unpaid meal charges in the presence of other students.

### 4. Meal Charge Policy

The District’s policy on charged meals is:

If a student has no funds available to pay for a meal, the student will be provided a meal, and the student’s account will be charged.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases.

The District will encourage Parents to complete financial eligibility forms as part of the student enrollment process to determine eligibility for free or reduced-price meals.

The Board directs the Superintendent to include this Policy in the student handbook and to distribute it to Parents.

Legal Authority: 7 CFR 210 et seq., 42 USC 1751 et seq.

Date adopted: 01/02/2025

Date revised: 09/10/2025

## Series 5000: Students, Curriculum, and Academic Matters

### 5700 Student Health and Safety

#### 5712 Concussion Awareness

- A. Each coach, employee, volunteer, and other adult who works with students in an athletic activity, including physical education classes, sponsored or operated by the District, must complete the concussion awareness training program required by the Michigan Public Health Code at least once every 3 years.
- B. Before allowing a student to participate in any athletic activity, including physical education classes, the District will annually:
  - 1. provide the MHSAA- or state-approved educational materials on concussion awareness to each student and to the student's Parent; and
  - 2. obtain a statement signed by each student and respective Parent acknowledging receipt of the MHSAA- or state-approved concussion awareness educational materials. The District will maintain this signed statement for 5 years or until the student is 18, whichever is longer.
- C. A student must be removed from any practice, game, or physical education class activity when the student is reasonably suspected of sustaining a concussion during a practice or game. The student will not be permitted to participate in any school athletic activities involving physical exertion, including practices, games, or physical education class activities until the student has:
  - 1. been evaluated by a licensed physician, physician's assistant, or nurse practitioner;
  - 2. received written and signed clearance to resume participation in athletic activities from a licensed physician, physician's assistant, or nurse practitioner; and
  - 3. submitted to the school the written and signed clearance to resume participation in athletic activities, accompanied by written permission from the student's Parent to resume participation.District officials are not required to verify the qualifications of the physician, physician's assistant, or nurse practitioner who provides the clearance.
- D. A student who has sustained a concussion may need accommodations, supports, and monitoring until the student is fully recovered. Nothing in this Policy automatically entitles a student who has sustained a concussion to an individualized plan under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act. Staff should refer a student who has sustained a concussion for evaluation if they suspect the student may have a disability, consistent with Policies 5601 and 5603.

Legal authority: MCL 333.9155, 333.9156

Date adopted: 01/02/2025

Date revised: 09/10/2025

III.C. Approval of Employment of New Staff (**VOICE VOTE**)

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## MEMO

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**DATE:** SEPTEMBER 10, 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>
Colton Janecke, Associate Network Server Analyst	\$53,500.00	08/18/2025
David Arter, Diagnostic Teacher Consultant	\$80,045.00	08/18/2025
Evelyn Ledesma, GSRP Lead Teacher	\$45,469.00	08/18/2025
Terry Anserello, School Psychologist (Part-Time)	\$37,170.05	08/18/2025
Gillian Joseph, BGLC Assistant Principal	\$89,732.00	08/20/2025
Monica Mansfield, Director of Special Education	\$126,327.00	08/06/2025
Abigail Garcia, Certified Orientation & Mobility Specialist	\$57,641.00	08/18/2025
Katy Holverstott, Assistant Superintendent	\$140,000.00	08/11/2025
Kara Corniel, LEA Business Manager (Bangor/Bloomington)	\$120,000.00	09/08/2025
Amber Trowbridge, LEA Payroll & Accounting Specialist	\$65,000.00	09/08/2025
Jennifer Kelly-Preis, LEA Business Manager (Lawrence/Covert)	\$105,000.00	09/08/2025

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

### **RECOMMENDATION**

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

III.D. Approval of Staff Resignations and Retirements (**VOICE VOTE**)

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## MEMO

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**DATE:** SEPTEMBER 10, 2025  
**TO:** BOARD OF EDUCATION  
**FROM:** BRITANI OLDS, ADMINISTRATOR FOR HUMAN RESOURCES  
**RE: STAFF RETIREMENTS/RESIGNATIONS**

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### **BACKGROUND**

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

<b><u>Name</u></b>	<b><u>Resignation/Retirement Date</u></b>
Rhonda Sheehan, GSRP Lead Teacher	08/01/2025 - Resignation
Margaret Wright, Speech & Language	08/08/2025 - Resignation
Robbyn Candelaria, VB Tech Counselor	08/11/2025 - Retirement
Angela Burd, GSRP Lead Teacher	08/19/2025 - Resignation
Tiffany Knockeart, School Nurse	08/17/2025

### **RECOMMENDATION**

***Resolved*** that the Board of Education accept the resignations/retirements of the staff listed above.

Attachments

IV. OTHER BUSINESS

IV.A. Adjournment

IV.A.1. Motion to Adjourn Meeting (**VOICE VOTE**)