

Agenda of Regular Meeting

The Board of Trustees Van Buren ISD

A Regular meeting of the Board of Trustees of Van Buren ISD will be held October 7, 2020, beginning at 4:00 PM in the Van Buren Conference Center
490 S Paw Paw Street
Lawrence, MI 49064.

The Board of Education meetings will be held virtually until further notice to comply with the Michigan Safe Start Plan and Executive Orders from Governor Gretchen Whitmer. The public is welcome to call into the VBISD Board of Education meetings by dialing the number below at no cost. If you require accommodations to access these meetings, please contact Jeff Mills at jmills@vbisd.org.

Call-In: 1-415-655-0001

Access code: 172 646 0259 **Please sure to include the access code.*

I. REGULAR MEETING

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

1. Minutes

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The **regular meeting** of the Van Buren Intermediate School District Board of Education was held **virtually on September 2, 2020**, in the Board of Education office and called to order at **4:00 PM**. The following members were virtually present via remote video link: Crandall, Weiss, Middaugh, Kent, and Sage. Absent: None.

Middaugh moved to approve the Consent Agenda (*August 5, 2020 Minutes, Voucher Budget Summary, Imprest Summary, and Payroll Summary*). Supported by Weiss. Roll call vote: Weiss – yes, Middaugh – yes, Kent – yes, Crandall – yes, and Sage – yes. The motion carried.

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

Board members, Middaugh, Kent, and Weiss attended the 2020 MASB Summer Institute held virtually August 14-16, 2020. Department updates were provided to the Board by Superintendent Mills and department administrators.

Weiss moved to approve the following resolution:

RESOLVED that the Board of Education approves the purchase of 22 DELL laptop computers from Presidio, Inc. at a total price not to exceed \$36,608.00.

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

Crandall moved to approve the following resolution:

RESOLVED, that the Van Buren Intermediate Board of Education approves John Weiss as voting delegate and Mary Ann Middaugh as an alternate delegate to represent the Van Buren Intermediate School District at MASB annual or special meetings for the 2020-21 school year.

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

Crandall moved to approved the following resolution:

RESOLVED that the Board of Education employ the staff as listed below:

<u>PSMs</u>	<u>Salary</u>	<u>Start Date</u>
Kristen Pratley Van Buren Tech Instructional Coach	\$72,026	08/24/2020
Katie Potts School Social Worker	\$54,873*	08/24/2020

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

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

Weiss moved to approve the following resolution:

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

Policy 2266 Title IX Sexual Harassment Policy - NEW

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

Meeting adjourned at 5:10 pm.

Respectfully submitted,



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

CONFERENCE ATTENDANCE*Superintendent/Board of Education***September 2, 2020*****Pre-Approval***

NAME	DATES	LOCATION	ESTIMATED COST
Kenneth Kent	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$360.00

Post Approval

			COST
Mary Ann Middaugh	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$180.00
John Weiss	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$630.00
Kenneth Kent	August 14-16, 2020	2020 MASB Summer Institute Virtual Session Online	\$360.00

Van Buren Intermediate School District
September 2020

Imprest Fund Vouchers	\$ 1,095,519.37
Payroll Fund Vouchers	2,846,413.79
Purchasing Card Vouchers	59,130.07
EDUSTAFF ACH Payments	23,546.31
	\$ 4,024,609.54

Budget-to-Expenditure Comparison 20-21

Fund	Budget	Actual & Encumbered Expenses	Unencumbered Balance	Year-to-Date Variance
General	13,220,880	2,419,169	10,801,711	335,181
Special Education	34,489,773	3,821,677	30,668,096	3,363,692
Vocational Education	15,785,792	2,020,979	13,764,813	1,267,727
Food Service	92,010	15,263	76,747	3,906
Capital Projects	2,000,000	488,852	N/A	344,481

Cash Flow Summary

	Ending Balance 7/31/2020	Cash Receipts	Cash Disbursements	Ending Balance 8/31/2020
General	2,437,609	1,114,248	1,117,140	2,434,717
Special Education	4,702,203	1,265,926	1,794,183	4,173,946
Vocational Education	9,565,882	210,982	1,197,336	8,579,528
Student Activity Fund	32,879	0	0	32,879
Food Service	85,995	84	347	85,732
Capital Projects	126	228,733	228,759	100
	16,824,693	2,819,973	4,337,765 *	15,306,901

* The cash disbursements total includes amounts transferred electronically. Non-payroll related electronic transfers were made to other VBISD accounts. A listing of these transactions are available upon request. This statement is in accordance with Policy #6144.01

PAYROLL SUMMARY
September 2020

GENERAL	792,020.74
SPECIAL EDUCATION	1,529,457.66
VOCATIONAL EDUCATION	524,935.39
STUDENT ACTIVITY FUND	0.00
FOOD SERVICE FUND	0.00
TOTAL PAYROLL	<hr/> 2,846,413.79

IMPREST VOUCHER SUMMARY
September 2020

<u>FUND NAME</u>	<u>CHECKS</u>	<u>PURCHASING CARDS</u>	<u>TRANSFERS/ INTEREST/FEES</u>	<u>TOTAL</u>
General Fund	202,440.45	26,179.91	(8,496.52)	220,123.84
Special Education	408,226.78	18,908.08	12,725.19	439,860.05
Vocational Education	482,216.46	13,273.03	(3,759.99)	491,729.50
Capital Projects	2,204.30	0.00	0.00	2,204.30
Health Consortium	0.00	0.00	0.00	0.00
Student Activity Fund	0.00	81.63	0.00	81.63
Food Service Fund	(37.30)	687.42	0.00	650.12
TOTAL	1,095,050.69	59,130.07	468.68	1,154,649.44

Administrator Evaluation Guide Reference

- 1 - Leadership
- 2 - Level of Professional Awareness
- 3 - Professional Standards and Ethics
- 4 - Communication Skills
- 5 - Resourcefulness, Creativity, and Innovativeness
- 6 - Personality
- 7 - Demeanor, Appearance, and Style
- 8 - Professional Preparation
- 9 - Decision Maker
- 10-Planner and Organizer
- 11-Supervisor
- 12-Evaluator
- 13-Policy Implementer
- 14-Crisis Manager
- 15-Faculty and Staff Personnel
- 16-School Plant and Facilities
- 17-Student Personnel
- 18-Community Relations
- 19-Fiscal Management
- 20-Student Achievement

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

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Date: October 7, 2020
To: Board of Education
From: Jeffrey C. Mills, Superintendent
Subject: *Department Activities*

Tour of VBISD Facilities: (Educational Leadership, Stakeholder Relations, Governance & Board Relations)

On Thursday, September 17, I had the opportunity to provide the new Superintendent of Mattawan Consolidated School, Randy Fleenor, a tour of the VBISD Lawrence campus facilities. He was very impressed with all the program areas and will definitely be a cheerleader as he meets with parents and board members encouraging them to visit.



In addition, I provided a tour on Friday, September 25 for three of the financial auditors with Maner Costerisan who were on site last week reviewing the financial records of the district. Again, they could not believe all the programs and resources that VBISD provides to students and community members.

State Budget for 2020-2021: (Governance & Board Relations, Stakeholder Relations, Employee Relations, Operations & Finance, Educational Leadership)

On Wednesday, September 23 both the House and Senate passed legislative bills for the 2020-2021 state budget that includes the school aid fund. Overall, the numbers were much better than expected when comparing the initial May Consensus Revenue Estimating Conference projections that school systems built their budgets on. Most districts planned for a \$300 - \$600 per pupil decrease when setting their budgets for 2020-21, however, the budgets passed had the minimum foundation allowance staying the same at \$8,111 per student. The school aid budget also provides for a one-time \$65 per student increase. Areas in the school aid budget that will help VBISD is an additional increase in Section 31n, School Mental Health Clinicians that increased over \$5 million to a total of \$36.9 million. Also, the Great Start Readiness program maintains the same level of funding, but it allows a one-time change in serving all students needing services instead of an income based approach which limits the amount of students served. A \$2 million allocation to ISD's to address needs associated with virtual instruction. I will provide more details at the board meeting.

Grant from Van Buren/Cass Health Department: (Governance & Board Relations, Stakeholder Relations, Operations & Finance, Employee Relations, Educational Leadership)

In discussion with Jeff Elliott, Executive Director, we will be entering into a contract with the Van Buren/Cass Health Department to assist his organization in helping with COVID related activities for all the school systems in Van Buren and Cass Counties. Gary Brown, Crisis Management Coordinator for VBISD and Steve Smith, Assistant Coordinator, will be working hand-in-hand with the Health Department on all safety protocols and contact tracing efforts for our school systems. At this time the reimbursement amount will be for \$1,000 per week and will be adjusted based on demand.

Paving of main campus parking lots in summer 2021: (Governance & Board Relations, Stakeholder Relations, Operations & Finance, Employee Relations, Educational Leadership)

We are in preliminary conversations with a team of administrators looking at doing a major repaving of the main campus parking lots here in Lawrence during the summer of 2021. This would include all areas around the Bert Goens Learning Center and Van Buren Tech. As we gather additional information it will be shared at a later board meeting.

C. Department Updates
1. Technology Services

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MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: DAMIAN KOOB
RE: TECHNOLOGY SERVICES BOARD REPORT

County Tech Director Meeting Update (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Community Relations)

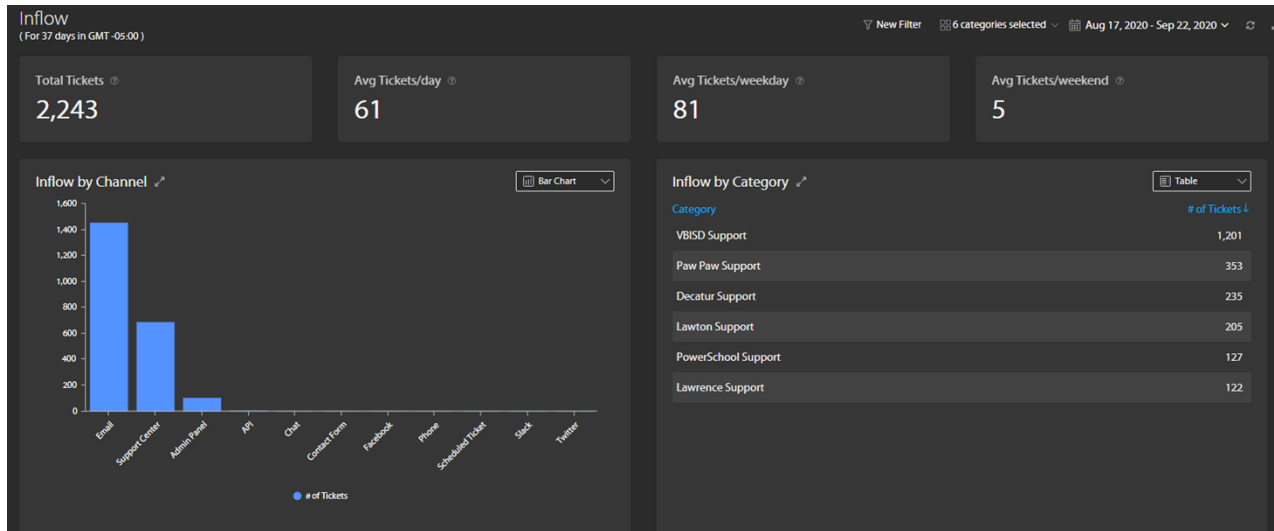
We kicked off the 2020-21 school year with our first County Tech Director meeting virtually on September 16th. We had all but 2 Districts represented and over 20 folks in attendance, including a vendor presentation on asset management and repair tracking for devices. I was happy to see everyone and get their take on how the start of the year went, including their pain points and their successes with this new virtual challenge.

We also had Kurt Torok from the MiSEN (Michigan State Education Network) give updates on the SEN project, which supplies VBISD and 9 of our Districts with Internet access. This is one of the TRIG 22i activities that was commissioned to assist in getting all Districts connected to one network and to drive down the cost of Internet access while increasing the speed. It has worked very well! In just 3 years, we went from paying over \$8.00/MB to less than \$0.29/MB! I believe we will have all of our Districts connected to this connection by the end of this school year when their current contracts expire.

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. For perspective, I wanted to include a chart with some stats on the amount of tickets we have received in our ticketing system since the official first day back for staff. The following chart is from August 17th to September 22nd. We've had a total of 2,243 tickets placed (61/day), where we stay at about a 180 open ticket queue for the entire Tech Services Team (which includes all 8 Districts we support). Most of the open tickets are due to purchasing holds and waiting for responses to make sure the person who entered the ticket is all set. We like to make sure the staff member is good to go before we close the ticket. 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!

(Stats on next page)



Data Center Construction Update (Leadership, Planner and Organizer, Professional Preparation, Professional Standards)

The new data center is almost complete and ready for us to migrate equipment to. We have scheduled for the fiber to be moved from the old server room to the new data center on October 16th. This will essentially take down our Internet connection for most of our Districts and the ISD, but will be done from midnight to 6:00am (Friday to Saturday), so we are anticipating very little interruption.

We are then looking to move the server equipment the week of October 19th, which will again be done late night to reduce the interruption to staff and students. The prep for this move has been vetted many times by our Network Server Specialist, Michael Wolfe, so we are confident that this move will be a smooth transition to the new location. I will provide pics for the November meeting and would be happy to provide a tour of the new data center to the Board whenever you would like. Thanks again for the support of this project!

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: LISE BLACK, EARLY CARE & EDUCATION
SUBJ: EARLY CARE & EDUCATION UPDATE

Great Start Collaborative & Home Visiting Safe Start Plan (1, 9, 10, 14)

The VBISD receives state funding through the 32p and 32p(4) grants. The monies from these are used to implement our Great Start Collaborative and Parent Coalition work, as well as partially funding our Family Links home visiting services.

Per Executive Order 2020-142, we need to include safety guidelines for implementing these services into the VBISD's MI Safe Schools Roadmap. I am asking the Board to approve the plan shared with this report, to meet this requirement. Upon approval, it will be uploaded to the State as part of the VBISD plan. It has been written in a manner to be flexible, but stress safety and compliance with required guidance. The supervisors have additional, process specific guidance being shared regularly with staff to support their safety and compliance.

Great Start Readiness Program (GSRP) (preschool for at-risk children) (2, 15, 19)

The news on the proposed language for the 2020-2021 GSRP grant has been very positive. We expect to be: held harmless at last year's funding; be given latitude if we are unable to fill all of our slots; be able to serve more families above the normal 250% FPL cap; and have our 2021-2022 allocation based on 2019-2020, not this current year. These specific accommodations will be for this year only. Once the legislation is signed, we will begin outreach and recruitment to the higher income families, which we were previously unable to serve.

Family Links Home Visiting Program (10, 14)

Beginning in October, we will offer our home visiting services with an in-person model, while still continuing remote services for those preferring to remain at a distance. To support this transition, Supervisor Teresa Klan and her team created a packet to send to the families. This gives them information and guidance on safe in-person services. *See Attachment.*

Great Start Collaborative (5, 9, 18)

In gathering input from families with young children, on what needs to change to strengthen Van Buren's early childhood system, we consistently hear "we don't know where to go to find the services we need" and "I had no idea that [XYZ] service even existed". An approach being implemented by other GSCs across the state, is a system called "care coordination". This is a well-marketed, single point of entry, where families know to call and will receive answers and connections for their needs with early childhood services.

Our Van Buren GSC is beginning to explore this idea. Sherry Bennett is sharing the concept with our community partners. As we narrow down the interest, we will begin more serious discussions

on the possibilities. We know that we will receive another Trusted Advisor Grant in January (\$25,000) and part of these funds could be used to get this project started.



Greetings, Family Links Families!



We are so thankful you are a part of our Family Links family. We miss you and are excited to share good news! In-person visits may be started in October, 2020 with safety measures in place.

You and your family educator will discuss and decide together on what will work for you and your family for visits. To feel safe and ready to learn, any combination of options include:

- In-person visits with safety measures
- Outside visits with family educator wearing a mask. All adults wearing a mask if closer than 6 feet together.
- Virtual visits via phone or video.

This packet shares information to help us all be safe and to get the most out of visits.



Below is a brief version of the information enclosed for visits to occur in-person. These things need to take place:

1. Shared agreement made with parent and family educator; what method of visit is comfortable?
2. Health Screening questions completed by family educator and you and your family. If symptoms of illness present, no in-person visit. If participants feel okay to visit, a virtual visit may take place.
3. Agreement that adults and any children 5 years or over wear a mask during visit in the home
4. Encouraging children over 2 years and under 5 years to wear a mask as they are able
5. Agreeing on a greeting and plan for 6-foot social distancing
6. Limiting the number of people in the room with the visit
7. Washing hands (or using hand sanitizer) at the beginning and end of visit

We are all in this together. We are all continuing to grow, build our strength and resilience with our shared commitment to help children grow to be their best self! Your family educator is here for you, all along this early childhood parenting journey. You are always welcome to share any questions, concerns or complaints with me, Teresa, Supervisor at 269-539-5222 or familylinks@vbisd.org.



Keeping Everyone Safe During a Home Visit

COVID-19 has changed how we work together to support your child. When you are ready, we can restart visits in your home. Here is what you can expect if we visit in person and what we can do to help keep everyone healthy.

What can you expect?

Before your visit

Decide where your visit will occur

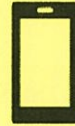
You and your home visitor will talk, and you will decide together how and where to visit. This could be:



At your home



In your community



Virtually

Remember: You can still decide to have a virtual visit!

If your provider is visiting you in person

- Your home visitor will contact you before the visit for a health screening. They will ask if anyone in your home has recently had symptoms of COVID-19 or tested positive.
- If anyone in your home has recently had symptoms of COVID-19 or if anyone has tested positive, tell your provider right away, and you can visit virtually.
- Home visitors will conduct and report their own daily health screenings. If the provider shows any sign of illness, the visit must be conducted virtually and/or remotely or another home visitor will be assigned.

During your visit

Everyone should

- Wear a cloth mask.
- Tell your home visitor if anyone in your home is medically unable to wear a mask. Children may not be able to wear a mask, especially anyone under age 2.
- Wash hands or use hand sanitizer.
- Avoid close contact.
- Cover coughs and sneezes.
- Limit the items you share.

We know this is not easy, especially for children

Young children might struggle to wear a mask or avoid making close contact with their provider. That is okay! Talk to your provider about your concerns.

If you can, limit the number of adults who attend the visit.

We love meeting your family! To keep everyone safer, however, try to limit the number of adults who attend our visit.

After your visit

Everyone should

- Wash hands or use hand sanitizer.
- Decide if you felt comfortable and want to continue in person visits.

Remember, you are in control.

We are working together to support you and your family, and we are visiting your home.

We want you to be comfortable.

If you have any questions, call anytime. Teresa, Family Links Supervisor

(269)539-5222

Health Checklist: To review & answer with Family Educator before in-person visits:

Section 1: Symptoms- Is anyone that will be at visit experiencing:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- New** uncontrolled cough that causes difficulty breathing (for people with chronic allergic/asthmatic cough, this means a change in their cough from baseline/normal)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever

Section 2: Close Contact/Potential Exposure

In the past 14 days, has anyone that will be at visit:

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to COVID-19; OR
- Had a travel history

If **YES** to any of the questions in Section 1, but **NO** to all the questions in Section 2:

Do not visit in person. To keep others safe, stay home until:

- Fever: at least 24 hours have passed with no fever, without the use of fever-reducing medications
- Sore throat: improvement (if strep throat: do not return until at least 2 doses of antibiotic have been taken);
- Cough/Shortness of breath: improvement
- Diarrhea, vomiting, abdominal pain: no diarrhea or vomiting for 24 hours
- Severe headache: improvement

If **YES** to any of the questions in Section 1 AND **YES** to any of the questions in Section 2:

Call your healthcare provider right away to get evaluated and tested for COVID-19.

If you don't have one or cannot be seen, go to www.mi.gov/coronavirustest or call 2-1-1 to find a location to have person with symptoms tested for COVID-19.

Section 3: Safety for Family Members who have Health Conditions

Does anyone in your home have a health condition that would make them more likely to get ill if exposed to a person carrying COVID-19, but not knowing it because they have no symptoms? Yes No

* If yes, consider and discuss virtual visit options.

In-person visit safety measures: All adults and children 5 years and older will wear a clean mask.

Children over 2 years, and under 5 years will be encouraged to wear a mask.

Non household members will practice social distancing, keeping 6 feet apart

Family Educator & visit participants will wash hands at the beginning of visit & at the end of the visit.

Ideas to help your child be comfortable wearing a face covering:

-Look in the mirror with the face coverings on and talk about it/Put a cloth face covering on a favorite stuffed animal/Decorate them so they're more personalized and fun/Show your child pictures of other children wearing them/Draw one on their favorite book character/Practice wearing the face covering at home to help your child get used to it. You are the best role model for your child!

Van Buren/Cass District Health Department: (269) 621-3143/www.vbcasshd.org

Center for Disease Control and Prevention: www.cdc.gov 24

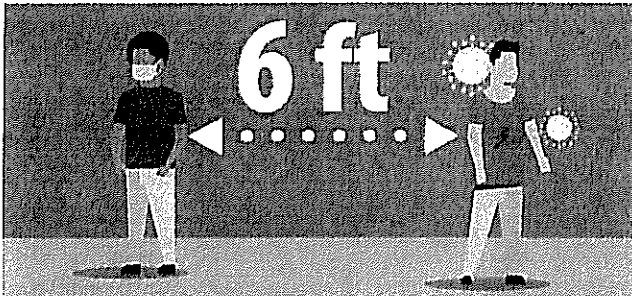
State of Michigan: www.michigan.gov

Healthcare Provider Phone #

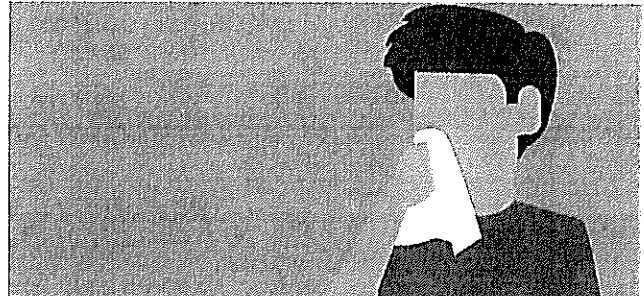
(269) _____ - _____

Stop the Spread of Germs

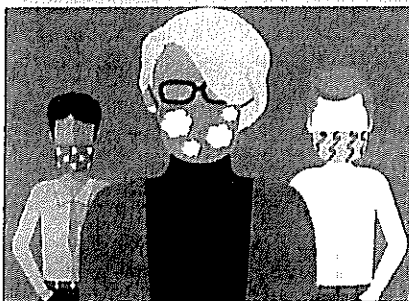
Help prevent the spread of respiratory diseases like COVID-19.



Stay at least 6 feet
(about 2 arms' length)
from other people.



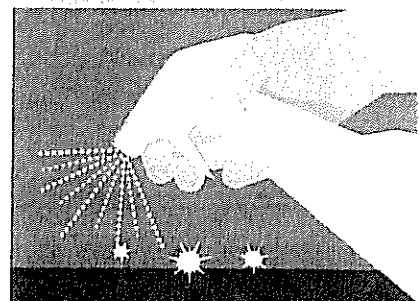
Cover your cough or sneeze with a
tissue, then throw the tissue in the
trash and wash your hands.



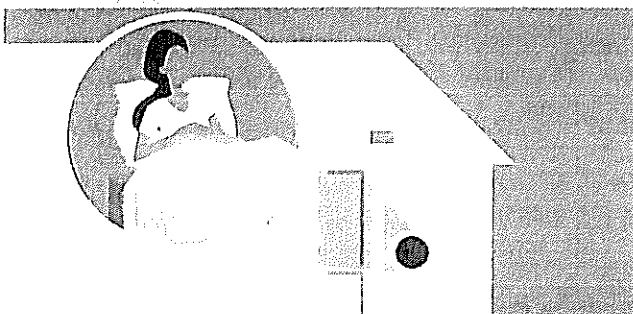
When in public,
wear a mask over your
nose and mouth.



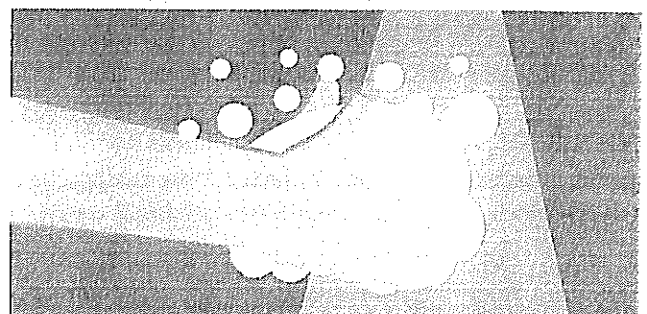
Do not touch your
eyes, nose, and mouth.



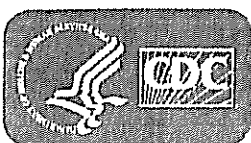
Clean and disinfect
frequently touched
objects and surfaces.



Stay home when you are sick,
except to get medical care.



Wash your hands often with soap
and water for at least 20 seconds.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Welcome to Our Family Links Visit

Greet:



Hello!

Hola!

*If, virtual, connect and get arranged with phone, or video

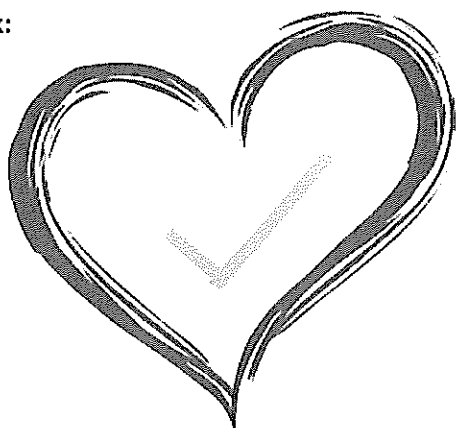
*Reminders: -Take care of family needs

-Follow child to continue the interaction

-Include whoever wants to be involved

-Decide how to work with/decrease distractions- ex-Turn off TV

Care check:



*How is everyone?

*What is new since we last visited/talked?

*What do you want to make sure we discuss today?

Parent-Child Activity:



*Find object around the home for the activity for developmental practice

*Share:

- And describe how your child is trying activity- what are his hands doing? What does his face look like? What do you think he will do next?
- What seems hard for him?
- What seems easy for him?
- How did he respond when you did the activity together?

*How did you respond to him as you played together?

- What things did you say or do to:
 - Help child's play and learning?
 - Hinder child's play and learning?
 - What is easy for you?
 - What would you like to learn/practice?

*What surprised you?

Transition Child to an Activity to play by themselves



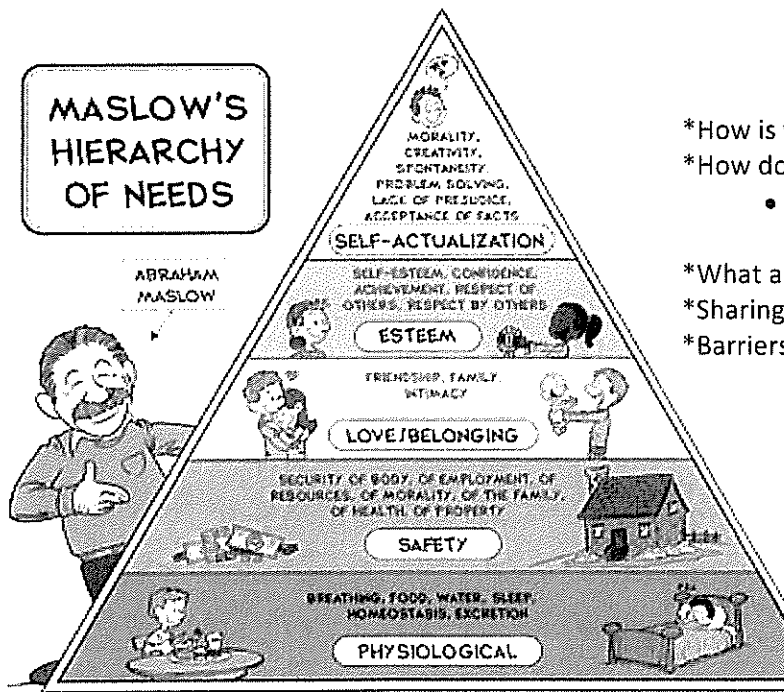
Parent-Educator Time:



***Discussion on Parenting around Child's Development:**

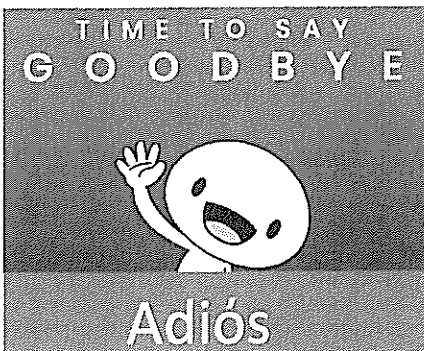
- Sleep
- Attachment
- Discipline
- Health
- Transitions/Routines
- Safety
- Nutrition

Family Well-Being:



- *How is your family doing with getting what you need?
- *How do you think the situation is affecting your child?
 - Have you noticed any changes in your child since this happened?
- *What are you doing to care for yourself?
- *Sharing of services, resources, activities
- *Barriers to getting what you need & problem solving

Good-Byes:



- *Share something that was helpful, relearned
- *How else might you play with this activity to continue the learning?
- *What would you and your child like to practice next visit?
- *Our next visit will be on _____ at _____.
- Date
- Time
- *Our closing signal (song, phrase)

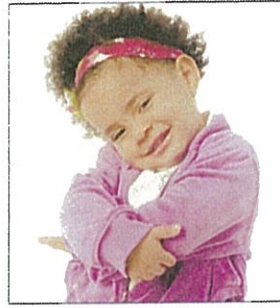
Greetings | Saludos



smile
sonríe



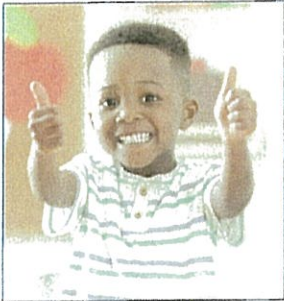
put hands on your heart
pon las manos
sobre tu corazón



give an air hug
da un abrazo de aire



give a superhero salute
da una saludo
de superhéroe



give a thumbs up
da un pulgar hacia arriba



do a happy dance
haz un baile feliz



elbow bump
choca los codos



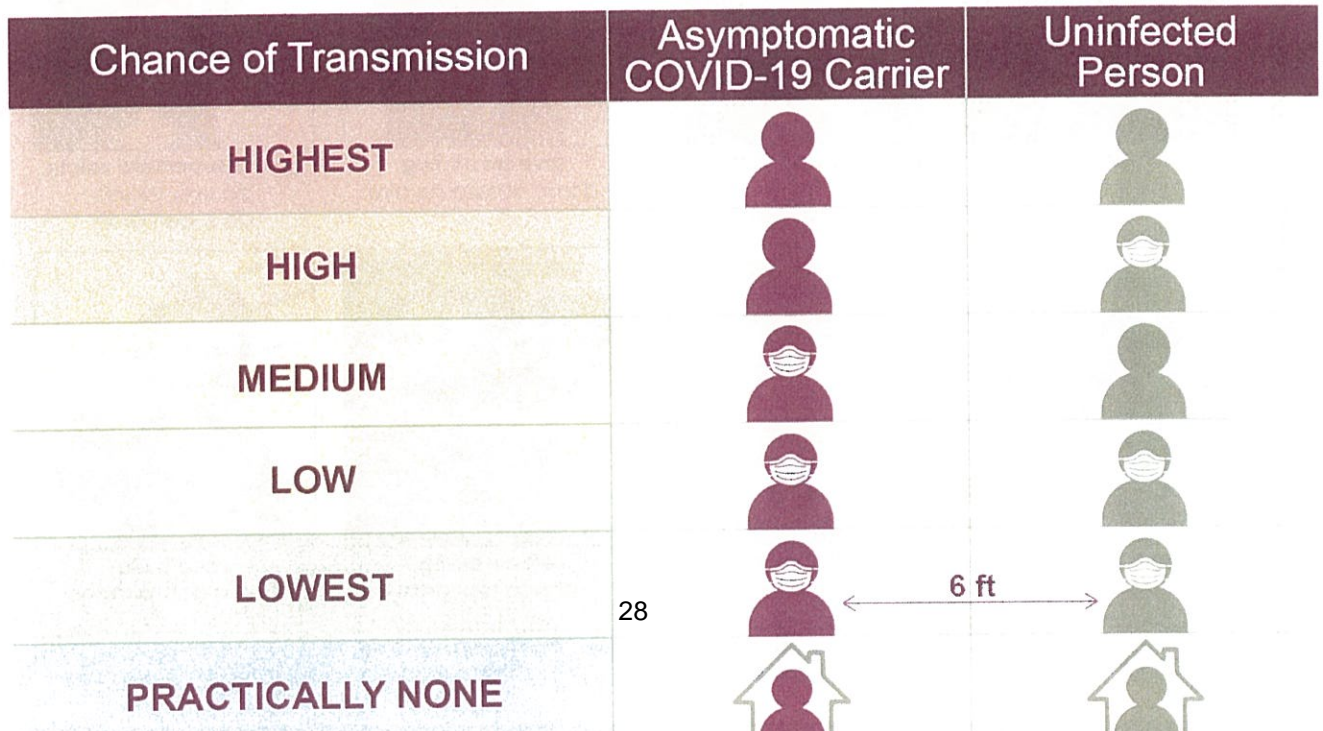
wave hello
saluda con la mano



National Center for Pyramid Model Innovations | ChallengingBehavior.org

https://www.michigan.gov/coronavirus/0,9753,7-406-100997_100998---,00.html

- How a mask works
 - COVID-19 spreads mainly among people who are in close contact.
 - All of us have droplets in coughs and sneezes that can carry COVID-19 to others.
 - Coughs spray droplets at least 6 feet. Sneezes travel as far as 27 feet. Droplets also may spread when we talk or raise our voice.
 - These droplets can land on your face or in your mouth, eyes and nose.
 - When you wear a mask, it keeps more of your droplets with you.
 - A mask also adds an extra layer of protection between you and other people's droplets



WEAR FABRIC FACE COVERINGS WHEN OUTSIDE OF YOUR HOME

DONATE and LOCATE Fabric Face Coverings in Van Buren County

Van Buren United Civic Organization 73292 34 th Ave., Covert (269) 764-6088	Donate and Pick-up 9am – 11am Tuesdays and Thursdays	<ul style="list-style-type: none"> Accepting all homemade mask varieties
Covert Township Hall 73943 Lake St., Covert (269) 764-8986 ext. 7	Donate and Pick-up 9am – 11am Mondays and Wednesdays	<ul style="list-style-type: none"> Accepting all homemade mask varieties
United Christian Services 600 E. Michigan Ave., Annex Suite 1, Paw Paw (269) 415-0767	Donate and Pick-up Monday 9am – 2pm Thursday 9am – 2pm Saturday 12:30pm – 1pm *call if you need a special time	<ul style="list-style-type: none"> Accepting all homemade mask varieties
First Congregational Church, UCC 651 Phoenix Street, South Haven	Donate and Pick-up 10am – 12pm Monday, Wednesday, Friday	<ul style="list-style-type: none"> Accepting all homemade mask varieties
Simpson United Methodist Church 507 Joy St., Bangor	Donate and Pick-up Masks can be dropped off and picked-up on the sign in front of the building	<ul style="list-style-type: none"> Accepting all homemade mask varieties
Michigan/Indiana Sew You Care (local chapter) www.Facebook.com, Search: Michigan /Indiana Sew You Care https://www.facebook.com/groups/1406210259559629	Donate and Request	<ul style="list-style-type: none"> Seeking Volunteer Sewists & Homemade Mask Donations (will accept all patterns) Taking business and individual requests for masks Offer Delivery and pick-up (subject to location & availability)

Organizations & businesses seeking larger quantities of masks can request here: <https://bit.ly/VBMaskRequest>

In accordance with **EXECUTIVE ORDER No. 2020-59**.

- Any individual able to medically tolerate a face covering must wear a covering over his or her nose and mouth—such as a homemade mask, scarf, bandana, or handkerchief—when in any enclosed public space.
- All businesses and operations whose workers perform in-person work must, at a minimum, provide non-medical grade face coverings to their workers.
- Supplies of N95 masks and surgical masks should generally be reserved, for now, for health care professionals, first responders (e.g., police officers, fire fighters, paramedics), and other critical workers who interact with the public.



Van Buren/Cass District
Health Department

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: BARBARA MATTHEWS
RE: FINANCE & OPERATIONS UPDATE

Annual Audit (1, 2, 4, 6, 8, 9, 10, 13, 19)

This year the annual financial audit is being conducted both remotely and on-site. The auditors from our audit firm of Maner Costerian were on-site during the week of September 21, 2020. The audit is going well and we are continuing to correspond with them to finish the report. Our preliminary numbers show that the Special Education and Vocational Education Funds will end the fiscal year by adding to their fund balances which are significantly different than what was projected in our final budgets. The final report will be presented at next month's meeting.

Senate Bill 927 Signed into Law (2, 8, 10, 19)

On September 30, 2020, the Governor signed into law Senate Bill 927 which amends the State School Aid Act. Some of the highlights which affect the ISD are as follows:

Section 18 Spending, Financial Reporting, and Audit Requirements – Extends the due date for filing the school district's annual comprehensive financial data with the Center for Educational Performance and Information (CEPI) and the audited financial statements with the Michigan Department of Education (MDE) to the first business day in December.

Section 3 In School Mental Health and Support Services – The appropriation increases from \$30 million to \$35.6 million. Of that increase, \$2.8 is allocated to ISD's to either expand, hire, or contract staff or experts to provide mental health services directly or increase access to those services. In addition, ISD's will be allowed to spend the funds over a three-year rolling period beginning with the 2018-19 fiscal year.

Section 32p Early Childhood Block Grants – Language was added limiting the amount of carryover to 30% in 2020-21, 20% in 2021-22, and 15% for 2022-23. This should not have an impact on the ISD.

Section 35a – Early Literacy – Expands the pupils being serviced to include Pre-K.

MEMO

DATE: 10/7/2020
TO: BOARD OF EDUCATION
FROM: TOM RICHARDSON, BUSINESS DEVELOPMENT AND PARTNERSHIPS
RE: BUSINESS DEVELOPMENT & PARTNERSHIPS UPDATE

VBISD Awarded Coordinated School Health “Whole Child” Grant (1,2,3,5,8,10,18,20)

On September 21, Jeff and I were notified by the Michigan Primary Care Association that we will again be awarded Michigan Model for Health Coordinated School Health Grant for the FY21 programming year. The \$80,000 grant enables us to promote comprehensive school health education, with an emphasis on Michigan Model for Health, through recruitment, training, consultation and collaboration with regional schools, teachers, and community groups to improve the health of our schools and children they serve. This will be the fourth year we received this grant to promote health education in our region.

Michigan’s School Health Coordinators Participate in Virtual Annual Meeting (1,5,9,10,18,20)

On September 22, 23 and 24, I had the opportunity to attend the Annual “Whole Child” Coordinated School Health Training Conference with 54 other Coordinated School Health Directors, State department leaders and other school health partners and stakeholders from around the State. This year’s meeting was delivered in a virtual format due to the COVID pandemic. The social / emotional and physical health of our students will be the focus of our work in FY21.

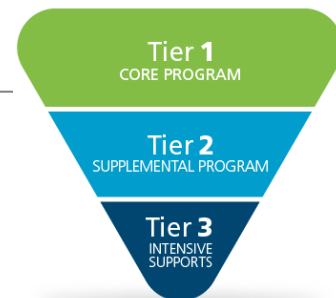
CATCH.org Looks to Partner with Project LEAN in FY21 (1,2,4,5,10,20)

On September 24th, I had the opportunity to virtually meet with Abby Rose, a Program Manager for the CATCH organization out of Chicago, IL, to see how we might be able to collaborate in FY21 to improve the health and welfare of the students in our region.

The CATCH organization has just received a grant from the Michigan Health Endowment Fund to help schools “Restart Smart” during these times of COVID. The goal of the “Restart Smart” program is to help schools carry our health and physical education safely post COVID. The training program will provide specific guidance for K-8 educators, regardless of whether their school is open fully, partially or virtual only this fall. Schools that participate in the program will receive training offerings and a year of free access to CATCH’s new video health and nutrition lessons and resources.

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: CHERYL-MARIE A. MANSON
RE: INSTRUCTIONAL SERVICES UPDATE



Preparedness Planning (Back to School) (*Professional Preparation, Policy Implementer, Leadership, Community Relations*)

Extended Continuity of Learning Plans have been submitted by every district as well as the ISD and have been approved by our team. Districts will post these in their transparency reporting portion of their websites. These extended Continuity of Learning Plans are intended to be a plan and commitment for districts to deliver high quality instruction during this pandemic year.

Teacher Support Groups (*Leadership, Communication Skills, Planner & Organizer, Student Achievement, Resourcefulness, Creativity and Innovativeness*)

During this unprecedented time in our educational history, building our personal resilience is a key factor in maintaining a positive outlook. There are several strategies to build personal resilience, and one of them is connecting with others and finding your ‘people’ or ‘tribe’. To this end, our department has worked to create a support group for every kind of teacher, from kindergarten to High School Geometry and from Band to Health Classes, teachers can find a group for them. In addition to these content area groups, we have regularly scheduled support groups run by our mental health clinicians every other week.

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

Early Literacy in Michigan remains a focus with continued funding of our coaching and consulting work as well as new initiatives on the horizon to support our administrators as well. Our consultants continue to ‘retool’ their coaching with schools who are virtual. All four Early Literacy Coach/Consultants are continuing to:

- Give space and grace when communicating with teachers and principals
- Provide Individual Teachers, Grade Levels and Buildings with Small & Large Groups
- Professional Learning to support individual, schoolwide & district-wide goals.
- Communicate changes and effects of current legislation on the Read By Grade Three Law & work with schools on how to adapt to these (see visuals on the right)

- Support MTSS and Return to School Plans, as well as HIL Work in Cohort A and Cohort B Schools

Evaluating Michigan’s Early Literacy Coaching Initiative (Michigan State University)

(Leadership, Policy Implementer, Student Achievement)

Michigan State University is partnering with VBISD Instructional Services and nine other ISDs to research the impact of the Read by Grade 3 Bill. This study is funded by the U.S. Department of Education’s Institute of Education Sciences and the W.K. Kellogg Foundation. The purpose of this study is to provide information to stakeholders on how coaching is being implemented in Michigan, whether and how coaching impacts teacher’s classroom instruction, and whether changes in classroom instruction (based on coaching) impacts children’s literacy outcomes. Kattie Northrup, Early Literacy Coach, will be working with teachers selected for this study.

Project Aware Grant *(Leadership, Policy Implementer, Student Achievement, Resourcefulness, Creativity and Innovativeness)*

Van Buren Intermediate School District along with three other ISDs across the state of Michigan have been selected to receive a grant to increase mental health awareness in their region. This grant will bolster the work that is beginning in VBISD Instructional Services by adding an additional mental health clinician, adding clerical support as well as funding supervision of the work. VBISD was chosen as a recipient for their current work with 31n funds to provide direct therapy to students in local districts as well as professional learning around trauma, mental health and suicide prevention. This grant is for \$360,000 per year for five years.

Additional Information

[September "Round-Up" Newsletter](#)

[VBISD Instructional Services Site](#) (see data below)

August



[Follow us on Facebook!](#)

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD UPDATES
FROM: TONDA BOOTHBY
RE: ESSA/ESL/TITLE III/MIGRANT EDUCATION

School Year Migrant Program

(1, 4, 10, 11, 16)

Over the past fifteen years, migrant parents in Michigan have been more diligent about enrolling their children in school when school starts. This is particularly true for families with students in secondary schools where high school counselors caution students about being in school at the beginning of the year so they can have greater choice for their classes versus being stuck in classes they don't want when registering weeks after the beginning of school. This is particularly true for students who want to enroll in career-technology or early college classes. With two-thirds of our migrant students coming from Florida where most schools start during the second week of August, we see many families leave Michigan at that time to enroll their children in Florida or send their high school students to Florida at that time. For migrant families staying in Michigan, we are seeing migrant students enroll early rather than waiting until after Labor Day because attendance at out-of-state schools now counts toward attendance at homebase districts.

One way we are able to increase our student counts in the fall is by re-verifying the residency of migrant families. Before doing re-verification of residency, several recruiters go back to our migrant families to solicit answers for questions about registering their children at local districts or to assist in that process.

This year many migrant parents are keeping their children home and having their children learn remotely. While the idea is good, most of our migrant families are like many others who live in rural Van Buren County, the internet is limited or non-existent and computer devices often have to be shared. One difference for many of our migrant students is that they are enrolled in classes from their homebase schools in Florida or Texas instead of enrolling at local districts. This year, if we are helping migrant students with the remote "homebase" classes, we can count them for limited services. That will help us with funding for next year. Approximately one-half of the migrant students recruited last summer have already left for another work location or their homebase district.

English Learners

(1, 4, 10, 11, 16)

For years there has been a struggle to get English learners exited from services. One might think that the biggest hurdle was to score at or above the exiting scores. Exiting criteria have increased over the years, but approximately fifteen percent of the total student population meet that criteria annually. Actually, documenting that a student met the exit criteria has relied upon the local district where the student was enrolled to exit the student as of June 30 and report that

to Michigan Department of Education (MDE) by early September. However, little effort was paid to getting that done for students who left the district where they tested and testing results are often not available when students enroll in a new district. There has also been an issue of submitting exit data as of a date before June 30 and then overwriting the data by indicating the student was an English learner at the end of the school year. This has been complicated and disheartening when telling a student that he or she met the exit criteria yet still has to test during the following year because information was not correctly submitted to MDE.

Finally, MDE has partnered with the Center for Educational Performance and Information (CEPI) to automatically exit students. Now the date for exiting Limited English Proficiency will automatically appear in the student's record even if that child has moved to a new district and it will not be overwritten by the end of school year data.

In addition, the English Learner Advisory Committee arrived at new criteria for exiting students this year. Last year, the criteria was to score at 4.0 overall on the World-class Instructional Design and Assessment (WIDA) test and 4.5 or above on the reading portion of the WIDA test and score at grade level on the local district's reading assessment. While all elementary schools do annual reading assessments with their students, most schools at the secondary level do not. Consequently, some students did not exit because they could not demonstrate that they could read at grade level.

This year the criteria was changed to 4.8 overall on the WIDA test with no designated minimal reading score either on the WIDA nor on any local reading assessment. In addition, students who need to take the special WIDA Alternate Access test designed for cognitively impaired English learners also have a designated exit score. Several were able to meet that exit criteria this year. Part of the ESSA legislation relative to English learners requires that exited students are monitored for academic success and stability for four years rather than two years as No Child Left Behind had required.

During the shut-down this spring and as some students are learning online, our English as a Second Language teachers are spending more time with eligible as well as exited students and their parents who are learning at home in addition to working with EL students in classrooms. Most of the English Learner students in the VBISD Title III Consortium completed testing just before the shut down in March. We were fortunate to have WIDA test results for 563 students. We are obtaining both WIDA and reading assessment scores for new students so that we can use data to plan our instructional services – for both online and in person.

Statewide Identification and Recruitment of Migrants

(1, 4, 10, 11, 16)

We are still recruiting in “pocket” areas of Michigan where migrant programs do not exist. This year we recruited 163 families or out of school youth in our assigned area along the southern and most of the western Michigan counties. Our “sweep” did not yield many new migrant families or out of school youth because many farmers and agricultural sites are using more H2A contracted workers who are older than 22. However, we are working on reaching out more to large dairies to build a network of recruitment and support for their younger H2A workers.

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: HEATHER VISCO
RE: HUMAN RESOURCES UPDATE

Human Resources Update (1,4,5,9, 10, 15):

Now that the school year is underway, Human Resources has been able to spend extra time analyzing internal processes, distribution of duties and, other areas of human resources where we can improve to better serve our staff members and local districts. For example, we are working closely with the payroll team to ensure that there is excellent communication between the departments and efficiency as we are processing files. There have been several new processes that we have tested, revamped, and tested again to create a process that works best for the team. Furthermore, we are working on several workflow processes for different HR functions that will help VBISD departments in streamlining and taking some HR functions off of their plates so they can focus on what's most important, the students.

We are also working with Instructional Services and Technology to better serve our staff when it comes to District Provided Professional Development (DPPD) and tracking. We are working through creative ways to track this for staff members who need to collect the information for their certification renewals. Also, Human Resources is working through developing a system to notify staff members that their certifications are approaching expiration to ease the burden on the staff members.

Lastly, COVID-19 is not going away anytime soon. With the ever-changing landscape of how schools are delivering instruction and positive cases and exposures, we have to ebb and flow with our staff to support them in their needs as it relates to any Families First Corona Virus Act (FFCRA) leaves. Collaborating with the department administrator, Human Resources, and the employee we are ensuring that we can do whatever we can to support them. Providing staff all of the information they need to make the best decisions for their families helps put them at ease and services can still be delivered to students.

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: KATY HOLVERSTOTT & DAVE MANSON
RE: SPECIAL EDUCATION UPDATE

The “New Normal” Leadership, Level of Professional Awareness, Resourcefulness, Decision Maker, Planner & Organizer, Supervisor, Policy Implementer, Crisis Manager, Student Achievement

The start of the new school year brought many changes and challenges. Nearly everything we do at school was impacted. This includes the way the physical space was arranged, the curricular materials, the way we provide service and document services, the way we clean, what we wear, how close we stand next to one another; the list goes on and on.

Thanks to our dedicated staff, the changes resulted in a successful transition back to school, and with few exceptions, students have adjusted with unexpected grace. Below are photos of our students and staff during the last few weeks of school.



RESTORE/Trauma Professional Learning Leadership, Level of Professional Awareness, Professional Standards & Ethics, Planner & Organizer, Faculty & Staff Personnel, Student Achievement

On October 23, 2020, the VBISD Special Education Department will host a training with Dr. Stephanie Grant. This training is a follow up to previous training with updates related to COVID. This presentation will be available to the Special Education Department, including all members of the Transportation Department, Early Childhood/GSRP, and Instructional Services. This training is consistent with our commitment to address social emotional needs of our students as well as our staff as they work to understand behavior and safe ways to handle it.

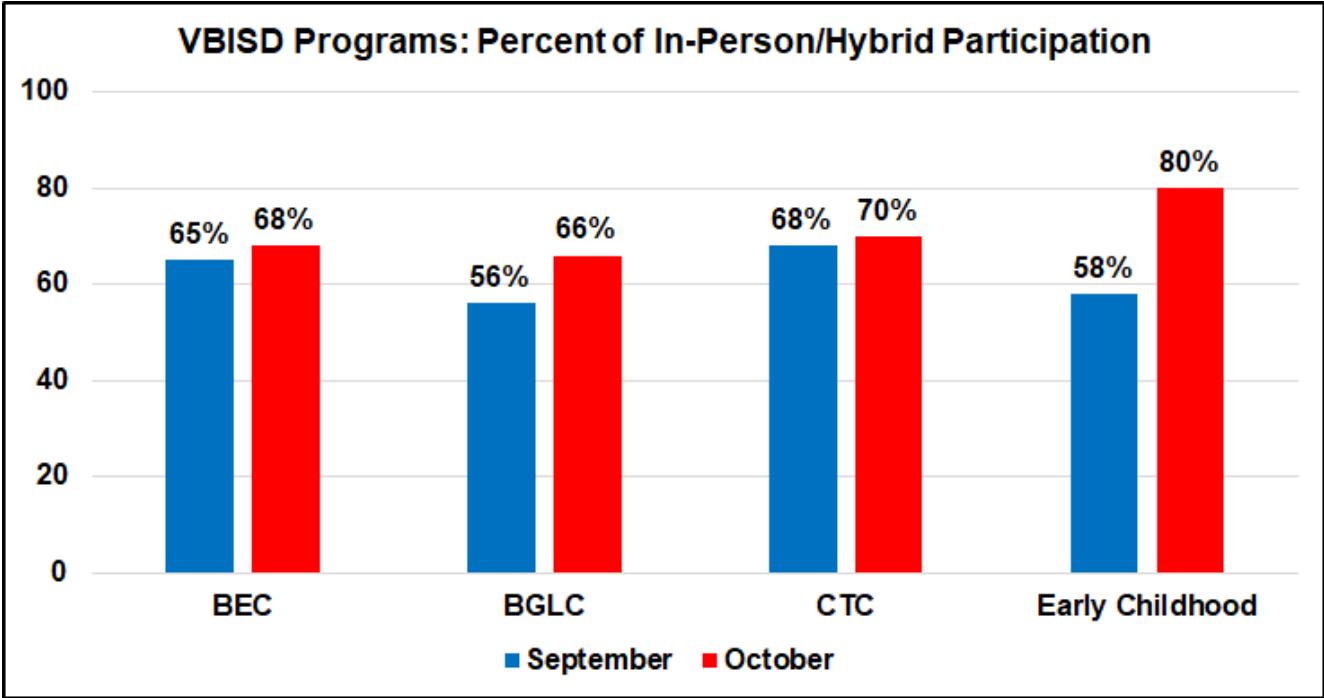
This training is also consistent with our theme for the school year, RESTORE: Recognition, Empathy, Safety, Trauma, Opportunity, Relationships, Engagement. Obvious in the title of the training, trauma is addressed directly. In addition, this opportunity recognizes our unique situation and its impact on all of us. This training also provides specific examples of how providers can build/rebuild relationships and understand how positive relationships make all the difference.



The image shows a promotional poster for a training session. At the top left, there is a logo for 'DEVELOPMENTAL ENHANCEMENT BEHAVIORAL HEALTH' featuring a stylized 'E' with a map of Virginia inside. The main title of the poster is 'AN INTRODUCTION TO CREATING A TRAUMA INFORMED SCHOOL IN A COVID WORLD' in large, bold, white letters on a blue background. Below the title, it says '3 hour on demand training for educators' and 'PRESENTED BY STEPHANIE GRANT, PHD'. To the right of the poster is a portrait of Dr. Stephanie Grant, a woman with brown hair and glasses, wearing a blue cardigan over a striped shirt, smiling. The portrait is set against a yellow background.

Program Participation Update Decision Maker, Planner & Organizer, Supervisor, Evaluator, Policy Implementer, Crisis Manager, Faculty & Staff Personnel, School Plant & Facilities, Student Personnel, Community Relations, Fiscal Management

As mentioned above, our return to school has been successful, and as a result, our participation rates for our in-person/hybrid program are growing. Since August 31, 2020, an average of 71% of our students across all programs are participating in-person/hybrid. This is an increase of 9% in just 5 weeks. Below is a graph depicting participation rates across our programs.



Cultural Understanding Committee (CUC) Leadership, Level of Professional Awareness, Professional Standards & Ethics, Communication Skills, Resourcefulness, Creativity & Innovativeness, Policy Implementer, Faculty & Staff Personnel

At the last school board meeting, we discussed the possibility that VBISD may consider hiring an individual to drive this work throughout our organization and local districts. Upon exploring this topic further, we have decided to obtain assistance from diversity, equity and inclusion specialists to ensure that the organization moves forward in a manner that focuses on students and staff as well to align with our R.I.C.E. principles: Respect, Integrity, Compassion and Excellence.

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: ROBERT SMITH, DIRECTOR
RE: CAREER & TECHNICAL EDUCATION BOARD UPDATE

SAFE SCHOOL START (1,4,8,9,10,11,13,15,16,18)

With an abundance of safety protocols in place, VB Tech welcomed students back to campus for in-person instruction for the first time in nearly 6 months. Students kicked off the 2020-21 school year on Tuesday, September 1st, with half of the student population attending in-person and the other half doing remote learning. The groups flipped on Th/F with the other half attending in-person. Thus far, students and staff have done a great job adhering to safety protocols related to social distancing, face coverings, hygiene, and spacing during meetings and arrival & departure times. To date, we have not had a student or staff member test positive for COVID-19, despite a few potential exposures. It is very evident that students and staff want to be there and are taking extra precautions to ensure that happens. Keep up the great work!

COMMITTEE KICKOFF (1,4,5,10,15)

Participation in committees at VB Tech continues to be promoted as an excellent way for staff to be directly involved in the continuous growth of the building. On Wednesday, September 16th, VB Tech had our annual Committee Kickoff meeting with the staff. There are a variety of committees available for participation:

- **School Improvement**, which will focus on Attendance and Data
- **School Safety** (new this year as required by the state) will be lead by Administrator Tracy Johnson.
- **Equity** (also new this year) will focus on equitable strategies and best practice for students
- **Culture/Climate** (which is different from the ISD Committee) will focus on team building and making relationships through the building.
- **Scholarship** will continue to focus on Fundraising and Granting of VB Tech Cluster Scholarships
- **Grading** with a focus on best practices and trends
- **Marketing** will focus on VB Tech marketing materials such as swag, newsletters, social media, and special projects

After committee sign-ups, members will be asked to schedule their first meeting to establish goals, timelines, and a schedule for the year. First meetings will take place prior to October 2nd.

ANTI-RACISM PANEL DISCUSSION (1,2,3,15)

Throughout the month of August, I participated in a 3-part webinar series titled, ***“Does your school have an anti-racism plan.”*** Each webinar in the series featured a panel of educational experts from both rural and urban school districts around the country. The framework for the discussion was centered around the concept of equity in relation to your building/district culture, practice, and leadership. Overall, it was an outstanding webinar series that provided some excellent information related to various levels of equity and important concepts such as unconscious bias, equity vs. equality vs. justice, and the anti-racism bubble. In addition, several practical strategies were shared on how to impact positive change via a school/district anti-racism task force/committee, student-led discussions, data analysis, and staff training.

SUITE360 INTERVENTION: RESTORATIVE PRACTICES SOFTWARE (1,9,11,13,14)



We have purchased *Suite360 Intervention*. It is a software to assist with addressing student behaviors in a restorative way versus punitive. Suspensions and expulsions can reward inappropriate conduct and negatively impact student learning. Suite360: Intervention turns discipline into a learning opportunity by providing students with lessons based on their infraction.

Each lesson is tailored to the individual student and provides them with the opportunity to learn the impact of their actions and help decide how to make things right with the victim and any others affected. *“Students who participate in the Restorative Practices process are more*

likely to gain positive attitudes toward authority and to the concepts of fairness and justice (National Center Brief, 2009, p. 5-6).”

CATAPULT EMS CRISIS AND EMERGENCY MANAGEMENT SOFTWARE (1,9,11,13,14)

Catapult EMS is an all-encompassing software that houses our VB Tech emergency communication plan which stays centralized, and up-to-date at all times for our teachers, district-level emergency team, and our county first responders. *Catapult EMS* is cloud-based and uses real-time student accounting, reunification, staff location check-ins, threat report management.

In addition, our Emergency Management System has an anonymous bully and threat reporting system that offers an anonymous way for students, teachers, and parents to report any situations through our website. Once submitted, our Site Safety Team is notified via text and email so that they can address and respond to the anonymous report in a timely and responsive manner.

‘BRONSON POSITIVITY’ INCLUDES MIDDLE COLLEGE STUDENT



Check out this recent article about one of our Middle College students from Decatur and her awesome Middle College Community Service project:

[Click here for the BRONSON POSITIVITY article](#)

CALENDAR EVENTS

October 26 - 30

Senior Application Week

III. ACTION ITEMS

A. Approval of 32p32 p4 MI Safe Start Plan (Roll Call Vote)

52

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: JEFF MILLS
RE: APPROVAL OF 32P/32P(4) MI SAFE START PLAN

BACKGROUND

Executive Order (E.O.) 2020-142 requires that an ISD's safe start plan, submitted to the State, include guidance for services provided by the 32p and 32p(4) grants. Specific information on the requirements was sent to us by MDE at the end of August.

Our VBISD document is complete and needs the approval of the VBISD Board of Education (See attachment). After approval, it will be uploaded via the defined process and become part of the VBISD's plan.

RECOMMENDATION

RESOLVED that the Board of Education approves the MI Safe Start for 32p and 32p(4) services.

MI Safe Start

2020-2021 Van Buren Intermediate School District ~ 32p & 32p(4) Funded Services



This document covers services provided through the Great Start Collaborative, Great Start Parent Coalition, and Family Links/Parents as Teacher Home Visiting. Funding for these services comes from the 32p and 32p(4) MDE grants. Additional funding for the home visiting services is provided by VBISD general funds.

Guiding Principles

- We will put safety of young children, families, and providers first.
- We will be equitable
- We will be flexible in how we respond
- We will continue to learn
- We will think outside the box to problem solve
- We will look for opportunities that allow us to serve in new and stronger ways
- We will be connectors and change agents

Written Resources for Guidance

- *MI Safe Schools: Michigan's 2020 Return to School Roadmap*
 - MDE Office of Great Start *Home-based Early Childhood Services*
 - MDE Office of Great Start *Keeping Everyone Safe During a Home Visit*
 - VBISD Family Links In-person Safe Home Visiting Packet for Families
-

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Phases 1-3

- All services will be remote only.
 - Services will be provided with integrity to the grant and/or model fidelity to the extent feasible.
 - VBISD guidelines for employee workplace assignment will be adhered to.
 - Local health department and CDC guidance will serve as the primary sources for information shared with employees, partners, and families being served.
-

Phase 4

Safety Protocols

Personal Protective Equipment

Face Coverings: these guidelines apply to staff, parents serving in contracted and/or leadership work and families in attendance at any face to face gathering. These apply to all adults and children ages 5 and up. Children 3-4 are encouraged to wear a face covering. Children age 2 and under should never wear a face covering.

- Face coverings must meet the CDC and local health department's defined standard. They may be single use or reusable.
- Workplace: employees will follow VBISD requirement for wearing of a face covering in all common areas and when in designated office space if unable to maintain 6' of social distancing.
- Non-Office Place: a face covering must be worn when in common areas of any building or when meeting face-to face with a person or persons.
- Outdoor Activities: a face covering will be worn unless a distance of 6' or greater can be maintained at all times.
- Face coverings may be removed for food consumption, but attendees must be spaced 6' or greater unless they are members of the same family unit.
- Home Visits
 - A clean face covering is to be worn for each home visit.
 - If a family member (age 5 or up) is unable or unwilling to wear a face covering, the home visit should be completed virtually.
 - Staff may wear a face covering with a clear window to facilitate communication if needed.
 - Families will be given information on this practice prior to meeting face to face.

Other PPE:

- Staff will follow product safety guidance for gloves and/or face shields when cleaning supplies and spaces. Products will be provided by the VBISD.

Hygiene

General

- Hand sanitizer will meet CDC guidelines.
- Hand washing or use of hand sanitizer will occur after coughing, sneezing, blowing nose into a tissue.
- Hand sanitizer will be provided to staff upon request.
- Information on the importance of hand washing will be shared with staff.

Location Specific

- Work Place: staff will practice good hand washing hygiene throughout the day. Additionally, hand sanitizer will be readily available for use throughout the day.
- Non-Office Place: staff will carry hand sanitizer for use when soap and water is not available.
- Outdoor Activities: all attendees will be asked to wash with soap and water or use hand sanitizer as they arrive at the gathering, and again prior to any food consumption.
- Home Visits
 - Upon arrival of visit, Family Educator and participating family members will wash hands or utilize hand sanitizer.
 - Families will be provided information on this expectation prior to meeting face to face.
 - Family Educator should sanitize or wash hands frequently during the visit if they perform tasks where they are touching items that people have touched or have direct contact with a child or family member.
 - Once Family Educator leaves, sanitize or wash hands.

Spacing, Movement, Access

General

- Social distancing of 6' or greater will be maintained at all times.
- If a location (indoor or outdoor) does not allow for 6' or more of social distancing, an alternative location will be determined or services provided using a remote format.
- Prior to planning any face to face activity, the organizer will determine if the goals of the activity might be equally achieved via a remote format.
- State and or school guidance will be followed for the number of persons at any in-person gathering.

Location Specific

- Office Work Place
 - Arrange desks to allow 6' or more distance.
 - Add physical dividers if necessary.
- Non-Office Work Places
 - Sit or stand 6' or more from others.
 - If space is too busy wait for others to pass.
 - If necessary request to meet in a larger space.
 - If an activity is being planned, organizer must ensure space is arranged prior to arrival of attendees.
- Outdoor Activities
 - the organizer must arrive early enough to arrange space to allow for 6' or more of social distancing. Exception: family units may be organized in groups.
- Home Visits
 - If family's home does not allow for social distancing of 6' or more, the visit should be conducted remotely, at an alternative location (ex. community park), or outdoors.
 - The family should be asked to should ask families to limit the number of people participating in the visit.
 - Family Educator should strive to limit the number of rooms they visit inside the home when possible.
 - Family educators should consider bringing large bucket or other item to sit on and allow for maximum spacing during visit.

- Discuss ways to avoid contact ahead of time with families before the visit; explore how to handle hellos and goodbyes with each family (new rituals can strengthen relationships while keeping everyone safe).
- Hybrid visits of part in person and remainder remotely may be used to limit interactions.

Screening of Staff & Attendees

Staff

- Prior to beginning work each day, staff must complete the employee health screening form.
- If staff do not pass the employee health screening, they will not begin work and will contact their supervisor.
- Staff will maintain accurate records to help with contact tracing in the event of exposure to COVID-19. Records should include date and time of activity or home visit, and the names and contact information for attendees.

Activity Attendees

- When promoting any in-person activity, a written health checklist will be provided in the promotion process.
- Upon arrival at any in-person activity (indoor or outdoor), attendees will complete a health questionnaire as required by the venue. If no venue required form is available, the VBISD questionnaire will be used.
- Responses by attendees will be reviewed by the designated staff person. Persons not passing the screenings will not be able to stay. Information in the form will be kept confidential.

Home Visit Attendees

- Families will be asked to complete a health check for all visit attendees, prior to the arrival of the Family educator. Information on this process will be provided in writing.
- If any member of the family does not pass the health check, the visit will be conducted either remotely or rescheduled.
- Family educator will check in with the family prior to arrival to verify process has been completed and all attendees passed.
- If the family educator arrives for a visit and someone is sick, they will immediately leave. If there is a concern of a Covid-19 exposure incident, they will notify their supervisor immediately.

If staff become ill at work:

- Staff to contact supervisor who will support needs to safely go home. If the staff person is exhibiting severe symptoms (difficulty breathing, experiencing chest pain, becomes unconscious, etc.) or is otherwise unstable, an ambulance may be called.
- If applicable, administration will contact educator's school office personnel to determine cleaning and reporting protocol.
- Staff will work with their supervisor and/or human resources to ensure that proper protocol for absences are followed.

Testing Protocols

Staff

- Staff not passing the required daily health screening may want to consider a Covid-19 test.
- Staff needing support in finding a testing site, will be given the most current information from the health department and/or directed to available state sponsored resources to locate testing options.

Home Visiting Families & Families Served through the GSPC

- Families needing support in finding a testing site, will be given the most current information from the health department and/or directed to available state sponsored resources to locate testing options.
- Information on the most current information from the health department and state sponsored resources to locate testing options will be shared via social media and electronic communications.

Response to Positive Cases

Staff

- Staff will self-report to supervisor if they have a positive test for COVID-19, or have been contacted by the health department and identified as a close contact case with a need to self-quarantine.
- Administration will follow the current VBISD process for notifying ISD safety officer, human resources and/or local health department.
- Administration will notify staff's work site administration if applicable. Plans will be made for deep cleaning and/or staff notifications if applicable.
- Administration will carry out the notification to any potentially compromised co-workers and/or activity attendees. Applicable federal and state laws and regulations relating to privacy and confidentiality will be followed during this process.
- Staff testing positive for COVID-19 will work with the local health department for contact tracing, monitoring, and return to work time lines.
- Staff will follow current protocol regarding the return to work, use of available leave options, and possible at-home work options during quarantine. This process will be supported by their supervisor and/or human resources staff.

Home Visiting Families & Families Served through the GSPC

- Staff will support families through the process by providing resource information as appropriate.
- Staff will make every attempt to communicate best practices and health department approved guidance during conversations.
- Staff will not return to in-person home visits until the family member(s) has met the threshold for safe interactions.
- Administration will carry out the notification to any potentially compromised activity attendees. Applicable federal and state laws and regulations relating to privacy and confidentiality will be followed during this process.

Food Service, Gathering and Extracurricular Activities

- If food is served at any activity, it will be commercially prepared in individual containers.
- All in-person gatherings will require approval of the administration and will meet current state guidelines for group size.
- Organizers of any activities should give careful consideration when planning in-person activities. If the goal(s) of the activity can be met with remote services, the activity should not be in-person.

Athletics: Non-applicable

Cleaning

Office Work Place

- Staff will use only products provided by their employer or work site.
- Staff will follow all safety protocol for disinfecting including; guidance from the CDC, work place custodial staff, and/or product use labels. This includes specified PPE.
- Staff requiring additional cleaning or PPE supplies should request these via their supervisor.
- High touch surfaces (ex. light switches, computer, phone) should be disinfected every 4 hours if being used.
- Those with shared work place space should create an agreed upon protocol and schedule for disinfecting.

Non-Office Work Places

- If staff is using a space for any activity, they must:
 - Ensure it has been disinfected prior to any attendees arriving.
 - Follow required process of the space to disinfect following the activity.
- Staff using vehicles should disinfect steering wheels, other high touched services between locations.

Indoor and Outdoor Activities

- Staff will use approved disinfectant to clean surfaces as appropriate, that will be used for the activity. This will be done prior to the attendees arriving.
- Staff should consider disposable table coverings for outdoor tables that cannot be readily disinfected.
- Any equipment, including toys, must be provided in a quantity that allows single use by participants. These materials must be disinfected prior to using and following the activity. Staff must plan any activities so that each child to has their own set of materials.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- Ensure safe and correct use and storage of cleaning and disinfectant products, including storing products securely away from children. This may mean removing them from the room prior to the activity beginning.

Home Visits

- Items brought into the home must be disinfected prior to and then again following the home visit. This process should not be done in the homes, but rather at the staff's workplace.
- Staff should give priority in planning activities to those which either use the families own materials or can be implemented using single use materials brought into the home.
- Staff using vehicles should disinfect steering wheels, other high touched services between locations.
- Staff should wash their day's work clothing, prior wearing again. Avoid taking difficult to wash items (ex. heavy jackets) into the home.

Busing and Student Transportation: Non applicable

Medically Vulnerable Staff and Families

Staff

- Staff with work safety concerns due to Covid-19 and their personal situations will notify their supervisor of their situation. If requested by the staff person, the supervisor will work with them to complete the current VBISD process for determining possible accommodations to determine options available to support the staff.

- Requests and outcomes of accommodation considerations will follow applicable federal and state laws and regulations relating to privacy and confidentiality.

Home Visiting Attendees

- Family educators will inquire with families about health concerns of those in the home and agree upon a safe plan for visiting. In these situations, an approved remote option for completing the home visits may be the best options.

Mental & Social-Emotional Health

Staff

- Supervisors will provide multiple methods (e.g., meetings, surveys, one on one chats, open office hours) and opportunities for staff to report social-emotional concerns.
- Staff will have access to VBISD provided mental health supports.
- Staff will be notified of and encouraged to participate in VBISD Wellness Activities.
- Upon request, supervisors will support staff in finding health related resources.
- Supervisors will observe staff for verbal and non-verbal indicators of the need for additional support.

Great Start Parent Coalition (GSPC) Families

- Resources to support mental, social-emotional, and physical health will be shared via social-media and electronic communications.
- Resources which are designed for young children, to teach them about Covid-19 related topics (i.e. why people wear masks) will be shared with families.
- Resources shared will be a balance of support to target children, adults, and family units.
- Resources shared will be research and best practice based and come from reliable sources only.
- Opportunities for parent education (ex. online webinar) will shared. When appropriate, aligned with grant goals and approved by administration, 32p grant funds may be used to support certain activities.

Home Visiting Families

- Resources to support mental, social-emotional, and physical health will be shared via electronic or print formats.
- Resources which are designed for young children, to teach them about Covid-19 related topics (i.e. why people wear masks) will be shared with families.
- Family educators will do a purposeful “well-being” check with families during their visit. If the family indicates a need for follow-up resources, the educator will support the request with information, contact numbers, and/or support with referral processes.
- Family educators will use results from screenings (ex. Mid-America Assessment or ASQ-SE2) to support conversations, goal setting, and resource referrals for families around mental health needs.
- Family educators will encourage all families to be part of the GSPC, so that they may receive additional resources via that process (see above).

Instruction: Governance

- Great Start Collaborative (32P) and Great Start Parent Coalition Services
 - All grant requirements for structure, budgeting, activities, and services will be implemented.

- When meetings are held in a virtual format, the planner will pick a platform and meeting design which allows for participants to engage in discussion and give input into the agenda topics.
- Parent engagement and participation will be supported. Leadership will work with Great Start Parent Representatives to ensure they have the capacity to continue participation with virtual formats.
- Home Visiting Services
 - Parents as Teachers advisory meetings will be held twice during the program year.
 - When these meetings are held in a virtual format, the planner will pick a platform and meeting design which allows for participants to engage in discussion and give input into the agenda topics.
 - The program will continue participation in all grant required activities, including Continuous Program Quality Improvement and Community of Practices activities.

Instruction: Education for Families & Children

Great Start Parent Coalition (GSPC) Families

- Great Start Parent Coalition services will continue.
- The Great Start Parent Liaison, with input from key parent leaders, will make a quarterly schedule for services. This will be shared with the GSC.
- Services will include meetings, activities, and education opportunities. The primary method for delivery will be virtually.
- Special attention will be paid to incorporate learning on Covid-19 topics when appropriate.
- GSPC leadership will look for opportunities to partner with community groups (i.e. local libraries) for the provision of activities and education opportunities.
- Financial support for parents will continue per current GSC Parent Support Guidelines.

Home Visiting Families

- Families educators will use the Parents as Teachers curriculum with fidelity when providing personal visits, regardless of mode.
- Meeting model fidelity in home visiting frequency will be expected regardless of format.
- Family educators will be aware of each family’s capacity for remote learning options. If needed, they can support a family in learning to use electronic platforms (i.e. Google Meet). A one size, fits all option will not be used.
- If in-person home visiting is being offered, the family will decide which option meets their needs.
- If the family educator has reservations regarding in-person visits with certain families, due to spacing or health concerns, they will first discuss this with the supervisor prior to offering the options to the family.
- Families will receive a packet to support safe in-person home visits, prior to the program resuming in-person option.
- Family Educators will partner with parents to individualize visits for each family.
- Focus remains that parent is the teacher with parent-child interaction at the forefront.

Instruction: Communications and Family Supports

Great Start Parent Coalition (GSPC) Families

- Communications with families will continue through regular outlets: social media, electronic communications, follow-up phone calls.
- The parent liaison will intentionally include information on Covid-19 and related resources when sharing information. This may be education focused or specific to local services (i.e. testing sites).

- Virtual meeting formats will be designed to encourage and allow for group discussion and individual input.
- Options for GSPC involvement will be shared on a regular basis.

Home Visiting Families

- Staff will ensure that they have current contact and address information on record for all enrolled families.
- Staff will encourage enrolled families to sign up for GSPC communications.
- Every enrolled family will have one or more home visits per month. If unable to complete a visit, the family educator will make every attempt to contact the family to verify their status and provide resources if needed.
- Families will be connected to the Family Links Facebook page if interested.

Instruction: Staff Professional Learning

- All staff will complete Global Compliance Network module on COVID-19 safety.
- Information updates from the Van Buren/Cass District Health Department will be shared with all staff.
- Supervisors will provide training and resources regarding various virtual platforms as needed.
- Virtual training options for providing remote services and/or unique family needs during the pandemic will be shared with staff. Supervisors will clarify if the training is required or optional.
- All staff will meet the required annual training hours for their role.

Operations: Facilities: Non-applicable

Operations: Technology

- Staff will be supported in having the technology tools needed to fully implement services within the virtual format.
- If staff are assigned to work from home (i.e. temporary building closure), they will need to ensure they have internet service or may need to travel to a location (i.e. community hot spot or ISD) where their device has internet access.
- Staff will notify their supervisor if they are having access or process difficulties with technology.
- Staff will use the VBISD process for accessing tech support.

Operations: Transportation: Non-applicable

Phase 5

- Continued adherence to all state, local health department, and VBISD requirements regarding services and safety.
- Systematic review of Phase 4 guidance in the plan, to remove or adjust any items no longer applicable.

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: JEFFREY C. MILLS, SUPERINTENDENT
RE: APPROVAL OF POLICIES – SECOND READING

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

Policy 2266 *Title IX Sexual Harassment Policy - **NEW***



Book	Policy Manual
Section	Policies for Board
Title	Title IX Sexual Harassment Policy
Code	po2266
Status	First reading
Last Reviewed	September 2, 2020

2266 - TITLE IX SEXUAL HARASSMENT POLICY

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 corresponding implementing regulations.

This Policy addresses only allegations of sexual harassment under Title IX. Allegations of all other forms of sex discrimination 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 harassment (e.g., race, age, disability) that cannot be reasonably separated into two distinct complaints should be investigated under this Policy, and the Grievance Process described in this Policy will satisfy any investigation requirements in other anti-harassment or nondiscrimination policies. Nothing in this paragraph limits the District's right to determine at any time during the Grievance Process that an allegation not involving Title IX sexual harassment should be addressed under other District Policies.

The Board directs the Superintendent or designee to designate persons to serve as Title IX Coordinator, Investigator, Decision-Maker, and Appeals Officer. If a Formal Complaint is made under this Policy against the Superintendent, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with the Title IX Coordinator to ensure that all other requirements of this Policy are met. If a Formal Complaint is made against the Board President, the Board Vice President will designate who will serve as the Investigator, Decision-Maker, and Appeals Officer.

The Investigator, Decision-Maker, and Appeals Officer 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.

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

A. Definitions

For purposes of this Policy, 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, dating violence, domestic violence, or stalking, as defined by the Violence Against Women Act, 34 USC § 12291 et. seq., and the uniform crime reporting system of the Federal Bureau of Investigation, 20 USC 1092(f)(6)(A)(v).

i. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

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 a felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, a person with whom the Complainant shares a child, a 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 handle appeals of 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, or Decision-Maker 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, or Appeals Officer on a specific matter.
- 8. "Education Program or Activity" means any location, event, or circumstance over which the District exhibits 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. 10. "Grievance Process" is the process by which the District handles Formal Complaints.
- 11. 11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint or report. The Investigator cannot be the same person as the Decision-Maker or Appeals Officer on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.
- 12. 12. "Report" means an account of Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
- 13. 13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
- 14. 14. "Supportive Measures" are non-disciplinary, non-punitive, individualized services 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. 5. "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 a specific matter. A person not serving as a Title IX Coordinator in a particular investigation is not disqualified

from serving in another role in that investigation. The Title IX Coordinator may also serve as the Investigator on a particular investigation unless the Title IX Coordinator signed the Formal Complaint.

16. 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

The District designates the following person(s) as the Title IX Coordinator(s):

Dave Manson, Assistant Superintendent
Van Buren Intermediate School District - Special Services Building
490 S Paw Paw Street, Lawrence, Michigan 49064
(269) 539-5149
dmanson@vbid.org

Barb Matthews, Director of Finance and Operations
Van Buren Intermediate School District - Conference Center
490 S Paw Paw Street, Lawrence, Michigan 49064
(269) 539-5201
bmatthews@vbid.org

D. Reporting Title IX Sexual Harassment:

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

A person may also anonymously report an incident of sexual harassment or retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below.

A person who has been the subject of sexual harassment or retaliation may report that behavior to the Title IX Coordinator or any District employee. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

A person may make a report at any time, including non-business hours. Reports may be filed 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.

E. General Response to Sexual Harassment

1. Actual Knowledge without Formal Complaint Being Filed

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.

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.

If the Complainant does not file a Formal Complaint or if another person informs the Title IX Coordinator of an allegation of sexual harassment, the Title IX Coordinator must evaluate the information and determine whether to sign and submit a Formal Complaint. If the Title IX Coordinator determines not to

sign and submit a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. 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 the Title IX Sexual Harassment Formal Complaint Form.

3. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process. This may include offering supportive measures as described in Subsection E(5) of this Policy.

4. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports, as well as any incidents of sexual harassment that the Title IX Coordinator personally observes.

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

5. Supportive Measures

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 documentation of certain bases or measures does not limit the District in the future from providing additional explanations or taking or describing additional supportive measures.

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 to all parties 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 supportive measures.

6. 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.

a. Administrative Leave (Employee)

The District may place an employee Respondent on 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.

7. Law Enforcement

In appropriate circumstances, the Title IX Coordinator will notify law enforcement or Child Protective Services.

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 follow the procedures described in Subsection F(1) of this Policy to notify the parties, in writing, of the delay.

The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that the law enforcement agency has completed its evidence gathering process. This delay should not exceed 10 days.

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. The District will endeavor to complete the Grievance Process within 45-60 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, 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 at the conclusion of the Grievance Process, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point during the process, the Title IX Coordinator, Investigator, or Decision-Maker may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include the absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or an 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 applicable policies, 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 determinations of responsibility within 10 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 60 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 the disciplinary process, a citation to that portion of the Code of Conduct. If the Code of Conduct does not address false statements by students, the notice is not required to include any reference.

If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Investigation

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

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 such 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, in any meeting or Grievance Process proceeding. If a party chooses an advisor who is not a District employee, it will be at that party's own cost. The Superintendent or designee 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 N 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.

4. 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.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, or Appeals Officer.

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:

- b. Identification of the sexual harassment allegations;
- c. 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.

- d. Factual findings that support the determination;
- e. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- f. A statement of, and rationale for, the result as to each allegation, including:
 - vi. A determination of responsibility;
 - vii. Any disciplinary action taken against the Respondent (consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - viii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- g. Appeal rights

See Section G of this Policy for appeal rights and procedures.

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.

G. 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:

1. A procedural irregularity that affected the outcome.
2. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
3. 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.

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

Upon receipt of an appeal, the Appeals Officer 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. Appeals based on procedural irregularity, conflict of interest, or bias must be decided within 10 days. Appeals based on new evidence must be decided within 30 days.

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

H. 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. 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.

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 or Investigator 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:

1. Allegations;
2. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
3. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and
4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

I. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if proven, 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 or Investigator 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 or Investigator 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 Section G 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.

J. 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.

K. Remedies

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;
8. Imposing discipline consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts.

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

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

2. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
3. Additional staff training;
4. A climate survey; or
5. Letters to students, staff, and parents/guardians reminding them 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 the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

AX. False Statements

Any person who knowingly makes a materially false statement in bad faith in 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.

ALL. 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.

N. 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 the District's anti-discrimination and anti-harassment policies.

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 the applicable policies, codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

- Training

All District employees and Board members 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) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including 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, 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 will also be posted on the District's website.

P. Record Keeping

Records related to reports of alleged Title IX sexual harassment will be maintained by the District 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.

Q. 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
1350 Euclid Avenue, Suite 325 Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@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:

Date revised:



MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: BARBARA MATTHEWS
DIRECTOR OF FINANCE AND OPERATIONS
RE: **APPROVAL OF SUBSTITUTE CUSTODIAL PAY RATES**

In the last couple of years, we have had a shortage of individuals interested in substituting for our custodial staff. In reviewing the factors needed to attract candidates, we noted that the last time we had an increase in the substitute pay rate for our custodians was 2015-16. The current hourly rate of pay has been frozen at \$11.34 per hour since then. We are proposing to increase the substitute pay rate to stay competitive in the marketplace and attract new hires.

We are also looking for extra custodial help due to the COVID-19 additional sanitizing and cleaning requirements. We would like to offer this opportunity to other employees on staff to work a few additional hours per week as substitutes during this period of COVID-19 and offer an hourly wage that is competitive with their current hourly rates and compensates them for working fewer hours per day than a regular substitute. The following resolution contains the recommended new hourly rates with their respective start dates.

RESOLVED, the Board of Education approves to increase the substitute pay rates as follows: Substitute Custodians - \$12.00 per hour effective October 12, 2020, and Substitute Custodian During COVID-19 for an existing full-time employee - \$13.25 per hour effective September 1, 2020.

MEMO

DATE: OCTOBER 7, 2020
TO: BOARD OF EDUCATION
FROM: DAVE MANSON & KATY HOLVERSTOTT
RE: APPROVAL OF SPECIAL EDUCATION TEACHER POSITION

BACKGROUND:

The number of students with complex behavioral needs at the Bert Goens Learning Center (BGLC) continues to grow. Many times, these students require significant staff to student ratios for extended periods of time to keep both students and staff safe. As a result, the Special Education Department is recommending the approval of an additional classroom teacher to assist with providing an appropriate and safe education for all.

RESOLVED:

The VBISD Board of Education approves the posting of a special education teacher position for the Bert Goens Learning Center.

MEMO

DATE: OCTOBER 7, 2020

TO: BOARD OF EDUCATION

FROM: JEFF MILLS, SUPERINTENDENT

RE: APPROVAL OF POSTING FOR MENTAL HEALTH CLINICIAN POSITION

BACKGROUND

As part of the Project AWARE grant from the United States Department of Education we have determined the need for a Mental Health Clinician to serve as a resource to local district leadership teams with the goal of helping students to achieve socioemotional and academic progress by providing individualized support to students, staff and families in the areas of behavioral and mental health in relationship to education. This position will also have the ability to bill Medicaid to ensure sustainability.

If approved, this position would fall under the general fund area of the budget and is under the professional staff contract.

Therefore, I recommend the board approve the following resolution:

RESOLVED that the VBISD Board of Education approves the posting of the Mental Health Clinician position.

Attachment

VAN BUREN INTERMEDIATE SCHOOL DISTRICT

TITLE: MENTAL HEALTH CLINICIAN (187 Days)
VBIEA

REPORTS TO: Behavior and Trauma Coordinator

JOB GOAL(S): The job goal of the Mental Health Clinician is to serve as a resource to local district leadership teams with the goal of helping students to achieve socioemotional and academic progress by providing individualized support to students, staff and families in the areas of behavioral and mental health in relationship to education.

MINIMUM QUALIFICATIONS:

Education: Masters of Social Work, Masters in Counseling and/or related field

Certification: Licensed by the State of Michigan in their relative field as a full or limited license (LLMSW, LMSW, LPC, LLPC)

Work Experience: Minimum of three years' experience providing clinical services in a school setting or mental health agency

Skills:

- ◆Exceptional communication and interpersonal skills
- ◆Experience coordinating mental health services
- ◆Experience conducting assessments and planning interventions
- ◆Experience in direct counseling of individual and groups of youth
- ◆Knowledge of and ability to collaborate with outside agencies
- ◆Ability to work well with other school staff to achieve maximum benefits for students
- ◆Knowledge of and experience with Adverse Childhood Experiences (ACEs) and/or other screenings in K-12 educational settings.
- ◆Knowledge of and experience with Multi-Tiered Systems of Support as it relates to behavior
- ◆Knowledge of childhood development

ESSENTIAL JOB FUNCTIONS:

1. Participate as a member of the building MTSS support team to assist all students in making socioemotional and academic progress.
2. Collaborate with school staff and community partners to organize and systematically deliver appropriate mental health consultations, services and referrals.
3. Provide assessments, evaluations, service planning and required documentation in a timely manner.
4. Provide individual or group counseling to identified students in areas such as coping skills, self-esteem, self-regulation, interpersonal relationships, etc.

5. Work with classroom teachers and other professionals on the development of class-wide interventions, individual interventions, functional behavioral assessments and behavior intervention plans.
6. Meet regularly with school-based teams to discuss student strengths.
7. Maintain a paper file and electronic records, documenting all interactions.
8. Consult with School Social Worker, School Counselor, Content Specialist and teachers.
9. Keep up to date with the current best practices, research and trends regarding trauma and behavior.
10. Accept feedback in a professional manner.
11. Demonstrate ethical handling of confidential student and parent information.
12. Demonstrate reliable attendance and punctuality.
13. Adhere to Van Buren ISD policies and procedures.
14. Complete assigned responsibilities within agreed upon or established time lines.
15. Perform other duties assigned by the supervisor.

Terms of Employment: As per master agreement and provisions established by the Van Buren ISD Board of Education.

This job posting and our online application can be found on the Van Buren ISD's web site at www.vbisd.org under "employment." If you do not have access to a computer with the internet, you may use a computer at VBISD by calling 269-539-5206.

Position is open until filled. **In-house staff must fill out the online internal application.** Applications are viewed daily for open positions and **should be submitted as soon as possible to:**

Van Buren Intermediate School District
Human Resources Department
(via our online application process)

It is the policy of the Van Buren Intermediate School District that no discriminatory practices based on race, color, religion, national origin, sex (including sexual orientation or transgender identity), disability, age, height, weight, marital or family status, military status, ancestry, genetic information or any other legally protected category (collectively, "Protected Classes"), be allowed in its programs and activities, including employment opportunities. Inquiries regarding the non-discrimination policies should be directed to Barbara Matthews, Director of Finance & Operations or Dave Manson, Assistant Superintendent, 490 S. Paw Paw Street, Lawrence, MI 49064, 269-674-8091.

IV. OTHER BUSINESS

A. Adjournment

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda."

It is the policy of the Van Buren Intermediate School District that no discriminatory practices based on race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information or any other status covered by federal, state, or local law be allowed during any program, activity, service, or in employment. Inquiries regarding the non-discrimination policies should be directed to Barbara Matthews, Director of Finance & Operations or Dave Manson, Director of Special Education, 490 S. Paw Paw Street, Lawrence, MI 49064, 269-674-8091.