

Meeting
Wednesday, March 11, 2026 4:00 PM Eastern

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

I. REGULAR MEETING

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

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

I.B.1. Minutes

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

Makay moved to approve the February 4, 2026, draft agenda as presented. Supported by Faul. Roll call vote. Makay – yes, Faul – yes, Engle – yes, and Weiss – yes. Motion carried.

Faul moved to approve the Consent Agenda (**January 7, 2026, Minutes, Composite and Summaries**). Supported by Makay. Roll call vote: Faul – yes, Engle – yes, Weiss – yes, and Makay – yes. Motion carried.

Makay moved to approve the Board and Superintendent Travel for January. Supported by Engle. Roll call vote. Weiss – yes, Makay – yes, Faul – yes, and Engle – yes. Motion carried.

Pre-Approval

Name	Date(s)	Location	Estimated Cost
Dave Manson	March 5 & 6, 2026	MAISA Spring General Membership Meeting 133 Evergreen Ave, East Lansing, MI 48823	\$400.00

Board Members’ Updates: Mr. Engle shared praise for the VBISD onboarding process and new hire experience. He has enjoyed meeting staff members and has been able to tour all VBISD campus’.

Superintendent Updates: Superintendent Manson gave an update on the following:

Professional Learning: *VBISD staff participated in a virtual professional learning day on January 19 in recognition of Dr. Martin Luther King Jr. Day. The session included superintendent updates and program highlights covering fiscal updates, the Michigan Education Guarantee, construction projects, wellness initiatives, marketing updates, emergency management, strategic planning, and recognition programs. Departments also held afternoon sessions focused on program-specific learning. Overall feedback indicated the day was well received and relevant to staff work. District leadership also attended the Michigan Association of Superintendents and Administrators Midwinter Conference in Kalamazoo from January 21 to January 23. Sessions focused on leadership development, innovation in education, negotiations, funding, artificial intelligence, and strengthening district leadership capacity.*

District Improvement and Strategic Planning: *Staff participated in a districtwide survey connected to the strategic planning process using a “Why–What–How” framework to evaluate purpose alignment, strategic direction, values in practice, collaboration across departments, and continuous improvement efforts. A total of 373 responses were received. The results will be combined with feedback from community members and students to help determine future strategic priorities. A summary of findings will be presented to the Board for feedback at the March meeting.*

Contract Negotiations: *Preparations are beginning for negotiations of both union contracts this spring, starting with the support staff contract. Planning includes internal preparation, data review, and coordination among stakeholders to support productive discussions.*

Early Childhood Funding: *Despite the removal of Section 32p Early Childhood Block Grant funding in the 2025–2026 state budget, VBISD is working to maintain early childhood services and continue employing staff who support these programs, including Great Start Collaborative initiatives.*

Presentation: Career and Technical Student Organizations:

Career and Technical Student Organizations (CTSOs) are required components of state approved CTE programs and provide students with opportunities to develop leadership, communication, and managerial skills through hands on experiences connected to classroom learning. Organizations highlighted include BPA, DECA, FCCLA, FFA, MITES, and SkillsUSA, each supporting different career pathways such as business, marketing, agriculture, technology, and skilled trades. Through participation in these organizations, students gain leadership experience, career preparation, and opportunities to engage in events, competitions, and projects that build skills for future careers. The presentation also includes staff and student reflections on activities completed during the year, upcoming events, and the leadership skills students have developed through their CTSO experiences.

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

Career and Technical Education: *Agriculture and Natural Resources students visited Almena Pines to learn about Christmas tree production and created the holiday tree displayed in the VB Tech lobby using decorations made by Welding and Polymer Technologies students. Marketing, Sales and Business students participated in the Junior Achievement Titan Business Challenge at Western Michigan University, where they simulated running a company and heard a keynote address on leadership, perseverance, and community. Engineering Design students Mason Weenink and Zachary Danes earned first place at the Western Michigan University Innovation Expo for their project “Mix It Up,” a prototype designed to prevent spills when pouring ingredients into mixers. Van Buren Tech also hosted tenth grade visits and an open house to help prospective students explore CTE programs and learn about opportunities such as Middle College. In addition, Sports Medicine students visited the University of Notre Dame and Saint Mary’s College to tour facilities, participate in hands on learning activities, and explore future college and career opportunities in the field.*

Technology: *The Technology Services report highlights continued countywide collaboration, professional development, and shared services support. Monthly County Tech Director meetings remain well attended and now include workshop-based discussions focused on common challenges, including cybersecurity best practices to strengthen district cyber readiness. The Technology Services team also participated in the Michigan Association for Educational Data Systems Fall Conference, where staff engaged in learning related to educational technology, cybersecurity, artificial intelligence, and systems administration, while also strengthening statewide partnerships. Additionally, the Technology Director provided updates at the December Board Work Session, showcasing the department’s work and shared services model that supports VBISD and local districts.*

Instructional Services: *The Grow Your Own program continues to strengthen the local educator pipeline, currently supporting 306 candidates with 92 graduates and additional candidates on track to complete the program this year as the grant approaches its conclusion. Project SHINE has expanded hands on learning opportunities through hydroponic systems, nutrition activities, and community partnerships while preparing to implement the updated SNAP Ed curriculum and support early childhood programming. Literacy and math coaching teams are actively working with districts to strengthen instruction through professional*

learning, curriculum implementation, learning labs, and preparation for compliance with Michigan's dyslexia legislation (PA 146). Adult Education programs are expanding resources, launching a new curriculum, and supporting multilingual learners through GED preparation, college transitions, and success coaching. The Mental Health Clinician team continues to provide critical services to students across the county, supporting hundreds of referrals while also strengthening youth leadership initiatives and planning future mental health awareness efforts. Additionally, the Van Buren Youth Initiative continues to expand out of school programming through community partnerships, serving over 1,600 student participants while securing new grant funding to sustain and grow opportunities for students throughout the county.

Human Resources: Brittany Millan Torres was recognized for completing her Master's degree in Workforce Education, Development, and Leadership from Western Michigan University through the Grow Your Own program, where she also completed an internship at Van Buren Tech to further develop her instructional and leadership skills. The department is also preparing for the Michigan Unemployment Insurance Agency's transition to the new MiUI tax and benefits system, which will replace MiWAM and is expected to take effect on February 23, 2026, with internal preparations underway to ensure a smooth implementation. Additionally, the business office team took time in December to strengthen staff engagement through a team lunch and white elephant gift exchange.

Multilingual Education: The Southwestern Michigan Migrant Resource Council hosted its 25th Annual Christmas Basket Event at the VBISD Conference Center, serving 275 migrant and seasonal farmworker families with food, hygiene supplies, health services, and holiday activities through strong community partnerships. The program also developed Limited Services Resource Bags for migratory learners from preschool through high school, providing bilingual books, learning materials, and standards aligned reading and math activities to support learning at home. Outreach efforts included presenting to Van Buren Tech Careers in Education students about multilingual and migrant programming and strategies for engaging multilingual families. Additionally, Section 41 State Aid funding continues to support districts serving multilingual learners with emerging English proficiency by providing supplemental instruction, professional learning, and instructional materials. Collaborative work is also underway to develop a countywide protocol for identifying suspected disabilities in multilingual learners, while ongoing coaching and professional learning support districts in strengthening instruction and assessment practices aligned with WIDA standards.

Weiss made the motion to approve the following resolution:

RESOLVED, the Van Buren Intermediate School District Board of Education approves casting a vote for Elizabeth O'Dell as the Region 6 MASB Board of Directors 2026 Representative.

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

Makay made the motion to approve the following resolution:

RESOLVED, the VBISD Board of Education approves the posting of two full-time ESL positions for the 25-26 school year, funded by consortium districts.

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

Faul made the motion to approve the following resolution:

RESOLVED, the VBISD Board of Education approves the addition of a part-time, potentially full-time Mental Health Clinicians.

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

Makay made the motion to approve the following resolution:

RESOLVED, the VBISD Board of Education approves the purchase of four (4) 2027 school buses for special education from Hoekstra Transportation at a total cost of \$673,245.00.

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

Faul made the motion to approve the following resolution:

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

<u>New Employee</u>	<u>Salary</u>	<u>Start Date</u>
Erik Hurson, IT Support Specialist	\$38,500.00	01/12/2026
Logan Wagner, Adaptive PE Teacher	\$47,948.00	01/12/2026
Dorothy Stakley, Business Management Instructor	\$82,838.00	01/22/2026
Layla Kingston, School Social Worker	\$86,885.00	01/26/2026
Deborah Kelly, Mental Health Clinician	\$68,841.00	02/04/2026

Supported by Engle. Voice vote. Motion carried.

Makay made the motion to approve the following resolution:

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

<u>Name</u>	<u>Resignation/Retirement Date</u>
Elizabeth Hicks, Regional Supervisor	Resignation - 01/23/2026

Supported by Faul. Voice vote. Motion carried.

Faul made the motion to adjourn the meeting. Supported by Makay. Voice vote. Meeting adjourned at 5:05 PM.

Respectfully submitted,



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

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

VAN BUREN INTERMEDIATE SCHOOL DISTRICT
FEBRUARY 2026

VOUCHERS

Imprest Fund	2,585,781.28
Payroll Fund	4,544,434.07
Purchasing Cards	70,844.82
EduStaff ACH	20,416.86

PAYROLL SUMMARY

General	1,210,244.98
Special Education	2,612,875.01
Vocational Education	721,314.08
Student Activity Fund	-
Total	4,544,434.07

IMPREST VOUCHER SUMMARY

FUND	CHECKS	TRAVEL	PURCHASING	TRFS/SALES	TOTAL
General	364,922.00	8,752.60	27,194.92	(37,622.06)	363,247.46
Special Education	1,299,197.75	18,364.62	23,424.09	22,233.40	1,363,219.86
Vocational Education	921,661.53	2,220.34	20,225.81	15,388.66	959,496.34
Student Activity Fund	-	-	-	-	-
Total	2,585,781.28	29,337.56	70,844.82	0.00	2,685,963.66

VAN BUREN INTERMEDIATE SCHOOL DISTRICT
FEBRUARY 2026

BUDGET TO EXPENDITURE COMPARISON 25-26

FUND	BUDGET	ACTUAL & ENCUMBERED EXPENSES	UNENCUMBERED BALANCE	YEAR TO DATE VARIANCE
General	26,720,148	14,991,903	11,728,245	1,708,189
Special Education	49,024,500	24,033,055	24,991,445	6,607,258
Career Tech Education	18,211,942	10,001,349	8,210,593	1,381,115

CASH FLOW SUMMARY

	ENDING BALANCE 01/01/2026	CASH RECEIPTS	CASH DISBURSEMENTS	ENDING BALANCE 01/31/2026
General	4,352,247	1,274,406	2,036,107	3,590,546
Special Education	10,078,294	5,571,214	7,826,391	7,823,118
Career Tech Education	3,493,775	1,906,415	3,477,394	1,922,796
Student Activity Fund	33,112	-	39	33,073
Total	17,957,428	8,752,036	13,339,931	13,369,533

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



Board of Education & Superintendent Travel

Pre-Approval

Name	Date(s)	Location	Estimated Cost			
			Conference:	Hotel:	Flights:	Sum:
Mary Ann Midduagh	4/9/26 - 4/12/26	NSBA Annual Conference San Antonio, TX	\$715	\$840	\$1,200	\$2,755
Karen Makay			\$715	\$840	\$1,200	\$2,755
John Weiss			\$715	\$840	\$1,200	\$2,755
John Faul			\$715	\$840	\$1,200	\$2,755
Dave Manson			\$715	\$840	\$1,200	\$2,755
Roger Engle	4/9/26 - 4/13/26		\$715	\$840	\$900	\$2,455

Approved, Not Yet Attended

Name	Date(s)	Location	Estimated Cost

Post Approval

Name	Date(s)	Location	Actual Cost
Dave Manson	March 5 & 6, 2026	MAISA Spring General Membership Meeting 133 Evergreen Ave, East Lansing, MI 48823	\$325.00



Upcoming Events and Key Dates Winter 2025 - 2026

<i>Date</i>	<i>Time</i>	<i>Event</i>	<i>Location</i>	<i>Board Attendance</i>
3/11	4p	VBISD School Board Meeting <i>*New Board photo at 3:30p*</i>	Conference Center	Requested ▾
3/10-3/12	All Day	VB Tech 8th Grade Visits	VB Tech	Informational Only ▾
3/14	1p - 3p	March into Spring	Conference Center	Voluntary ▾
3/16	10a - 2p	Van Buren County Project Connect	Conference Center	Informational Only ▾
3/17	12:30p-1:30p	Kingspin Drumline Presentation 12:30p-1p Elem/MS 1p-1:30p HS/ Transition	BGLC	Voluntary ▾
4/16	5p-6p	VB Tech Advisory Committee Appreciation Dinner	VB Tech	Voluntary ▾
5/4-5/6	All Day	VB Tech Ag Awareness Days	Fairgrounds	Voluntary ▾
5/5	All Day	VB Tech STEM Showcase	VB Tech	Voluntary ▾
5/12	All Day	VB Tech Mock Disaster	VB Tech	Voluntary ▾
5/14	3:30p-5:00p	Retirement Celebration	Conference Center	Voluntary ▾
5/20	12:30p	BGLC Graduation	Conference Center	Requested ▾
5/27	2:30p- 5:30p	CTE 50 Year Reunion Celebration	VB Tech	Voluntary ▾
5/8- 5/12	All Day	VB Tech Career Camp	VB Tech	Voluntary ▾

I.E. Public Comments

II. INFORMATIONAL ITEMS

II.A. Board Updates

II.B. Superintendent Update

MEMO



DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: DAVID D. MANSON
RE: SUPERINTENDENT UPDATE

****Building Improvements - Culinary, Welding, Bright Futures:** (Community Relations, Staff Relations, Business & Finance, Instructional Leadership)

As of February 9, 2026, occupancy was granted to move into the new culinary space at VB Tech. This new space features individual student prep and cooking stations, a camera-based teaching station, in addition to other new equipment in a space specifically designed to encourage state of the art cooking techniques. Staff and students alike are very grateful for the ability to benefit from such a wonderful new space.

As the culinary space begins wrapping up, the remodel of our welding lab is getting closer to a reality. The revamped space will update the equipment layout to improve sightlines for student monitoring, add an air compressor, relocate the demonstration table away from the grinder area, and upgrade booths with adjustable ADA stations and power for larger industrial machines.

Finally, plans for the Bright Futures remodel and addition to the Special Services Center are starting to take shape. Three different models were presented via Zoom on February 5, 2026, by representatives from Tower Pinkster to all staff members housed at the Special Services Center. Immediately following the presentation, staff members were offered the opportunity to submit feedback to be considered in the final decision.

The three models presented include the following:

- Option 1: “Designated”

This option reflects a more traditional workspace model, similar to how many staff work today. It features primarily enclosed, designated offices or workspaces, supporting privacy, confidentiality, and focused individual work. Shared spaces are included, but individual work occurs mainly in assigned spaces.

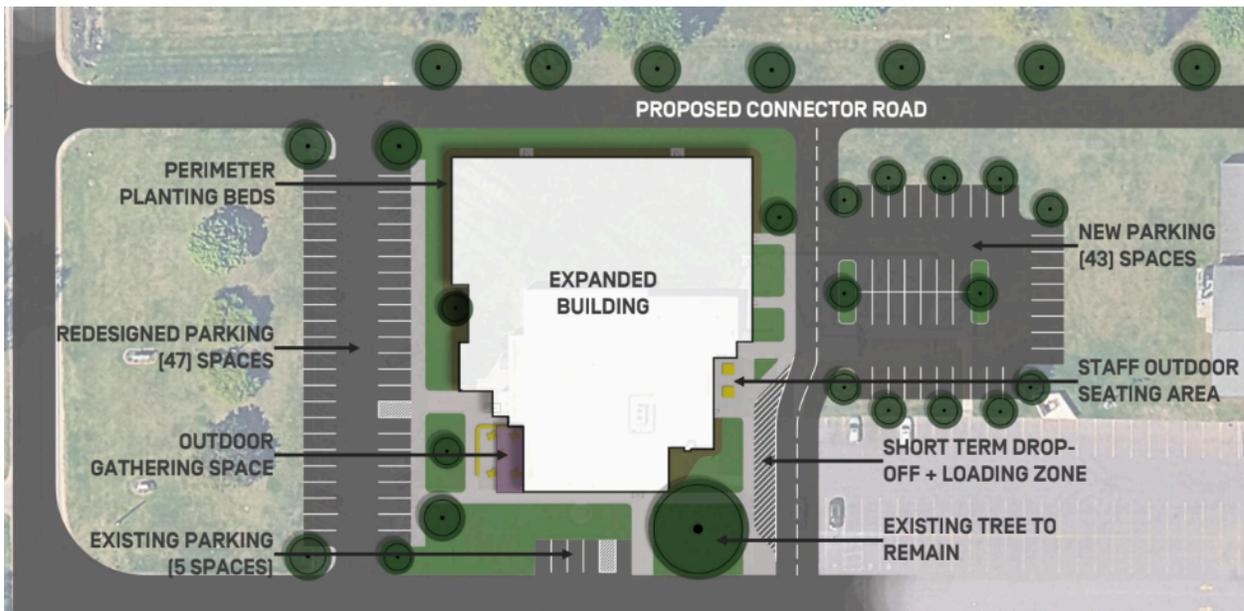
- Option 2: “Designated Neighborhoods”

This option provides a designated workspace for each staff member, organized into open neighborhoods by team or function. The design introduces more shared and collaborative spaces while still maintaining individual ownership of space. It is intended to balance privacy with connection, flexibility, and collaboration.

- Option 3: “Hybrid Neighborhood”

This option includes a reduced number of individual workspaces (approximately 30% fewer than current staffing) and uses a free-address model, where staff use shared workstations when they are in the building. The design emphasizes reservable private rooms, team areas, and collaborative spaces, with flexibility intended to support staff who spend much of their time in classrooms, homes, or the community.

The image below is a draft drawing of the site layout, including a new connector road and additional parking in the front and back of the expanded building.



District Improvement: Strategic Planning Update: (Governance & Board Relations, Community Relations, Staff Relations)

On February 19, 2026, supervisors from all programs and services were invited to participate in the strategic planning process by engaging in activities focused on the strengths and areas for growth as identified by VBISD staff as surveyed during the Professional Learning Day on January 19, 2026. In March, a similar

presentation will be provided to staff members representing programs and services across the VBISD. Following this meeting, comparable sessions will be held to gather input from students, parents, and community members. Results from these interactive work sessions, including survey data, will be summarized and shared in the spring and used to finalize the strategic plan.

Cell Phone Ban: (Community Relations, Staff Relations, Instructional Leadership)

Recently, Michigan lawmakers have moved to significantly restrict the use of smartphones and other wireless communications devices in K-12 public and charter schools during instructional time. This bipartisan package of legislation requires school districts to adopt formal policies to limit or ban student use of cell phones during classroom instruction and other instructional periods with implementation set for the 2026–27 school year.

Under the new law, students will still be permitted to bring basic phones to school and can use devices outside of instructional time (such as between classes or at lunch), but smartphone use during lessons is prohibited. The statewide standard sets a baseline requirement (districts may adopt stricter rules if they choose) and includes exceptions for medically necessary devices, district-owned instructional technology, and emergency situations.

****Executive Budget: (Governance & Board Relations, Community Relations, Staff Relations, Business & Finance, Instructional Leadership)**

The Governor’s Executive Budget Proposal begins the annual state budget process and outlines a potential shift to a weighted funding formula for schools. The plan would increase the foundation allowance by \$250 to \$10,300 (2.5%) and move funding for at-risk and English learner students into a new system where dollars follow individual student needs. While the proposal sets this framework, significant discussion and changes are expected before a final budget is approved.

Here is a list of the budgetary highlights:

- \$525.4 million for Michigan’s 28 community colleges, including \$476.1 million ongoing and \$49.2 million, one-time dollars, all funded through the state school aid fund.
- The budget proposal for Michigan’s 15 public universities includes an additional \$396 million appropriation from the School Aid fund, a 46% increase over current year funding

- This proposal would result in the roughly half of the budget for public universities coming from the General Fund, and half from School Aid, just over \$1.2 billion each
- While university and community college operations funding is flat (including ongoing and one-time appropriations), \$283 million of the \$396 million increase/transfer would replace General Fund appropriations for scholarships
- Consensus Pupil Estimates will continue to decline in FY 2027 (-0.7%) and FY 2028 (-0.8%)
- Seeks to continue a weighted funding model, with a notable proposal to combine the per-pupil allowance with at-risk funding going forward into a new formula
- Increases per-pupil foundation allowance by \$250 per-pupil (+2.5%) to \$10,300, at a cost of \$325 million
- Proposed reduction of 20% in the cyber school foundation allowance
- \$128 million for increases to line-items representing continued efforts to transition to a weighted foundation allowance (+6%) - the dollar amount increases are as follows:
 - \$78.8 million for at-risk
 - \$38.1 million for preschool
 - \$3.8 million for ELL
 - \$3 million for CTE (Sections 61a and 61b)
 - \$783,000 for rural and isolated districts
 - \$1.45 million for Early On
 - \$2.1 million for ISD operational funding
- Special Education supports which include:
 - \$13 million increase (2.5%) full foundation allowance payment in addition to required cost reimbursements for special education students.
 - This includes a total of \$535 million in foundation allowance payments and \$1.1 billion to reimburse districts for special education costs and additional \$495.1 million for payments to intermediate school districts.
 - \$89.2 million to revise the current Section 56 special education equalization formula, with a proposed \$15 million increase
 - Total state and federal funding for special education is nearly \$2.9 billion
 - Intent language for the fiscal year ending in 2028 to implement a weighted special education funding formula
- Student Literacy
 - \$100 million for high-impact tutoring over two years
 - \$100 million for grants to provide top-tier literacy curriculum
 - \$50 million to continue LETRS training

- \$52.5 million to support 420 coaches (an increase of \$10.5 million)
- \$6 million to continue literacy essentials programs
- \$3 million for Michigan Learning Channel
- Student Health and Wellness
 - \$200 million for the continuation of free breakfast and lunch for all students
 - \$300 million for a continuation of discretionary per-pupil funding for mental health and student safety
 - \$85 million (one-time) for out-of-school time, in addition to \$50 million ongoing
 - \$33 million to support teen health centers
 - \$11.7 million for hearing, vision, and dental screenings
 - \$107.9 million for behavioral health providers and other mental health services
- Other Academic Supports
 - \$12 million to create and implement a comprehensive PK - 5 system that supports mathematics education
 - \$40.5 million (+7.6 million) for adult education
 - \$9.8 million for Michigan Virtual
 - \$8 million for MiSTEM Network
 - \$6.1 million for partnership districts
 - \$5.6 million for First Robotics
 - \$1.2 million for AP, IB, and CLEP exams for low income students
 - \$5 million for federal tribal consultation requirements
- Assessments and Accountability
 - \$52.5 million for required student assessments
 - \$44.5 million for state data collection and reporting costs.
 - \$19.7 million for CEPI
 - \$11.5 million for benchmark assessments
 - \$1 million for Michigan Education Research Institute
- MPERS retirement contributions
 - \$1.5 billion for state contributions above the statutory cap on unfunded liability costs for local districts of 15.21% of payroll in 147c, an \$82.1 million reduction compared to last year
 - There was a slight reduction in the 147a(2) normal cost reimbursement as well
 - We will dig into these numbers in greater detail going forward. MPERS cuts certainly were a challenge in last year's budget, so we will be keeping a close eye on all of these categoricals as we see what the House and Senate propose this year

- Other categoricals of note
 - \$125 million for enrollment stabilization/declining enrollment
 - \$125 million for student transportation
- Other Student Support Services
 - \$1.6 million for MTSS Technical Assistance Center
 - \$4 million for school transportation safety programs
 - \$1.4 million for juvenile justice educational programs
 - \$7.7 million for wards of the court
 - \$1.6 million for strict discipline academies
 - Dropout recovery is shifted to foundation allowance for that purpose

MEMO



DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: KATY HOLVERSTOTT, TERRY LECHENET & DAVE JOHNSON
RE: TRANSPORTATION FUEL STORAGE & DELIVERY PROPOSAL

Background

The VBISD Transportation Program consumes approximately 60,000 gallons of fuel annually, including both diesel and unleaded gasoline. Our current local supplier in Lawrence, Crystal Flash, has indicated that it does not intend to upgrade or maintain its existing equipment and plans to permanently cease operations once its tanks fail. Based on the current condition of the equipment, operations are expected to continue only through June 2026.

While securing another fuel provider is an option, the most practical alternatives at this time are the Marathon station in Decatur or the Speedway station in Mattawan. Either option would require additional travel for refueling, resulting in increased staff time, higher fuel consumption, and reduced operational efficiency.

To ensure reliable and convenient local access to fuel, it is recommended that VBISD install three on-site fuel tanks: one 1,000-gallon tank for unleaded gasoline and two 1,000-gallon tanks for diesel fuel. The proposed location is on the east side of the transportation building, adjacent to the bus parking lot, to allow for safe and efficient access.

Safety & Security

Access to the tank area would continue to be controlled through existing security measures, including a secured gate, site lighting, and surveillance cameras. To ensure full coverage of the expanded footprint, additional electrical service, lighting, and camera equipment may be installed as needed.

Access to the fuel tanks themselves would be restricted through individualized security codes and monitored using an online fuel management system. The tanks would be double-walled, puncture-resistant, and designed to withstand Michigan weather conditions. An emergency power shut-off system would also be installed to allow for immediate disconnection in the event of an emergency..

Community Benefit

To support regional fuel demand and strengthen community partnerships, the VBISD could consider offering fuel access to nearby schools and community organizations, including Lawrence Public Schools and the Van Buren/Cass District Health Department, for their fleet operations.

Purchasing Options

There are two primary options for adding fuel tanks to the VBISD. The first involves purchasing the tanks outright and entering into a separate fuel supply contract. While this approach offers greater control over the equipment and flexibility to change fuel providers as needed, the liabilities and responsibilities associated with ownership have been determined to outweigh these advantages.

Therefore, it is recommended that the VBISD pursue a fuel supply agreement in which the tanks are installed and leased by the provider, contingent upon fuel purchase. This approach reduces ownership liability and risk while ensuring operational reliability.

Costs

Below is a breakdown of estimated costs with a brief description.

Monthly Lease:	\$695 per month, \$1,000 freight and delivery
Fleet Spartan System:	\$155 per month, \$250 installation
Cloud and Administration:	\$55 per month
Fuel Filler Area:	\$250,000 After some time to gather more information, I think I would go with \$275,000. I think that would give us a cushion and not need to request more if I'm off some

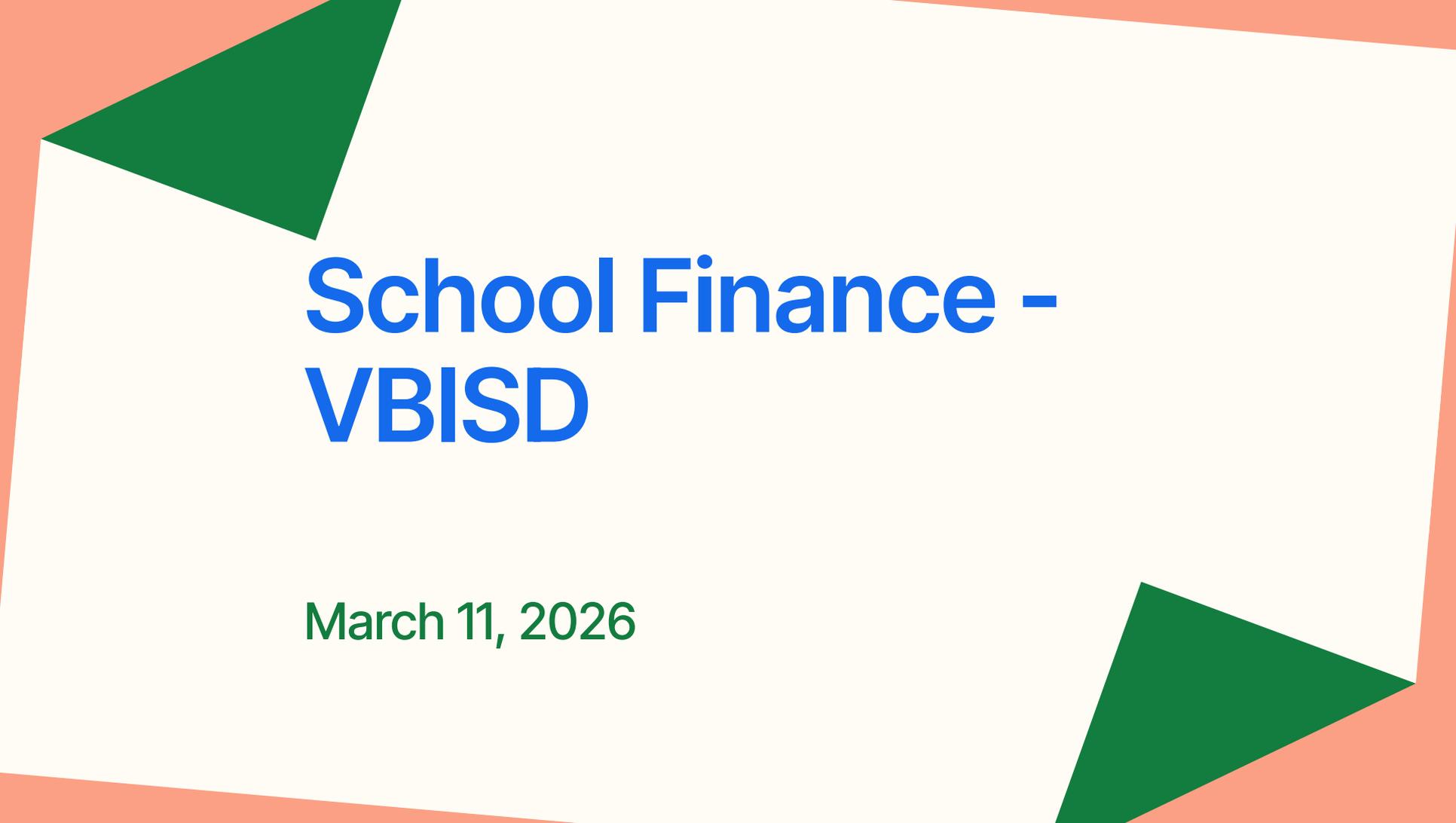
The Fleet Spartan System is the fuel management system designed for distributors and fleet managers to track, secure, and automate fuel deliveries.

The Cloud and Administration covers the costs of software-based, real-time monitoring, reporting, and management of on-site fuel inventory.

The Fuel Filler Area would include a reinforced eight-inch thick concrete bed and the costs listed above include materials, excavation, labor and installation of posts and electrical for the pumps, lighting, security cameras and card system to operate the pumps.

II.C. Department Updates

II.C.1. Presentation - Finance and Operations:



School Finance - VBISD

March 11, 2026



How is VBISD Funded?

Local Sources: Property Tax Millage

State Sources: Grants / Operating Revenue set by legislative

Federal Sources: Federal Grants (one-time and ongoing)

Other: Payments for services

Three Major Funds (funding stays in individual fund)

General Fund

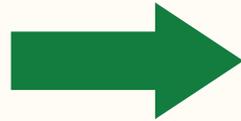
5% / 50% / 33% / 11%

Special Education

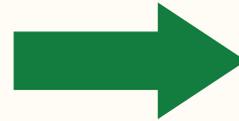
53% / 35% / 11% / 0%

Career Technical Education

86% / 10% / 1% / 2%



Revenue **Growth**



Revenue Trends

- Property tax revenue has increased 20% over the past 3 years
- State Revenue has been very volatile over the last 2 years with more uncertainty coming
- Federal Sources of revenue continue to decline at a slow pace

What is going on at the State?



Budget did not get passed until October, well after schools had to start their academic year



Confusion in wording on multiple items that have lead to additional clarifications, and legal battles.



School Aid continues to get "marketed" as great, but really has been the GF "ticket out of jail" as 400 million Higher Ed \$\$ pushed to SAF to pay for roads. MPSERS \$\$ Reduction

Governor Budget Proposal

Overall Impact to K-12

- \$250 per pupil foundation increase 2.5% increase
- Weighted Pupil Membership Model
 - 31a/Section 41 removed
- 31aa maintained - no language change
- Universal breakfast and lunch maintained

Overall Impact to VBISD

- 32p Early Learning \$255k
- 34a(4) \$125k
- Special Ed \$69k
- CTE \$32k
- ISD Operations \$45k
- GSRP Per Pupil to \$11,290 6% increase
- OST Grant increase
- 23h Math Supports?
- 31n Flat Funding

Higher Education Spending increased \$560 mm to a total of **\$1.8 billion** of proposed higher education spending out of the School Aid Fund for FY 2026-27. This equates to over \$1,300 per student

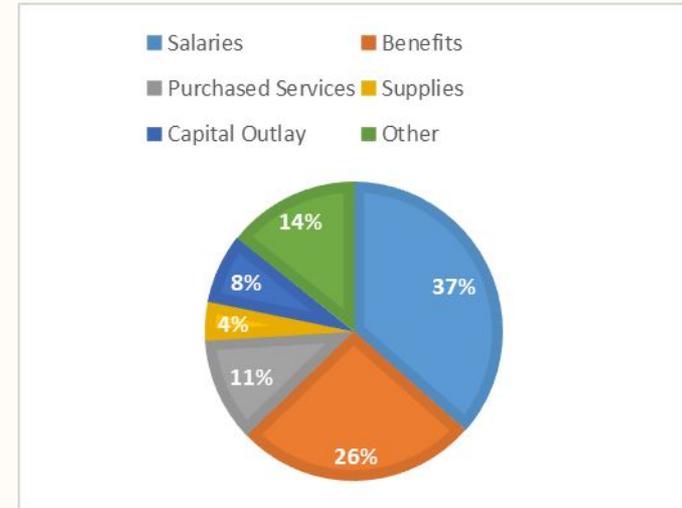
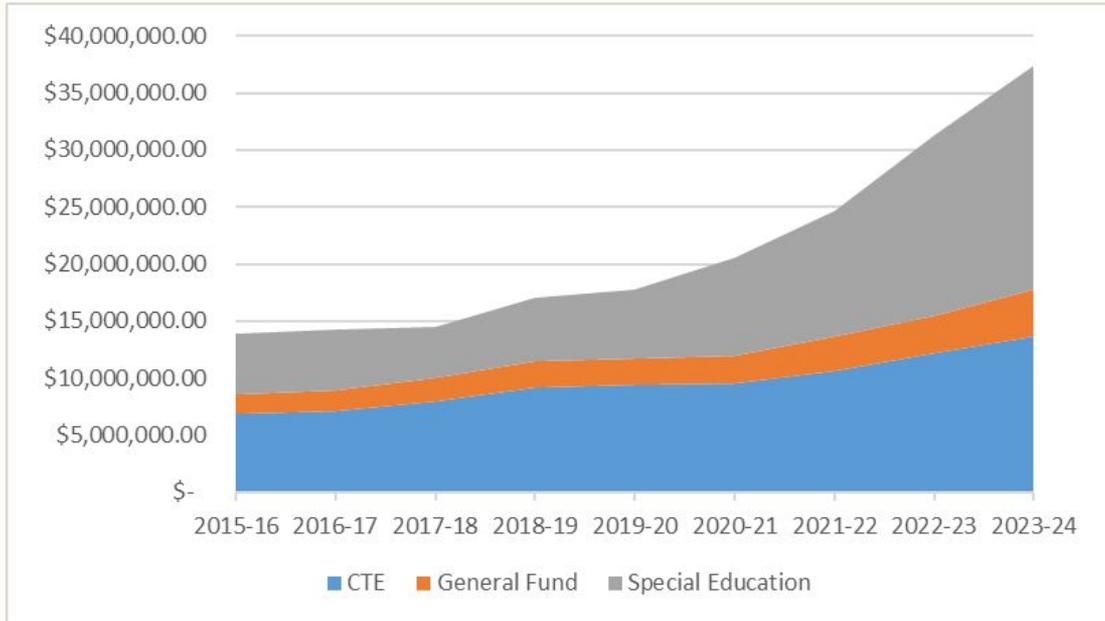
General Fund / CTE

General Fund

Vary reliant on state/federal grants and local agreements. As grants get removed, personnel/programing are affected. Fund is healthy overall and we have been fiscally strong, but it will always be an area that hard decision have to happen

Career Technical Education

Has a very health fund balance, but faces its own challenges. The fund has been able to afford many upgrades to the building to ensure state of the art education. As CTE education evolves, curriculum and supplies/tools change as well.



Special Education Funding / Flowthrough

September: SE-4096 and SE-4094 submitted to the state

Reimbursement from the state:

- 28.6138% 4096 Costs (SE teachers / aides / OT / PT / Speech / Psych)
- 70.4165% 4094 Costs (transportation costs)
- Per pupil foundation allowance for SE FTE

VBISD then flows out:

- 1 million Act 18 local dollars
- 2.5 million Special Education Enhancement Millage
- Special Education Enhancement Millage overage
- 500k Special Education Behavior supports

What is a 4096?

Center for Educational Performance and Information Van Buren ISD (80000)

SE-4096 Summary

District is certified, ISD review completed, Awaiting State approval

Cost List For Section 52

Instructional Costs											
Function	Prof. FTE	Reimb. Aides FTE	Total FTE	Salaries 1000	Benefits 2000	Purch Serv Staff 3100	Purch Serv Non Staff 3000 - 4000	Suppl & Materials 5000	Capital Outlay 6000	Other Expend 7000	Total Cost
122 - LRE Class Aide	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Mild Cog. Imp.	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Mod. Cog. Imp.	1.0	5.0	6.0	\$176,653	\$138,549	\$1,641	\$0	\$0		\$0	\$316,843
122 - Sev. Cog. Imp.	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Emotionally Imp.	4.0	12.0	16.0	\$624,528	\$452,534	\$982	\$58	\$782		\$0	\$1,078,884
122 - Learn Disability	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Hearing Imp.	1.0	0.0	1.0	\$1,170	\$672	\$74,577	\$0	\$0		\$0	\$76,419
122 - Visual Imp.	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Physical Imp.	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Sev. Mult. Imp.	2.0	5.0	7.0	\$298,431	\$223,540	\$11,918	\$1,636	\$17		\$0	\$535,542
122 - Early Child. Prog.	6.0	0.0	6.0	\$370,274	\$254,897	\$5,996	\$50	\$840		\$0	\$632,057
122 - Sev. Lang. Imp.	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Autistic Imp.	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
122 - Resource Room	16.0	40.0	56.0	\$2,438,328	\$1,831,104	\$15,786	\$15,250	\$1,309		\$0	\$4,301,777
122 - Section 24	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
Total Instructional Costs	30.0	62.0	92.0	\$3,909,384	\$2,901,296	\$110,900	\$16,994	\$2,948	\$0	\$0	\$6,941,522

Support Costs

Function	Prof. FTE	Reimb. Aides FTE	Total FTE	Salaries 1000	Benefits 2000	Purch Serv Staff 3100	Purch Serv Non Staff 3000 - 4000	Suppl & Materials 5000	Capital Outlay 6000	Other Expend 7000	Total Cost
213 - Health Services	17.5	0.0	17.5	\$1,399,304	\$974,686	\$75,055	\$0	\$0		\$0	\$2,449,045
214 - Psychological	8.5	0.0	8.5	\$590,384	\$377,930	\$50,722	\$0	\$64		\$0	\$1,019,100
215 - Speech	26.0	1.0	27.0	\$2,149,365	\$1,485,129	\$141,686	\$0	\$15		\$0	\$3,776,195
216 - Social Work	21.0	1.0	22.0	\$1,635,681	\$1,063,862	\$16,782	\$0	\$0		\$0	\$2,716,325
217 - Visual Aid	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
218 - TC/Cog Imp.	8.0	0.0	8.0	\$572,919	\$384,454	\$0	\$0	\$0		\$0	\$957,373
218 - TC/Emotional	3.0	0.0	3.0	\$243,211	\$174,153	\$0	\$0	\$0		\$0	\$417,364
218 - TC/Learning Dis.	3.0	0.0	3.0	\$199,317	\$116,252	\$0	\$0	\$0		\$0	\$315,569
218 - TC/Hear Imp.	2.0	0.0	2.0	\$173,031	\$126,621	\$0	\$0	\$0		\$0	\$299,652
218 - TC/Visually Imp	0.0	2.0	2.0	\$34,698	\$22,573	\$0	\$0	\$0		\$0	\$57,271
218 - TC/POHI	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
218 - TC/Autistic Imp	1.5	0.0	1.5	\$112,407	\$67,532	\$0	\$0	\$0		\$0	\$179,939
218 - TC/SLI	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
218 - Early Child Home	7.0	0.0	7.0	\$599,212	\$430,586	\$0	\$33,595	\$2,206		\$778	\$1,066,377
219 - Physical Edu.	0.9	0.0	0.9	\$66,102	\$8,812	\$0	\$0	\$0		\$0	\$74,914
219 - Other Pupil	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
221 - Improve Of Instr.	0.2	0.0	0.2	\$20,568	\$9,350	\$18,104	\$29,722	\$34,434		\$0	\$112,178
226 - Supervision/Direc	14.0	0.0	14.0	\$1,800,836	\$1,199,959	\$0	\$0	\$0		\$0	\$3,000,795
241 - School Principal	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
28x - Supp. Serv. Cent.	0.4	0.0	0.4	\$34,016	\$24,539	\$0	\$0	\$0		\$3,600	\$62,155
29x - Suppl/Comm	0.0	0.0	0.0	\$0	\$0	\$0	\$0	\$877		\$0	\$877
Total Support Costs	113.0	4.0	117.0	\$9,631,051	\$6,466,438	\$302,349	\$63,317	\$37,596	\$12,682	\$4,378	\$16,505,129
Subtotal - Instructional & Support	143.0	66.0	209.0	\$13,540,435	\$9,367,734	\$413,249	\$80,311	\$40,544	\$12,682	\$4,378	\$23,446,651

Miscellaneous Costs

Function	Salaries 1000	Benefits 2000	Purch Serv Staff 3100	Purch Serv Non Staff 3000 - 4000	Suppl & Materials 5000	Capital Outlay 6000	Other Expend 7000	Total Cost
Misc - Indirect Costs (10.2 %)	\$0	\$0	\$0	\$0	\$0	\$0	\$2,393,903	\$2,393,903
231 - Board of Ed.	\$0	\$0	\$0	\$0	\$0	\$0	\$12,400	\$12,400
Misc - Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$12,682	\$0	\$12,682
261 - Direct O&M	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
431 - Tuition - MSD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Miscellaneous Costs	\$0	\$0	\$0	\$0	\$0	\$12,682	\$2,406,303	\$2,418,985
Total Section 52 Costs	\$13,540,435	\$9,367,734	\$413,249	\$80,311	\$40,544	\$12,682	\$2,410,681	\$25,865,636

What is a 4094?

Line	Account Code	Description	Reg/Voc Ed		Spec Ed-Sec. 52		Spec Ed-Sec. 53a		Total
			FTE	Expenditure	FTE	Expenditure	FTE	Expenditure	
			(1)	(2)	(3)	(4)	(5)	(6)	
1000 — SALARIES									
1	1160 1170	Supervision	0.00	0	2.50	161945			161,945
2	1610	Vehicle Drivers	0.00	0	18.17	555697	0.00	0	555,697
3	1620	Secretarial/Clerical	0.00	0	3.00	137963			137,963
4	1630	Aides	0.00	0	18.33	244572	0.00	0	244,572
5	1550 16xx	Other Support	0.00	0	5.00	189249			189,249
6	TOTAL SALARIES		0.00	0	47.00	1,289,426	0.00	0	1,289,426
7	2000	Employee Benefits		0		959858		0	959,858

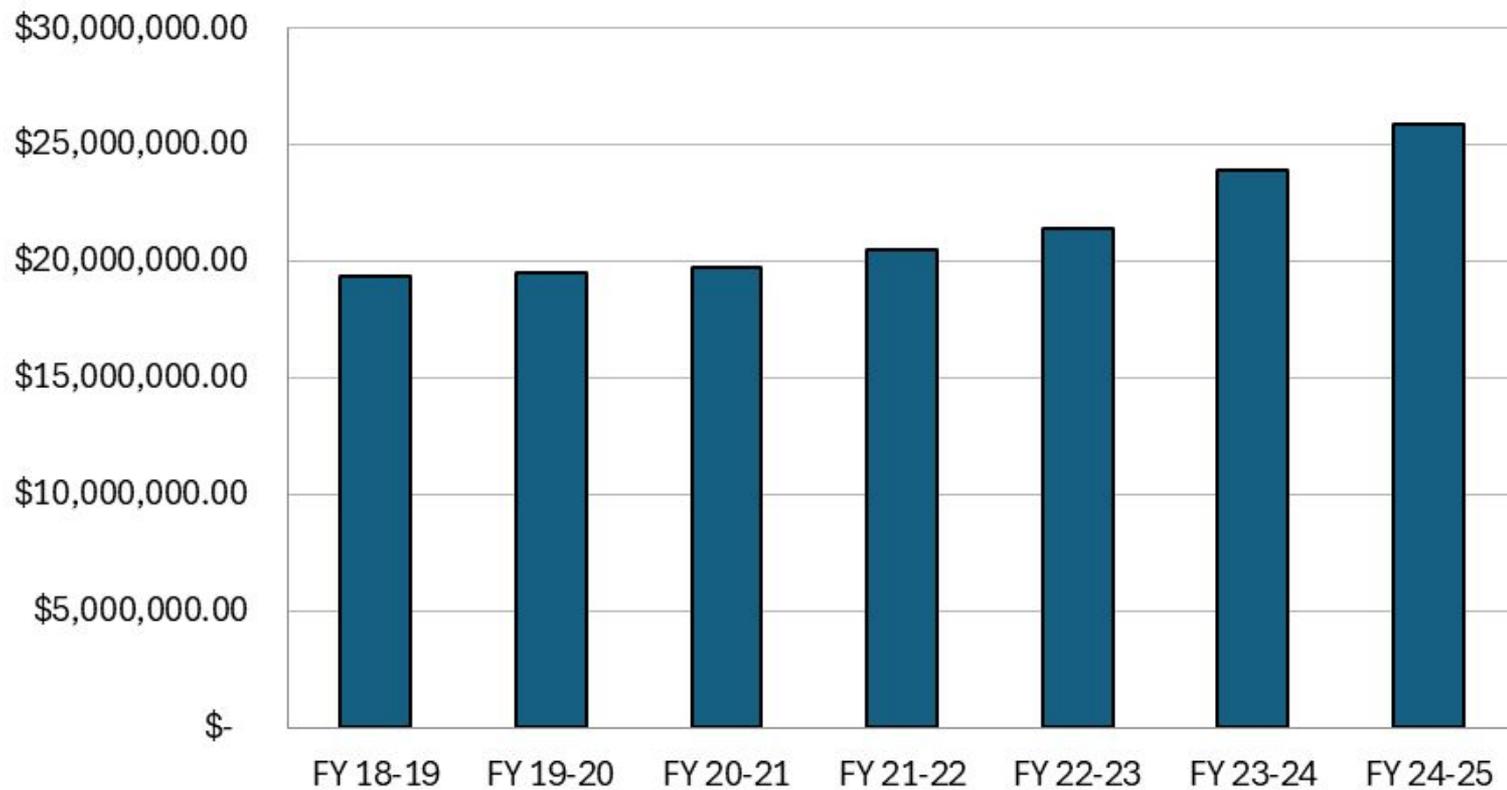
Line	Account Code	Description	Reg/Voc Ed		Spec Ed-Sec. 52		Spec Ed-Sec. 53a		Total
			FTE	Expenditure	FTE	Expenditure	FTE	Expenditure	
			(1)	(2)	(3)	(4)	(5)	(6)	
3000/4000 — PURCHASED SERVICES — NON-VEHICLE RELATED COSTS									
8	32xx	Local Expenses		0		3157		0	3,157
9	34xx	Telephone/Postage		0		12263			12,263
10	38xx 55xx	Other Utilities		0		38549			38,549
11	31xx	Purch Serv - Staff	0.00	0	0.00	0	0.00	0	0
12		Other Non-Veh Purch Serv		0		91186			91,186

14		School Transportation Vehicle Count	0		19			0	
15	3310	Pupil Trans Common Carrier	0	0	4	123988	0	0	123,988
16	3310	Pupil Trans Common Carrier (black/yellow)	0	0	0	0	0	0	0
17	3330	Pupil Trans Family Veh Cost	0	0	11	3995	0	0	3,995
18	3310	Pupil Trans Taxi Cab/TNC	0	0	0	0	0	0	0
19	3930	Pupil Trans Fleet Insurance	0	0	31	34131	0	0	34,131
20	4230	Leased Buses (Black/Yellow)	0	0	0	0	0	0	0
21	4xxx	Other Vehicle Related Costs		0		49311		0	49,311
22	TOTAL VEHICLE RELATED PURCHASED SERVICES		0			211,425		0	211,425

Line	Account Code	Description	Reg/Voc Ed		Spec Ed-Sec. 52		Spec Ed-Sec. 53a		Total
			FTE	Expenditure	FTE	Expenditure	FTE	Expenditure	
			(1)	(2)	(3)	(4)	(5)	(6)	
5000 — SUPPLIES									
23	5710	Vehicle Fuel (Fossil)		0		143067		0	143,067
24	5740	Electric Vehicle (EV) Charging		0		0		0	0
25	5710	Oil/Grease		0		18144		0	18,144
26	5720	Tires/Batteries		0		58838		0	58,838
27	57xx	Other Supplies/Repair Parts		0		100056			100,056
28	5910	Office Supplies		0		9090			9,090
29	TOTAL SUPPLIES			0		329,195		0	329,195
30	7000	Other Expense/Adjustment		0		2591		0	2,591
31		Bus Amortization		0		261567		0	261,567
32	TOTAL EXPENDITURES			0		3,199,217		0	3,199,217
33		Total Annual Miles (Non EV)		0		536245		0	536,245

5000 — SUPPLIES					
34	Total Annual Miles (EV)	0	0	0	0
35	Total Academic Miles (Non EV)	0	514483	0	514,483
36	Total Academic Miles (EV)	0	0	0	0
37	Total Riders Per Count Week (Non EV and EV)	0	165	0	165
38	Total Fossil Fuel Consumed (in gallons)	0	44154	0	44,154
39	Total Electricity Consumed (in kilowatt hours)	0	0	0	0
40	TOTAL ANNUAL MILES PER GALLON (NON EV)	0	12.14	0	12.14
41	TOTAL ANNUAL MILES PER KILOWATT HOUR (EV)	0	0	0	0

Reported SE-4096 Costs over the last 7 years



STATE OF MICHIGAN
2024-2025 State Aid Financial Status Report
Payment Dated: 08/20/2025

District: 80000	ISD: 80	LEA Membership	15,485.91
Van Buren ISD		ISD Membership	222.91
Homestead Tax Value	2,998,737,338.00	Supplemental 2024	230.21
Non-Homestead Tax Value	1,992,237,826.00	Fall	222.10
Com Pers Prop Tax Value	46,955,500.00		
Ind Pers Prop Tax Value	229,511,900.00	Mills	
		Special Ed.	4.1850
		Voc. Ed.	2.4693
		Operating	0.1396
		Special Ed. Costs	23,860,193.00
		Special Ed. Transp. Costs	3,017,765.00

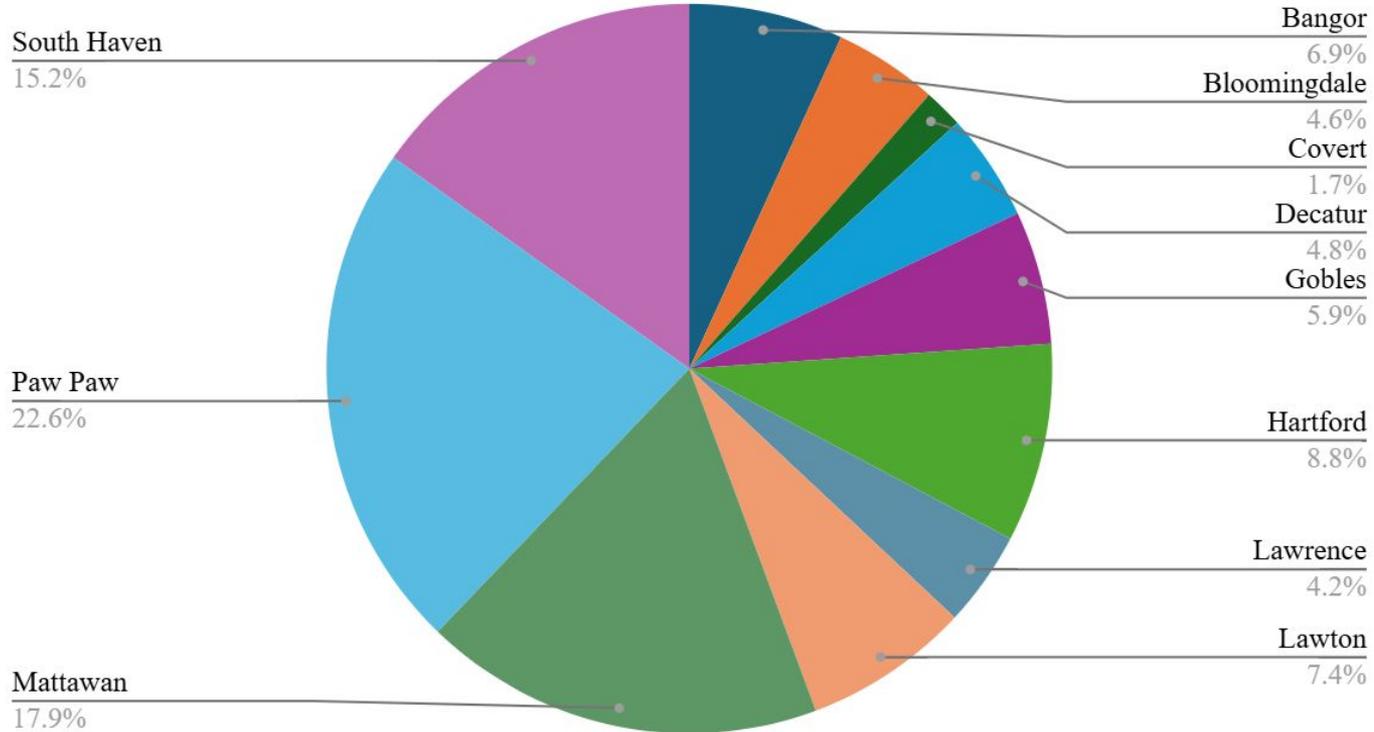
CURRENT YEAR ALLOWANCES	Amount	Pct To Date	Previous Amts	Current Amt
51e SPECIAL ED FOUNDATION PAYMENTS (SEC	2,141,911.44	100.00%	1,946,997.50	194,913.94
222.93 Total FTEs				
51a(2) SPECIAL EDUCATION	8,952,312.39	100.00%	8,137,651.96	814,660.43
32p(6) ACCESS TO LITERACY MATERIALS	57,419.00	100.00%	52,193.87	5,225.13
41 BILINGUAL EDUCATION	2,055.00	100.00%	1,868.00	187.00
61b(8) CTE EARLY/MIDDLE COLLEGE PLANNING	50,000.00	100.00%	45,450.00	4,550.00
61b CTE EARLY/MIDDLE COLLEGE PROGRAMS	71,105.21	100.00%	64,634.64	6,470.57
61d CTE PER PUPIL INCENTIVE	57.99	100.00%	52.71	5.28
32p EARLY CHILDHOOD BLOCK GRANTS	254,662.00	100.00%	231,487.76	23,174.24
35a(5) EARLY LITERACY TARGETED INSTRUCTION	631.00	100.00%	573.58	57.42
35a(4) EARLY LITERACY TEACHER COACHES	625,000.00	100.00%	568,125.00	56,875.00
54d EARLY ON	287,633.00	100.00%	261,458.40	26,174.60
99h FIRST ROBOTICS	4,653.78	100.00%	4,653.78	0.00
32d(1) GREAT START READINESS	4,868,460.00	100.00%	4,480,951.86	387,508.14
32d29 GSRP CLASSROOM START UP GRANTS	250,000.00	100.00%	227,250.00	22,750.00
32d(27) GSRP CURRICULUM	35,240.00	100.00%	32,033.16	3,206.84
32d(19) GSRP TRANSPORTATION	230,000.00	100.00%	209,070.00	20,930.00
152a HEADLEE OBLIGATION FOR DATA COLLECTI	6,544.55	100.00%	5,950.85	593.70
32p(4) HOME VISITATION GRANT	87,020.00	100.00%	79,101.18	7,918.82
81 INTERMEDIATE DISTRICTS	1,689,029.49	100.00%	1,535,327.81	153,701.68
31n(12) ISD MENTAL HEALTH ADMINISTRATIVE FUN	89,285.71	100.00%	81,160.71	8,125.00
31n(6) MENTAL HEALTH AND SUPPORT SERVICES	1,003,100.00	100.00%	911,817.90	91,282.10
31aa MENTAL HEALTH GRANT - PER PUPIL	25,241.00	100.00%	22,944.07	2,296.93
31n6 MENTAL HEALTH/SUPPORT SERVICES ISD P	349,641.85	100.00%	317,857.22	31,784.63
147a(3) MPSERS COST OFFSET - ISDS AND DISTRIC	315,165.72	100.00%	286,485.64	28,680.08
147a(4) MPSERS COST OFFSET - REDUCED UAAL R	1,668,937.70	100.00%	1,517,064.37	151,873.33
147g MPSERS EMP HEALTHCARE REIMB	469,442.59	100.00%	426,723.31	42,719.28
147a(2) MPSERS NORMAL COST OFFSET	998,415.95	100.00%	809,153.98	189,261.97
147c(2) MPSERS ONE TIME DEPOSIT	697,716.43	100.00%	634,224.23	63,492.20
147e MPSERS REFORMS - DEFINED CONTRIBUTI	241,925.60	100.00%	173,063.17	68,862.43
147c(1) MPSERS UAAL RATE STABILIZATION	3,069,530.46	100.00%	2,790,203.19	279,327.27
1100 REIMB FOR SCHOOL BOARD MEM TRAINING	695.00	100.00%	0.00	695.00
31d SCHOOL LUNCH	0.00	0.00%	0.00	0.00
61a(2) VOC. ED. ADMINISTRATION	14,193.00	100.00%	12,901.44	1,291.56
61a(1) VOCATIONAL EDUCATION	458,511.83	100.00%	416,787.25	41,724.58
	\$29,015,537.69		\$26,285,218.54	\$2,730,319.15

Total SE Reimbursement:

\$11,094,224

	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24	FY 24-25	Estimated FY 25-26
Reported SE-4096 Costs	\$ 19,333,566.00	\$ 19,514,692.00	\$ 19,695,161.00	\$ 20,501,483.00	\$ 21,402,181.00	\$ 23,860,193.00	\$ 25,865,636.00	\$ 27,700,621.00
Cost Increase Year over Year	-1.37%	0.94%	0.92%	4.09%	4.39%	11.48%	8.40%	7.09%
Reported SE-4094 Costs	\$ 2,917,669.00	\$ 2,532,056.00	\$ 2,409,760.00	\$ 2,589,395.00	\$ 2,693,189.00	\$ 3,017,765.00	\$ 3,199,217.00	\$ 3,435,379.00
Cost Increase Year over Year	-5.49%	-13.22%	-4.83%	7.45%	4.01%	12.05%	6.01%	7.38%
Special Ed K-12 Sec 52 FTE Foundation Allowance	303.23 \$ 7,871.00	289.9 \$ 8,111.00	277.29 \$ 8,111.00	224.7 \$ 8,700.00	231.59 \$ 9,150.00	223.93 \$ 9,608.00	222.93 \$ 9,608.00	207.47 \$ 10,050.00
Facilities Construction and Improvement	\$ 283,311.00	\$ 1,475,956.00	\$ 1,639,700.00	\$ 146,845.00	\$ 242,668.00	\$ 606,620.00	\$ 321,671.00	\$ 972,000.00
SE Millage Dollars	13,260,514.00	13,519,556.00	17,580,410.00	18,075,127.00	18,937,385.00	20,429,184.00	21,947,887.00	22,995,405.00
Flowthrough to Locals	(1,000,000.00)	(1,000,000.00)	(3,000,000.00)	(3,000,000.00)	(3,000,000.00)	(3,000,000.00)	(3,000,000.00)	(3,500,000.00)
Enhancement Millage Overage	-	-	(47,600.00)	(150,200.00)	(312,000.00)	(674,100.00)	(983,000.00)	(64,800.00)
Supplemental Behavior Supports	-	-	-	-	-	-	-	(500,000.00)
Total Special Education Reimbursement from VBISD	\$ 12,260,514.00	\$ 12,519,556.00	\$ 14,532,810.00	\$ 14,924,927.00	\$ 15,625,385.00	\$ 16,755,084.00	\$ 17,964,887.00	\$ 18,930,605.00
State Aid Reimbursement (28.6138%)	5,608,942.03	5,532,067.91	5,583,894.94	5,635,533.98	5,866,253.34	6,123,977.27	6,827,307.90	7,401,141.35
State Aid Reimbursement (70.4165%)	2,173,759.47	2,054,520.39	1,782,985.21	1,696,868.65	1,823,361.33	1,896,449.43	2,125,004.49	2,252,776.64
Section 51f	-	441,936.64	427,029.22	640,897.64	-	-	-	-
Section 56(7)	-	-	-	372,177.72	-	-	-	-
State Aid Reimbursement Per Pupil Foundation	-	-	-	-	1,589,286.38	2,151,519.44	2,141,911.44	2,085,073.50
Total State Special Education Reimbursement	\$ 7,782,701.50	\$ 8,028,524.94	\$ 7,793,909.37	\$ 8,345,477.99	\$ 9,278,901.05	\$ 10,171,946.14	\$ 11,094,223.84	\$ 11,738,991.49
Medicaid Reimbursement passthrough VBISD	\$ 1,390,742.00	\$ 1,339,145.00	\$ 1,538,207.00	\$ 1,702,952.00	\$ 1,733,298.00	\$ 1,756,509.00	\$ 1,780,046.22	\$ 1,803,898.84
Total Reimbursement	\$ 21,433,957.50	\$ 21,887,225.94	\$ 23,864,926.37	\$ 24,973,356.99	\$ 26,637,584.05	\$ 28,683,539.14	\$ 30,839,157.06	\$ 32,473,495.33
Underfunded Special Education Costs	1,100,588.50	1,635,478.06	(120,305.37)	(1,735,633.99)	(2,299,546.05)	(1,198,961.14)	(1,452,633.06)	(365,495.33)
Percent funded	95.12%	93.05%	100.51%	107.47%	109.45%	104.36%	104.94%	101.14%
District Spending Per Pupil	\$ 73,380.72	\$ 76,049.49	\$ 79,717.70	\$ 102,763.14	\$ 104,043.22	\$ 120,028.39	\$ 130,376.59	\$ 150,074.71

Share of VBISD Reimbursement 2025-26



**CAREER TECHNICAL EDUCATION FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2026**

	ACTUAL <u>2022-23</u>	ACTUAL <u>2023-24</u>	ACTUAL <u>2024-25</u>	PROPOSED BUDGET <u>2025-26</u>	AMENDED BUDGET <u>2025-26</u>
REVENUES					
<i>Local Sources</i>	\$ 11,854,336	\$ 12,865,835	\$ 13,838,247	\$ 14,264,579	\$ 14,333,850
<i>Non-Educational Entity Sources</i>	32,668	33,128	30,203	30,203	32,276
<i>State Sources</i>	2,429,418	2,560,619	2,205,981	1,698,868	1,763,408
<i>Federal Sources</i>	211,391	249,472	174,262	165,026	164,783
<i>Incoming Transfers and Other Transactions</i>	480,182	494,379	419,046	400,000	400,000
TOTAL REVENUES	15,007,995	16,203,433	16,667,739	16,558,676	16,694,317
EXPENDITURES					
<i>Instruction</i>					
<i>Added Needs</i>	7,015,974	7,007,180	7,655,867	8,206,077	8,512,407
<i>Supporting Services</i>					
<i>Pupil</i>	1,656,014	1,675,545	1,707,539	1,808,476	1,720,713
<i>Instructional Staff</i>	708,853	1,034,770	710,761	728,234	732,559
<i>School Administration</i>	674,980	806,172	873,910	897,520	904,663
<i>Business</i>	39,059	27,715	21,789	24,550	23,750
<i>Operations and Maintenance</i>	1,030,712	1,014,701	1,250,552	1,261,203	1,344,354
<i>Transportation</i>	23,960	40,326	50,323	52,687	136,390
<i>Central</i>	162,750	167,371	246,064	159,695	174,143
<i>Community Services</i>	14,095	240	1,201	-	-
<i>Facilities Construction and Improvements</i>	1,068,279	1,857,999	1,722,081	2,958,500	4,065,000
<i>Debt Service</i>					
<i>Principal</i>	-	-	-	-	-
<i>Interest</i>	-	-	-	-	-
<i>Outgoing Transfers and Other Transactions</i>	-	-	1,000,000	1,000,000	1,000,000
TOTAL EXPENDITURES	12,394,676	13,632,019	15,240,087	17,096,942	18,613,979
EXCESS OF REVENUES OVER EXPENDITURES	2,613,319	2,571,414	1,427,652	(538,266)	(1,919,662)
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	-	4,654	2,881	3,000	3,000
<i>Transfer In</i>	-	-	-	-	-
<i>Transfers out</i>	(1,062,626)	(1,082,402)	(1,152,560)	(1,115,000)	(1,066,000)
TOTAL OTHER FINANCING SOURCES (USES)	(1,062,626)	(1,077,748)	(1,149,679)	(1,112,000)	(1,063,000)
NET CHANGE IN FUND BALANCE	1,550,693	1,493,666	277,973	(1,650,266)	(2,982,662)
FUND BALANCE, JULY 1	10,661,727	12,212,420	13,706,086	13,984,059	13,984,059
FUND BALANCE, JUNE 30	\$ 12,212,420	\$ 13,706,086	\$ 13,984,059	\$ 12,333,793	\$ 11,001,397

CTE Fund Budget

**GENERAL FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2026**

	ACTUAL	ACTUAL	ACTUAL	PROPOSED	AMEND
	2022-23	2022-23	2024-25	BUDGET	BUDGET
REVENUES	2022-23	2022-23	2024-25	2025-26	2025-26
Local Sources	\$ 1,169,631	\$ 1,453,783	\$ 1,276,257	\$ 1,192,047	\$ 1,279,647
Non-Educational Entity Sources	1,847	4,625	4,278	4,270	1,823
State Sources	8,013,161	9,369,706	11,485,903	11,995,676	13,321,984
Federal Sources	2,795,957	5,186,651	7,493,204	7,933,257	8,381,971
Incoming Transfers and Other Transactions	2,652,693	2,945,151	2,807,089	2,669,800	3,458,400
TOTAL REVENUES	14,633,289	18,959,916	23,066,731	23,795,050	26,443,825
EXPENDITURES					
Instruction					
Basic Program	2,039,536	2,279,794	2,111,198	2,193,898	1,595,108
Added Needs	1,324,349	1,518,808	1,570,346	1,654,622	1,773,044
Adult Continuing Education	47,592	46,910	72,101	141,568	129,328
Supporting Services					
Pupil	3,105,242	3,285,584	3,595,472	3,928,084	4,146,603
Instructional Staff	2,740,733	5,234,789	7,117,282	7,078,138	7,761,120
General Administration	514,907	601,492	610,433	654,925	795,137
School Administration	20,400	24,900	112,949	149,393	150,864
Business	1,340,420	1,546,228	1,406,432	1,277,030	1,803,460
Operations and Maintenance	920,670	1,037,753	1,143,547	1,184,159	1,499,158
Transportation	368,875	483,616	427,850	691,265	443,506
Central	3,292,755	3,500,246	3,599,152	4,234,819	4,461,279
Community Services	366,282	401,205	355,221	442,773	378,012
Facilities Construction and Improvements	239,266	94,411	153,378	480,000	339,800
Debt Service					
Principal	82,453	111,618	124,457	124,500	124,500
Interest	4,174	8,582	12,920	13,000	13,000
Outgoing Transfers and Other Transactions	641,605	852,773	2,096,413	2,471,974	4,086,375
TOTAL EXPENDITURES	17,049,259	21,028,709	24,509,151	26,720,148	29,500,294
EXCESS OF REVENUES OVER EXPENDITURES	(2,415,970)	(2,068,793)	(1,442,420)	(2,925,098)	(3,056,469)
OTHER FINANCING SOURCES (USES)					
Proceeds from Sales of Capital Assets	-	3,000	-	-	-
Proceeds from subscription-based IT arrangements	318,528	-	-	320,000	320,000
Transfer In	2,277,102	2,924,001	3,285,169	2,997,000	3,113,000
Transfers out	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	2,595,630	2,927,001	3,285,169	3,317,000	3,433,000
NET CHANGE IN FUND BALANCE	179,660	858,208	1,842,749	391,902	376,531
FUND BALANCE, JULY 1	3,024,875	3,204,535	4,062,743	5,905,492	5,905,492
FUND BALANCE, JUNE 30	\$ 3,204,535	\$ 4,062,743	\$ 5,905,492	\$ 6,297,394	\$ 6,282,023

General Fund Budget

**SPECIAL EDUCATION FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2026**

	ACTUAL	ACTUAL	ACTUAL	PROPOSED	AMEND
	2022-23	2023-24	2024-25	BUDGET	BUDGET
<u>REVENUES</u>				2025-26	2025-26
Local Sources	\$ 21,281,659	\$ 22,863,754	\$ 24,424,482	\$ 25,196,620	\$ 25,481,068
Non-Educational Entity Sources	55,368	56,146	51,189	51,180	54,733
State Sources	15,517,116	15,670,606	17,157,774	16,651,846	17,046,553
Federal Sources	5,551,612	5,829,512	5,512,641	5,418,129	4,878,926
Incoming Transfers and Other Transactions	142,318	82,287	85,828	81,300	86,300
TOTAL REVENUES	42,548,073	44,502,305	47,231,914	47,399,075	47,547,580
EXPENDITURES					
Instruction					
Added Needs	10,744,679	9,640,381	10,375,056	11,566,567	11,432,827
Supporting Services					
Pupil	13,132,845	14,679,578	15,035,130	17,467,396	17,854,396
Instructional Staff	3,103,422	3,585,603	3,618,939	3,853,462	3,958,322
Business	25,367	9,004	14,116	23,100	13,100
Operations and Maintenance	1,151,616	1,139,526	1,444,627	1,835,756	1,956,070
Transportation	2,775,529	2,965,700	3,588,396	4,773,662	4,719,856
Central	661,243	745,049	780,777	975,181	935,284
Other	-	16,284	169,010	46,058	50,288
Community Services	19,405	36,021	35,440	61,994	63,176
Facilities Construction and Improvements	242,668	606,620	321,671	972,000	602,000
Debt Service					
Principal	105,353	108,302	111,335	111,899	114,452
Interest	12,304	9,355	6,322	3,205	3,205
Outgoing Transfers and Other Transactions	3,135,734	3,839,836	4,105,315	4,785,220	5,412,088
TOTAL EXPENDITURES	35,110,165	# 37,381,259	# 39,606,134	46,475,500	47,115,064
EXCESS OF REVENUES OVER EXPENDITURES	7,437,908	7,121,046	7,625,780	923,575	432,516
OTHER FINANCING SOURCES (USES)					
Proceeds from Sales of Capital Assets	4,625	21,389	-	-	-
Transfer In	84,166	128,437	152,560	110,000	153,000
Transfers out	(2,576,502)	(3,510,361)	(3,567,819)	(2,549,000)	(2,605,460)
TOTAL OTHER FINANCING SOURCES (USES)	(2,487,711)	(3,360,535)	(3,415,259)	(2,439,000)	(2,452,460)
NET CHANGE IN FUND BALANCE	4,950,197	3,760,511	4,210,521	(1,515,425)	(2,019,944)
FUND BALANCE, JULY 1	10,933,128	15,883,325	19,643,836	23,854,357	23,854,357
FUND BALANCE, JUNE 30	\$ 15,883,325	\$ 19,643,836	\$ 23,854,357	\$ 22,338,932	\$ 21,834,413

SE Fund
Budget



Questions?

II.C.2. Finance

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: REBECCA DEPAS, DIRECTOR OF FINANCE & OPERATIONS
RE: FINANCE UPDATE - AMENDMENT TO THE 2025-26 APPROPRIATIONS

The proposed changes to the 2025-26 budgets are predominately a result of newly awarded grants, updated personnel costs, and adjustments for supplies, equipment, and upgrades that were originally planned for in FY 26 budget. The amendment takes into consideration new grants that have been awarded in the fiscal year and adjusts revenue to align with the state school aid budget and updated grant expenditures.

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

Type	Description	Net Increase (decrease)
GENERAL FUND		
Local Sources	Adjustment to Local Property Tax Revenue	\$80,000
State Sources	NEW 11x Consolidated Feasibility Study NEW 27h Mentoring Grant LOSS of 32P Block Grant NEW 32n OST Grant Continuation of 23H Match Mentoring NEW 107A Adult Ed Decrease 107 Adult Ed	\$75,000 \$48,000 (\$270,000) \$1,012,860 \$167,257 \$75,520 (\$68,000)
Federal Sources	Increase Grow your Own Grant Decrease Project Shine funding Close out of Project Aware	\$720,000 (\$250,000) (\$64,000)
Incoming Transfers and Other Transactions	Business Services to Local Schools Technology Services to Local Schools Mental Health Services to Local Schools	\$400,000 \$238,000 \$118,000
Instruction-Basic Needs	Decrease in GSRP Expenses - Mattawan took back local programing	(\$590,000)

Instruction-Added Needs	EL Funding / Programing - one additional ESL teacher paid with by local funds	\$120,000
Instruction - Adult Cont. Education	Reduction in Adult Education Section 107 Grant WIOA Adult Education Programming	(\$31,000) \$19,000
Support Services-Pupil	Decrease in Project Lean Programming due to funding NEW Section 107A Programming expenses Increase in Mental Health Clinician staffing VBC Youth Initiative Programming	(\$164,000) \$75,000 \$102,000 \$145,000
Support Services - Instructional Staff	Increase GYO Grant (instructional) costs Continuation 23H Grant (Math Consultant) Project Aware reduction in programming	\$550,000 \$120,000 (\$38,000)
Support Services - General Admin	NEW Assistant Superintendent Role Benefit Adjustments (payout for retirements)	\$110,000 \$30,000
Support Services - Business	NEW Shared Business Office Staff paid with local agreements	\$525,000
Support Services - Operations/Main	NEW Rent Agreements with Lawrence and Paw Paw Upgrades to rented space (updated flooring, paint, etc) NEW equipment	\$120,000 \$100,000 \$100,000
Support Services - Transportation	Shift in Transportation Supervisor Assistant Decrease GSRP Transportation out of Function 271 Decrease VBYI Transportation set-a-side	(\$58,000) (\$86,000) (\$95,000)
Supporting Services - Central	NEW 11x Feasibility Study Adjust Technology department staffing/costs	\$75,000 \$110,000
Community Services	LOSS of 32P Block Grant NEW 32n OST Grant	(\$120,000) \$65,000
Facilities Construction and Improvements	Decrease Construction Projects to actual	(\$140,000)
Outgoing Transfers and Other Transactions	Increase GSRP Sub-recipients payments NEW 32n OST Sub-recipient payments NEW 27h Mentor Sub-recipient payments	\$626,000 \$944,000 \$48,000
SPECIAL EDUCATION FUND		
Local Sources	Adjustment to Local Property Tax Revenue	\$205,000
State Sources	Increase in State Aid Special Education Funding (includes \$700k related to PY expenses)	\$400,000
Federal Sources	SE-Flowthrough adjustment to 26 allocation	(\$530,000)

Instruction - Added Needs	Purchased Services / Supply Adjustments	(\$116,000)
Support Services - Pupil	Benefit Adjustments (Health Insurance) Psychologist Staff Adjustments Speech Therapist Staff Adjustments Social Worker Staff Adjustments Orientation Mobility Specialist	\$250,000 \$180,000 (\$380,000) \$230,000 \$100,000
Support Services - Instructional Staff	NEW Assistant Superintendent Role	\$110,000
Support Services - Operations and Maint	Staffing Adjustments Building repairs / maintenance supplies New Equipment	\$120,000 (\$75,000) \$75,000
Facilities Construction and Improvements	Adjustment for actual projects	(\$370,000)
Outgoing Transfers and Other Transactions	Increase in SE Payments to Local Schools (includes \$983k for millage overage in FY 25)	\$612,000
	CAREER TECHNICAL EDUCATION FUND	
Local Sources	Adjustment to Local Property Tax Revenue	\$120,000
Instruction - Added Needs	Additional Staffing and Adjustments- Auto/Health/Business Programs Sale of Decatur Home / FY 25 On-Site Home Reduction of Supplies/Capital Needs from Original	\$175,000 \$250,000 (\$110,000)
Support Services - Pupil	Staffing Adjustments - reduction in secretary position	(\$72,000)
Support Services - Operations/Main	New Equipment adjustment	\$70,000
Support Services - Transportation	Additional vehicles for transportation of pupils (originally in FY 25 budget but did not come in until after 7/1)	\$80,000
Facilities Construction and Improvements	Finalize Culinary Project / Finish Electrical Project / Start of Welding Project Corwin Meadows Extension Land Purchase	\$\$1,250,000 (\$150,000)

II.C.3. Special Education

MEMO

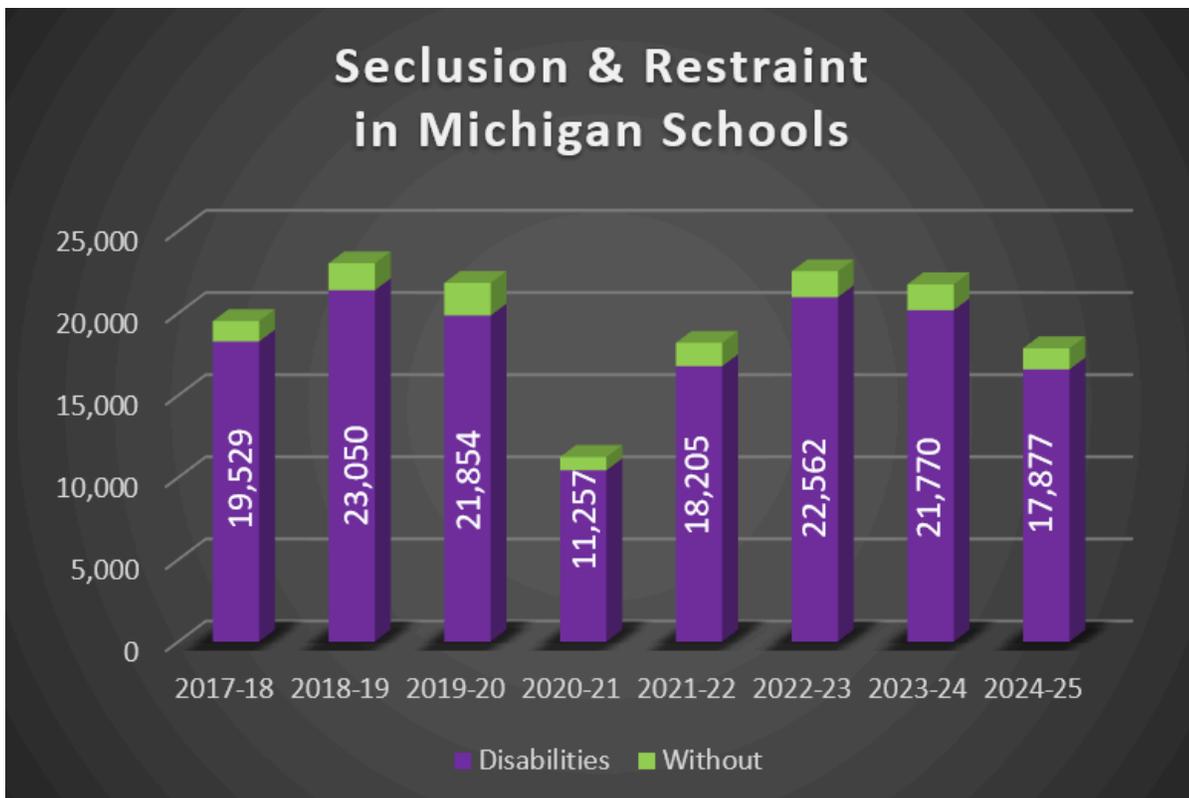
DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: MONICA MANSFIELD, DIRECTOR
RE: SPECIAL EDUCATION UPDATE



***Safe Spaces for Everyone**

Leadership, Level of Professional Awareness, Professional Standards & Ethics, Decision Maker, Planner & Organizer, Supervisor, Policy Implementer, Crisis Manager, Student Personnel, Faculty & Staff Personnel, Establishing a Culture for Learning

This section highlights the Special Education Department efforts to join Michigan’s Commitment to Creating Safe Learning Environments, a statewide initiative grounded in proactive, preventative, and co-regulation practices that promote safety, dignity, strong relationships, and student success across all learning environments. A primary purpose of this movement is to reduce the use of Emergency Seclusion & Restraint (ESR). The following graphic represents the reported use of ESR in Michigan Schools. The use of ESR is both too high and misreported cumulatively statewide.



Website: endsar-mi.org/data

The data reveals a significant disproportionality in the use of seclusion and restraint for students with disabilities. This is disheartening—and it is our call to action. As we engage in Michigan’s Commitment to Creating Safe Learning Environments and deepen our work through the MAISA & SEILN Summit Series, we are committed to moving beyond reactive practices and toward systems rooted in prevention, relationship, and regulation. This work is not optional—it is essential to ensuring equitable, safe, and dignified learning environments for all students.

The Special Education Department has established a multidisciplinary committee to participate in the MAISA & SEILN Summit Series. Participation in this series will deepen our understanding of the Framework for Safe Learning Environments while guiding our use of the Planning and Implementation Guide to evaluate current practices across our programs.

Using this structured process, we will:

- Assess our current systems and practices
- Identify areas of need and establish clear priorities
- Develop action steps aligned to the framework
- Focus intentionally on reducing the use of emergency seclusion and restraint

The VBISD committee includes representatives from our special education programs and emergency management department: Adriene Davis, Kelsey Yanna, Chris Bernick, Amber Karrels, Laura Thornburg, Monica Mansfield, and Bob Kirk.

As an initial step in this process, the committee engaged in a values and beliefs reflection to ensure our work is grounded in a shared foundation. We identified the following core commitments:

Student

We preserve student dignity and belonging, even when addressing unsafe behavior

Environment

We prioritize proactive and preventative supports over reactive responses, adapting environments to meet student needs and focusing on opportunities for growth rather than barriers beyond our control. We recognize that regulation must come before expectation and view challenging behavior as a skill gap, not willful defiance.

Whole Child

We honor the voices of students and families as essential partners in problem-solving

This work represents a meaningful shift toward systems that center safety, connection, and continuous growth — for students, families, and staff alike.

***LRE Referral Project**

Leadership, Level of Professional Awareness, Professional Standards and Ethics, Resourcefulness, Creativity and Innovativeness, Personality, Decision Maker, Planner and Organizer, Policy Implementer, Community Relations

For students with disabilities, placement decisions must always begin with the principle of the Least Restrictive Environment (LRE) as required under the Individuals with Disabilities Education Act (IDEA). LRE ensures that students are educated alongside their non-disabled peers to the greatest extent appropriate, with removal to more restrictive settings occurring only when the nature or severity of the disability prevents satisfactory progress, even with the use of supplementary aids and services.

Historically, across our member districts, there have been barriers within the referral process that led to misalignment between local districts and VBISD center-based programs. In some cases, referrals were made to the most restrictive placement on the continuum without a clearly defined, collaborative process that consistently documented interventions, supplementary supports, and the rationale required under LRE guidelines. These inconsistencies created confusion, strained relationships, and at times delayed appropriate decision-making for students. Recognizing these systemic challenges is what prompted the launch of this improvement initiative.

VBISD is actively working to strengthen and clarify the referral process for both BGLC and MCEC through collaboration with Alison Lachapelle, a Ph.D. student at Western Michigan University. The proposed improvement framework includes five phases:

1. Climate and Culture Observations & Rapport Building
2. Review of Existing Processes
3. Process Mapping & Recommendations
4. Test Implementation
5. Process Training

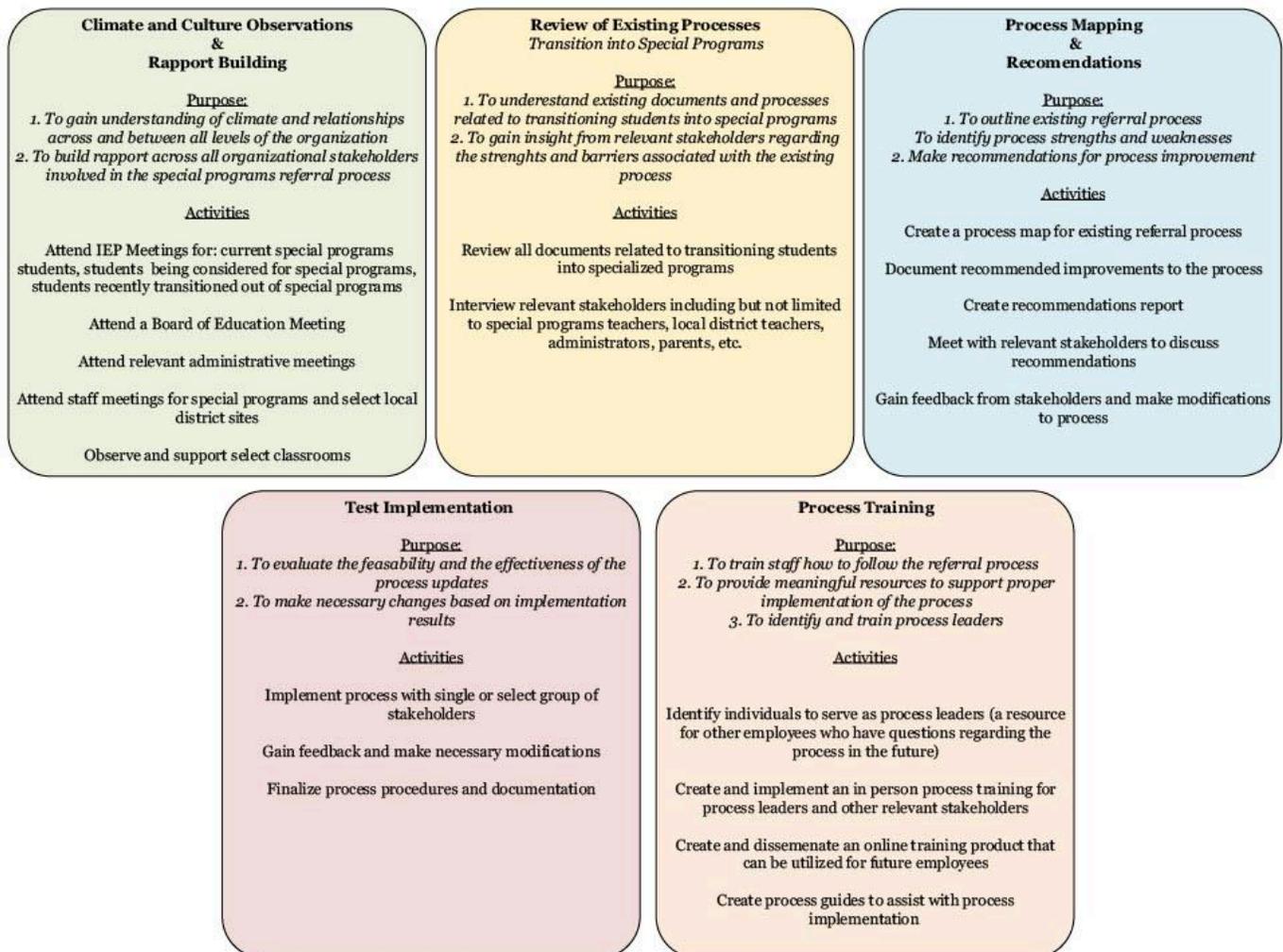
Throughout this work, there has been a strong emphasis on legal compliance and meaningful stakeholder engagement. The process has included descriptive interviews with VBISD and local district staff involved in referral and placement decisions, direct observation of placement meetings, and a review of LRE legislation and existing processes within VBISD and comparable districts. This comprehensive approach ensures that recommendations are grounded in both regulatory requirements and practical realities.

The project is currently in Phase 3. With process mapping complete and recommendations outlined, the next step is to conduct focus groups that include representation from all member districts. Gathering this additional feedback prior to implementation is critical to ensuring clarity, shared ownership, and long-term sustainability. The anticipated benefits of this project extend beyond procedural improvements. A clearly defined, transparent, and collaborative referral

process will:

- ★ Strengthen relationships between member districts and VBISD
- ★ Promote consistent application of LRE principles
- ★ Increase clarity and predictability in decision-making
- ★ Ensure compliance with legal standards
- ★ Improve outcomes for students by ensuring placement decisions are individualized, data-driven, and aligned with each student's needs

This work reflects a proactive commitment to continuous improvement and to providing students with disabilities the most appropriate, least restrictive educational environment possible.



Staffing Needs

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

Planning for ancillary services for the 2026-2027 school year is underway. This planning process takes into account district and supervisor requests, along with a county-wide needs analysis conducted by each discipline's community of practice. Below is a preliminary list of requested increases in days per week that will be combined with Early Childhood Department requests and brought to the Board for consideration.

- Occupational Therapist: 1.5 days per week
- School Social Work: 4 days per week
- Speech & Language Pathologist: 3 days per week

Also included are two resolutions for consideration:

- To post for a Diagnostic Teacher Consultant (DTC)/School Psychologist position immediately to begin early recruitment efforts due to historical difficulties filling these positions
- A joint request with the Early Childhood Department for approval of a Medicaid Coordinator Position

II.C.4. Technology Services

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: DAMIAN KOOB
RE: TECHNOLOGY SERVICES BOARD REPORT

****Artificial Intelligence (AI) Initiatives Update (Leadership, Professional Awareness, Communication Skills, Professional Preparation, Community Relations)**

Artificial Intelligence (AI) has remained at the forefront of educational technology conversations for the past three years, and its momentum continues to grow. In response, the Technology Services team has been proactively exploring practical, responsible applications of AI to support VBISD staff in their daily responsibilities.

Our first initiative involves the deployment of a secure, on-premises Large Language Model (LLM). This system is intentionally isolated from external networks, allowing the district to maintain full control over data security and establish customized guardrails for appropriate use. These guardrails ensure that responses remain aligned with educational relevance and district-specific responsibilities. By maintaining this controlled environment, we are able to protect sensitive information while tailoring the system to meet our staff's needs.

The platform has been rolled out to a small pilot group with encouraging results. Its primary focus is to assist Special Education staff with drafting and reviewing IEPs and 504 plans. Early feedback indicates that the tool is helping streamline documentation processes and reduce workload in this critical area. We have encountered minor challenges related to processing structured worksheet data. However, these issues appear to be connected to the protective guardrails currently in place. The Technology Services team is actively refining the system based on daily user feedback to improve functionality while maintaining security and compliance standards.

The second initiative currently in development is a dedicated chatbot that will reside on the Special Education and Early Childhood resource webpage. This chatbot is designed to assist staff in navigating the extensive policies and procedural documentation available on the site. By allowing users to ask targeted questions and receive immediate, context-specific answers, the tool aims to reduce time spent searching through documents and increase confidence in decision-making. The goal is to provide timely clarification on complex or sensitive matters, ultimately improving efficiency and supporting staff as they serve students and families.

These AI initiatives reflect VBISD's commitment to leveraging innovative technology responsibly to enhance staff productivity, protect sensitive information, and improve service delivery to students. I appreciate the Board allowing me to explore these initiatives. 😊

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

The Michigan Education Technology Leaders (METL) are essentially the State's ISD/RESA/ESA Technology Directors/Leaders. We meet once a month to gather information from the various state organizations regarding education and technology to disseminate back to our local districts. We also have various committees and taskforces that look into specific issues within the State's educational processes. Here are a couple of the discussion items that we talked about as a group at our February 19, 2026 meeting:

- Michigan State Education Network (MiSEN)
 - MiSEN provides Internet Access for most of the districts within Michigan, including all VBISD and our county districts.
 - MiSEN's total Internet bandwidth is 260Gb as of right now.

- MiCH IT (Michigan Collaboration Hub)
 - MiSecure
 - CrowdStrike NextGen Identity
 - Abnormal Email Security Pricing
 - MiCloud
 - AWS Cost Control and Optimization
 - Students Served Update: 336,992
 - Michigan DataHub
 - Wrapped up UI/UX Redesign project for cockpit / management portal 2.0 project.
 - Wrapping up prep/dev work for an API upgrade for this summer.
 - MiGreatDataLake
 - Data Governance

Beyond the topics above, there was a great discussion regarding insurance carriers sending out cybersecurity surveys to Districts and looking to revamp how Districts must protect their networks and data. These surveys are getting districts to look at ways to protect their assets.



II.C.5. Early Childhood

MEMO



Early Childhood
Building Bright Futures, One Child at a Time

DATE: MARCH 11, 2026

TO: BOARD OF EDUCATION

FROM: SUSAN REYNOLDS, DIRECTOR OF EARLY CHILDHOOD

RE: EARLY CHILDHOOD UPDATE

Early Childhood Department Focus Areas

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

March Focus: Our 4-Year-Olds & Rising Kindergartners

Leadership, Level of Professional Awareness, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Community Relations, Setting Instructional Outcomes, Establishing a Culture for Learning, Student Achievement

As we move into spring, our Early Childhood team is deeply engaged in one of the most important transitions in a child's educational journey, preparing our 4-year-olds to become confident, capable kindergartners.

Across VBISD, our staff are intentionally building independence, strengthening early literacy and math foundations, supporting social-emotional growth, and partnering closely with families and districts to ensure smooth transitions into kindergarten. This month's report highlights the impact of that work, specifically through our ECSE Rising Kindergarten Yearbook, reflections on full-day ECSE programming for our 4-year-olds, celebrations from our GSRP classrooms, and a spotlight on inclusion in South Haven



***ECSE Rising Kindergarten Yearbook: Celebrating Growth & Transition**

Leadership, Level of Professional Awareness, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Professional Preparation, Community Relations, Setting Instructional Outcomes, Establishing a Culture for Learning, Student Achievement

This month, superintendents across our 11 districts received a personalized ECSE Rising Kindergarten Yearbook highlighting students from their district who will soon transition from Early Childhood Special Education into kindergarten. The yearbook captures far more than photos — it tells the story of growth, persistence, and possibility. It reflects students who began the year building foundational communication, regulation, and peer interaction skills and who are now entering kindergarten with increased independence and confidence. It represents

teams who adjusted instruction, collaborated across disciplines, and remained steady through challenges, as well as families who partnered meaningfully in the process.

The yearbook also strengthens the bridge between early childhood and our local districts. By sharing these individualized snapshots, we are not only celebrating student progress but reinforcing connection and continuity as children move into their next educational setting. Our ECSE classrooms are not simply preparing children academically; they are building resilience, belonging, and readiness. The Rising Kindergarten Yearbook makes that impact visible — and it is something we are truly proud to share.

****Full-Day ECSE: Growth We Are Seeing in Our 4-Year-Olds**

Leadership, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Student Personnel, Community Relations, Setting Instructional Outcomes, Coherent Instruction and Determination of Resources, Establishing a Culture for Learning, Student Achievement

As more of our 4-year-olds participate in full-day ECSE programming, staff are consistently reporting meaningful gains across developmental domains. The extended instructional day is providing increased opportunities for embedded therapy, repeated practice of regulation strategies, stronger peer interaction, and deeper relationship-building with adults. Teams are noting:

- Improved self-regulation and stamina
- Stronger expressive and receptive communication
- Increased independence in routines
- Greater participation in both group and individual instruction
- More consistent generalization of skills across the day

The additional time allows students to practice transitions, engage in authentic peer interaction, and build executive functioning skills, all critical foundations for kindergarten readiness. The impact of full-day programming is best illustrated through the stories of our students. Let's take a look.

Adan returned to ECSE in mid-January after a serious extended illness that required over a year of treatment at Helen DeVos Children's Hospital and therapies through Mary Free Bed Rehabilitation Hospital. During his illness, Adan required feeding through a g-tube and was unable to walk or sit independently. Prior to returning to the classroom, he made extraordinary strides in his recovery, regaining the ability to eat and sit up on his own.

Since returning to ECSE, his progress has continued in remarkable ways. We are thrilled to share that Adan has now regained his ability to walk independently. The consistency of a full-day classroom, embedded supports, and a team ready to meet him where he was has allowed him to continue rebuilding strength, independence, and confidence. Check out Adan's video clip, [here](#).

Dave'von's growth this year has been equally powerful. As a student on the autism spectrum, his previous level of dysregulation significantly impacted his ability to participate in instruction, transition smoothly, and engage in meaningful social interactions. The full-day ECSE program, paired with Tier III support and consistent intervention strategies, has been critical to his success.



With increased time for modeling, repetition, and co-regulation, Dave'von has made substantial gains in self-regulation and classroom participation. A deeply committed ECSE team has supported him in building skills that now provide a strong and stable foundation for his transition to kindergarten this fall.

Lily began the school year in pull-ups, using limited verbal language, and preferring parallel play over peer interaction. She struggled with sharing, problem-solving, and emotional regulation, requiring significant adult support to co-regulate during moments of frustration.

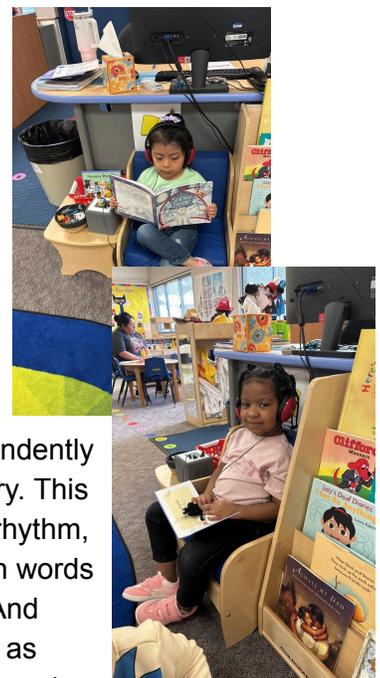


Today, Lily is potty trained and independently prompts to use the restroom. She engages daily in peer play, calls classmates by name, and creates imaginative play scenarios. She uses visual supports to problem-solve conflicts and independently selects regulation strategies when she feels upset. Her language has expanded to full sentences, and she frequently imitates teacher modeling. With daily exposure to typically developing peers, Lily has built meaningful friendships and is thriving socially and emotionally.

****Look What We Did - GSRP in Action**

Leadership, Communication Skills, Resourcefulness, Creativity & Innovativeness, Personality, Student Personnel, Community Relations, Setting Instructional Outcomes, Coherent Instruction and Determination of Resources, Establishing a Culture for Learning, Student Achievement

GSRP Supervisor Heidi Anson consistently shares and celebrates the strong instructional practices happening across her program. Through regular highlights of classroom implementation, she makes visible the intentional teaching and thoughtful systems supporting our 4-year-olds. Two recent classroom snapshots beautifully capture the depth of learning and independence being built in our GSRP classrooms.



In Covert, Lead Teacher Dawn Sexton and Associate Teacher Jenny Fabian have implemented the use of Tonies in their listening center. During a recent visit, a student was completely captivated and was independently following along in a physical book while listening intently to a recorded story. This screen-free audio tool supports phonological awareness as children hear rhythm, rhyme, and intonation. It strengthens print tracking as they connect spoken words to text. It expands vocabulary through exposure to rich literary language. And perhaps just as importantly, it builds focus, independence, and confidence as children navigate the materials and sustain engagement from beginning to end.

What looks simple on the surface is actually layered, research-aligned literacy development happening through intentional design.

In Gobles, Lead Teacher Lesley Bryant and Associate Teacher Sheila Kahl are demonstrating equally thoughtful Tier 1 supports that build independence and self-regulation throughout the daily routine. Visual routine cards at mealtime help children internalize sequences and expectations. After breakfast, students independently throw away their trays and use accessible spray bottles to clean their space, taking ownership of their environment. Carefully planned tub-play systems eliminate waiting time and support smooth transitions. A simple restroom monitoring list prevents lines and increases independence. Children finishing meals use the routine card to join peers appropriately, and in one moment captured by their team, two students were observed checking and discussing the daily schedule to confirm the correct part of the day, demonstrating awareness, confidence, and ownership of their learning.



These are not small moments. They are examples of intentional classroom systems that promote literacy, executive functioning, independence, and student agency, all foundational skills for rising kindergarteners. This is the work happening every day in our GSRP classrooms. And it is something worth celebrating.

Inclusion Efforts Are Paying Off

Leadership, Professional Standards & Ethics, Communication Skills, Student Personnel, Community Relations, Establishing a Culture for Learning, Student Achievement

Early intervention matters. When students receive intensive, individualized support early and then transition into classrooms that continue to embrace inclusive practices, the results are powerful. Across our programs, we are seeing former ECSE students now thriving in GSRP, Head Start and other natural environments where high expectations, adaptive supports, and strong relationships remain in place. These students are not just “participating.” They are contributing, connecting, and leading.

Enzo has made tremendous progress in social interaction and communication. He now interacts freely with peers and uses his AAC device not only to express needs, but to comment, converse, and initiate interactions. He greets others by name and engages in back-and-forth exchanges.

Equally powerful is the classroom environment around him. GSRP staff fully embraced his AAC system and built consistent expectations for its use. His peers followed that lead — now naturally supporting and engaging with him. At the beginning of the year, both adults and children felt unsure about his differences. Today, Enzo is an active, valued member of the classroom community.

Juno's most significant growth has been in learner behaviors and participation in classroom routines. She is now following daily schedules, engaging in group activities, and using alternative communication methods — pointing to pictures for choices, signing for preferred activities, and using a switch device to request her teacher.

Her progress reflects a classroom team willing to adapt, problem-solve, and ensure she is a fully included member of the learning community. The intentional supports in place have allowed Juno to build independence and engagement in meaningful ways.

Irma has demonstrated remarkable growth in communication and social-emotional development. Earlier in the year, she relied heavily on her AAC device — which she proudly carried and referred to as her “purse” — to greet others, ask questions, and explore new vocabulary.

Today, she is independently speaking in complete sentences to accomplish all the same functions. She is developing friendships, noticing when peers are absent, and actively seeking connection. Her progress reflects not only her determination but the consistent modeling, encouragement, and strong relationships cultivated by her GSRP team.

These stories are a strong reminder that high-quality early intervention makes a real difference. When supports are intentional, intensive, and provided early, children build the skills, confidence, and independence that truly shift their trajectory.

Inclusion in Action - South Haven

Leadership, Professional Standards & Ethics, Communication Skills, Student Personnel, Community Relations, Establishing a Culture for Learning, Student Achievement

I want to close this month's report by bringing it back to the heart of our work, inclusion. Recently, our ECSE supervisor, Martha Adams, sent the following note to a GSRP teaching team in South Haven, Claire Schultze, Lead Teacher and Carrie Phillips, Associate Teacher. With permission, I am sharing it because it captures what inclusive practice truly looks like in action:

When Madi first started I am sure this felt big. It was new and at times I'm sure it felt overwhelming. There were real questions about whether this was the right placement and whether you could meet her needs in the way she deserved. Those feelings were honest and understandable.

What stands out to me is what you did next. You stayed in it. You kept asking questions. You adjusted your approach. You worked through the hard days. You allowed yourselves to grow alongside her instead of stepping back. That is not easy work.

Madi's progress this year is significant. It may not mirror the growth of her same age peers, and it does not need to. Her gains reflect persistence, teamwork, and adults who refused to give up when it felt hard. That growth belongs to her and to the team who kept showing up for her.

This is what inclusive practice really looks like. Not perfect. Not effortless. But thoughtful, reflective and committed.

Martha

This is the work happening in our classrooms every day. Inclusion is not a slogan or a compliance requirement. It is skilled teaching. It is collaboration between general education and special education. It is adults stretching, reflecting, and adjusting so children can belong and grow alongside their peers. As we prepare our 4-year-olds and rising kindergarteners for their next step, this is the foundation we are building: classrooms where every child is seen, supported, and believed in.

I am incredibly proud of the leadership, care, and commitment our teams continue to demonstrate across VBISD.



III. **ACTION ITEMS**

III.A. Approval of Compliance With The Asbestos Hazard Emergency Response Act (**Roll Call Vote**)

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: DAVID MANSON, SUPERINTENDENT
**RE: APPROVAL OF COMPLIANCE WITH THE ASBESTOS
HAZARD EMERGENCY RESPONSE ACT**

BACKGROUND:

WHEREAS, the United States Congress enacted the Asbestos Hazard Emergency Response Act of 1986 (AHERA), codified at 15 USC 2641 et seq., requiring local education agencies to inspect school facilities for asbestos-containing materials and to develop and maintain an Asbestos Management Plan; and

WHEREAS, the Environmental Protection Agency has promulgated regulations at 40 CFR Part 763, Subpart E, requiring periodic re-inspections, surveillance, notification, and implementation of response actions where necessary; and

WHEREAS, the Van Buren Intermediate School District is committed to providing a safe and healthy learning and working environment for students, staff, and visitors; and

WHEREAS, the District has conducted required inspections of its facilities and maintains an Asbestos Management Plan on file for each school building in compliance with federal and state law; and

WHEREAS, the District provides annual written notification to parents, staff, and employee organizations regarding the availability of the Asbestos Management Plan and conducts required training for custodial and maintenance personnel.

RECOMMENDATION:

RESOLVED that the Board of Education of the Van Buren Intermediate School District hereby affirms that the District is in compliance with the requirements of the Asbestos Hazard Emergency Response Act and all applicable federal and state regulations; and that the Superintendent or designee is authorized and directed to ensure continued compliance with AHERA requirements, including required inspections, surveillance, notifications, recordkeeping, and response actions.

III.B. Approval of District-Provided Professional Development Reported As
Instructional Time (**Roll Call Vote**)

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: DAVE MANSON, SUPERINTENDENT
RE: APPROVAL OF DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT REPORTED AS INSTRUCTIONAL TIME

BACKGROUND:

Per Section 101(10) of the State School Aid Act, MCL 388.1701(10), a district may count up to 38 hours of qualifying professional development time for teachers as hours of pupil instruction.

The VBISD is seeking Board approval for the [VBISD Plan for District Provided Professional Development \(DPDD\) Reported as Instructional Time](#), which includes assurances and agreement to count up to 29 hours of qualifying professional development time for teachers as hours of pupil instruction for the 2026-2027 school year.

RECOMMENDATION:

RESOLVED that the Board of Education approve up to 29 hours of professional development to count as hours of pupil instruction for the 2026-2027 school year.

III.C. Approval of 2026 Migrant Summer School Pay Scale **(Roll Call Vote)**

MEMO

Date: March 11, 2026

To: VBISD Board of Education

From: Angie Gutiérrez, Administrator of Multilingual & Migrant Services

Subject: Approval of 2026 Migrant Summer School Pay Scale

The Migrant Federal Fund grant pays wages for Van Buren Intermediate School District Summer Migrant Education Program employees. Due to the increased demand for temporary employees whose starting wages are well above the Michigan minimum wage, we have adjusted the salaries to be comparable. We also have stipends for transportation positions that are in high demand and difficult to fill.

RESOLVED, the VBISD Board of Education approves the 2026 Migrant Summer School Pay scale

2026 Summer Migrant Education Hourly Pay Rates

Migrant 2026 Instructional Staff Pay Rates

Position	Hourly Rate
Lead Teacher	\$38-\$40
Teacher/Counselor	\$35-\$38
HQ Parapro w/ETS,60 credit hours, or grandfathered in with work keys	\$16-\$20
HQ Parapro with a Bachelor's degree, HQ Parapro with CDA, Certified Lifeguard, and	\$18-\$22
Sub Teacher (with valid sub permit)	\$20-\$30
Home Outreach Staff	\$18-\$26
HOME Teachers	\$35-\$40

Migrant 2026 Misc. Staff Pay Rates

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

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

Tiers are every three years of experience at the Migrant Director's discretion

- Bus Driver & Bus Attendant hourly pay rates for 2026 will be the same as the VBISD pay scale for bus drivers/attendants as the July 1st, 2025 pay scale. Bus Drivers from other districts who work for the Summer Migrant Program will be rewarded for their years of experience on the VBISD transportation pay scale for the 2026 Summer Migrant Program. Bus drivers/Bus Aides are guaranteed 2.5 hours per run.
- Bus Drivers or aides cannot miss more than two days to be eligible for the stipend, including the last week of the program. Bus Drivers will receive anywhere from a \$750-\$1000 stipend, and Bus Aides will receive a \$375-\$500 Stipend. Part-time staff are not eligible for the stipend.
- \$2,000 stipend for a Transportation router to take the lead on routing bus stops for the summer migrant program, monitoring am radio, and communicating with bus drivers.
- \$1200-\$1500 Stipend for a bilingual staff member(s) who answers the transportation radio in the PM (***Stipend may be divided amongst more than one staff***).
- \$500-\$750 Stipend for the first two weeks' transportation setup (Stipend may be divided among more than one staff member).
**Stipends are contingent on the grant allocation*
**IF the Title 1C allocation supports giving transportation staff an increase to align with the VBISD Transportation Scale on July 1, 2026, we will align.*

III.D. Approval of School Psychologist/Diagnostic Teacher Consultant
Position (**Roll Call Vote**)

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: MONICA MANSFIELD
RE: **APPROVAL OF SCHOOL PSYCHOLOGIST/DIAGNOSTIC
TEACHER CONSULTANT POSITION**

The School Psychologist conducts comprehensive evaluations, supports eligibility determinations, provides consultation, and assists with behavioral interventions while ensuring compliance with state and federal special education requirements. This role is critical to maintaining timely evaluations and supporting data-informed decisions that promote student success.

Historically, the SE Department has experienced significant difficulty recruiting and hiring qualified School Psychologist candidates due to statewide and national shortages. Waiting until the traditional spring staffing request cycle may limit the pool of available applicants. To remain proactive and competitive in recruitment efforts, it is recommended that the position be posted in advance of the spring request for staffing increases.

In the event that a qualified School Psychologist is not available after reasonable recruitment efforts, the administration may consider a properly credentialed Diagnostic Teacher Consultant to fulfill evaluation responsibilities in accordance with state guidelines.

RESOLVED, that the Board of Education approves posting a School Psychologist position prior to the spring staffing request cycle, with consideration of a Diagnostic Teacher Consultant if a School Psychologist candidate is not available.

III.E. Approval of Medicaid Coordinator Position (**Roll Call Vote**)

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: REBECCA DEPAS, DIRECTOR OF FINANCE & OPERATIONS
RE: APPROVAL OF FULL-TIME MEDICAID COORDINATOR POSITION

To ensure Van Buren ISD and its 11 local districts maximize federal reimbursements while maintaining strict fiscal compliance, it is necessary to transition the Medicaid Coordinator from a part-time role to a full-time, degree-qualified position with a preferred accounting background. This expansion is necessitated by the increasing complexities of Medicaid billing, where evolving federal regulations and intricate documentation requirements demand a higher level of technical oversight and audit readiness.

The expanded scope of this role will centralize the management of regional staff pool lists to prevent revenue loss, provide essential help-desk support and standardized training manuals for service providers, and lead the technical financial reporting required for Medicaid cost settlements. By elevating this position, the District will provide a critical shared service that ensures billing accuracy, reduces the risk of audit findings, and optimizes the financial resources available to support specialized student services across the entire region.

Recommend the following resolution be passed:

RESOLVED, the VBISD Board of Education approves the expansion of the Medicaid Coordinator position from part-time to full-time (1.0 FTE) status under the admin/non-union classification.

III.F. Approval of Replacement Classroom Cabinetry (**Roll Call Vote**)

MEMO

DATE: MARCH 11TH, 2026
TO: BOARD OF EDUCATION
FROM: DAVID JOHNSON
FACILITIES & OPERATIONS ADMINISTRATOR
RE: APPROVAL FOR THE REPLACEMENT OF CLASSROOM CABINETRY

The Van Buren ISD recently solicited competitive bids to replace the cabinets at the Bert Goens Learning Center in rooms 113, 114, 115, 116, 119, 120, and 122.

The cabinets in rooms 113, 114, 115, 116, 119, 120 and 122 are the original cabinets to the school. The current cabinets are dated and are beginning to delaminate, break and fall apart. In an effort to update the building, cabinets and flooring have been replaced in multiple other classrooms to match the new construction classrooms and hallways. This work will complete the center section of the building.

We received two bids that were opened on February 25th, 2026. After reviewing the proposals, it is recommended that the Van Buren ISD accept the bid from Hall Builders in the amount of \$69,750.

COMPANY	BASE BID
Hall Builders	\$69,750
Maple Lake Builders	\$94,430

RESOLVED, that the Board of Education accept the base bid from Hall Builders for the installation of cabinets in the amount of **\$69,750**.

III.G. Approval of Amendment to 2025-26 General Appropriations (**Roll Call
Vote**)

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: REBECCA DEPAS, DIRECTOR OF FINANCE & OPERATIONS
RE: AMENDMENT TO THE 2025-26 GENERAL APPROPRIATIONS

The revisions to the 2025-26 VBISD budgets for the General, Special Education and Career Technical Education Funds are attached for your review. The budget revisions are necessary due to changes that have occurred from the original budget approved last June. The following summary provides the total projected revenues, expenses and other financing sources and uses for the 2025-26 fiscal year for each of the funds.

	REVENUE (Including Other Financing Sources)	EXPENDITURES (Including Other Financing Uses)
General Fund	\$29,876,825	\$29,500,294
Special Education Fund	\$47,700,580	\$49,720,524
Career Technical Education Fund	\$16,697,317	\$19,679,979

Recommend the following resolution be passed:

RESOLVED, that the general appropriations for the General, Special Education and Career Technical Education Funds of the Van Buren Intermediate School District for the 2025-26 school year are amended as shown on the following attachments.

**CAREER TECHNICAL EDUCATION FUND
 DETAIL BUDGET PROJECTION
 FOR THE FISCAL YEAR ENDING JUNE 30, 2026**

	ACTUAL <u>2022-23</u>	ACTUAL <u>2023-24</u>	ACTUAL <u>2024-25</u>	PROPOSED BUDGET <u>2025-26</u>	AMENDED BUDGET <u>2025-26</u>
REVENUES					
<i>Local Sources</i>	\$ 11,854,336	\$ 12,865,835	\$ 13,838,247	\$ 14,264,579	\$ 14,333,850
<i>Non-Educational Entity Sources</i>	32,668	33,128	30,203	30,203	32,276
<i>State Sources</i>	2,429,418	2,560,619	2,205,981	1,698,868	1,763,408
<i>Federal Sources</i>	211,391	249,472	174,262	165,026	164,783
<i>Incoming Transfers and Other Transactions</i>	480,182	494,379	419,046	400,000	400,000
TOTAL REVENUES	15,007,995	16,203,433	16,667,739	16,558,676	16,694,317
EXPENDITURES					
<i>Instruction</i>					
<i>Added Needs</i>	7,015,974	7,007,180	7,655,867	8,206,077	8,512,407
<i>Supporting Services</i>					
<i>Pupil</i>	1,656,014	1,675,545	1,707,539	1,808,476	1,720,713
<i>Instructional Staff</i>	708,853	1,034,770	710,761	728,234	732,559
<i>School Administration</i>	674,980	806,172	873,910	897,520	904,663
<i>Business</i>	39,059	27,715	21,789	24,550	23,750
<i>Operations and Maintenance</i>	1,030,712	1,014,701	1,250,552	1,261,203	1,344,354
<i>Transportation</i>	23,960	40,326	50,323	52,687	136,390
<i>Central</i>	162,750	167,371	246,064	159,695	174,143
<i>Community Services</i>	14,095	240	1,201	-	-
<i>Facilities Construction and Improvements</i>	1,068,279	1,857,999	1,722,081	2,958,500	4,065,000
<i>Debt Service</i>					
<i>Principal</i>	-	-	-	-	-
<i>Interest</i>	-	-	-	-	-
<i>Outgoing Transfers and Other Transactions</i>	-	-	1,000,000	1,000,000	1,000,000
TOTAL EXPENDITURES	12,394,676	13,632,019	15,240,087	17,096,942	18,613,979
EXCESS OF REVENUES OVER EXPENDITURES	2,613,319	2,571,414	1,427,652	(538,266)	(1,919,662)
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	-	4,654	2,881	3,000	3,000
<i>Transfer In</i>	-	-	-	-	-
<i>Transfers out</i>	(1,062,626)	(1,082,402)	(1,152,560)	(1,115,000)	(1,066,000)
TOTAL OTHER FINANCING SOURCES (USES)	(1,062,626)	(1,077,748)	(1,149,679)	(1,112,000)	(1,063,000)
NET CHANGE IN FUND BALANCE	1,550,693	1,493,666	277,973	(1,650,266)	(2,982,662)
FUND BALANCE, JULY 1	10,661,727	12,212,420	13,706,086	13,984,059	13,984,059
FUND BALANCE, JUNE 30	\$ 12,212,420	\$ 13,706,086	\$ 13,984,059	\$ 12,333,793	\$ 11,001,397

**SPECIAL EDUCATION FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2026**

	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>PROPOSED</u>	<u>AMEND</u>
<u>REVENUES</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>BUDGET</u>	<u>BUDGET</u>
	<u>2025-26</u>	<u>2025-26</u>			
<i>Local Sources</i>	\$ 21,281,659	\$ 22,863,754	\$ 24,424,482	\$ 25,196,620	\$ 25,481,068
<i>Non-Educational Entity Sources</i>	55,368	56,146	51,189	51,180	54,733
<i>State Sources</i>	15,517,116	15,670,606	17,157,774	16,651,846	17,046,553
<i>Federal Sources</i>	5,551,612	5,829,512	5,512,641	5,418,129	4,878,926
<i>Incoming Transfers and Other Transactions</i>	142,318	82,287	85,828	81,300	86,300
TOTAL REVENUES	42,548,073	44,502,305	47,231,914	47,399,075	47,547,580
EXPENDITURES					
<i>Instruction</i>					
<i>Added Needs</i>	10,744,679	9,640,381	10,375,056	11,566,567	11,432,827
<i>Supporting Services</i>					
<i>Pupil</i>	13,132,845	14,679,578	15,035,130	17,467,396	17,854,396
<i>Instructional Staff</i>	3,103,422	3,585,603	3,618,939	3,853,462	3,958,322
<i>Business</i>	25,367	9,004	14,116	23,100	13,100
<i>Operations and Maintenance</i>	1,151,616	1,139,526	1,444,627	1,835,756	1,956,070
<i>Transportation</i>	2,775,529	2,965,700	3,588,396	4,773,662	4,719,856
<i>Central</i>	661,243	745,049	780,777	975,181	935,284
<i>Other</i>	-	16,284	169,010	46,058	50,288
<i>Community Services</i>	19,405	36,021	35,440	61,994	63,176
<i>Facilities Construction and Improvements</i>	242,668	606,620	321,671	972,000	602,000
<i>Debt Service</i>					
<i>Principal</i>	105,353	108,302	111,335	111,899	114,452
<i>Interest</i>	12,304	9,355	6,322	3,205	3,205
<i>Outgoing Transfers and Other Transactions</i>	3,135,734	3,839,836	4,105,315	4,785,220	5,412,088
TOTAL EXPENDITURES	35,110,165	# 37,381,259	# 39,606,134	46,475,500	47,115,064
EXCESS OF REVENUES OVER EXPENDITURES	7,437,908	7,121,046	7,625,780	923,575	432,516
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	4,625	21,389	-	-	-
<i>Transfer In</i>	84,166	128,437	152,560	110,000	153,000
<i>Transfers out</i>	(2,576,502)	(3,510,361)	(3,567,819)	(2,549,000)	(2,605,460)
TOTAL OTHER FINANCING SOURCES (USES)	(2,487,711)	(3,360,535)	(3,415,259)	(2,439,000)	(2,452,460)
NET CHANGE IN FUND BALANCE	4,950,197	3,760,511	4,210,521	(1,515,425)	(2,019,944)
FUND BALANCE, JULY 1	10,933,128	15,883,325	19,643,836	23,854,357	23,854,357
FUND BALANCE, JUNE 30	\$ 15,883,325	\$ 19,643,836	\$ 23,854,357	\$ 22,338,932	\$ 21,834,413

**GENERAL FUND
DETAIL BUDGET PROJECTION
FOR THE FISCAL YEAR ENDING JUNE 30, 2026**

	ACTUAL	ACTUAL	ACTUAL	PROPOSED	AMEND
	<u>2022-23</u>	<u>2022-23</u>	<u>2024-25</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>REVENUES</u>				<u>2025-26</u>	<u>2025-26</u>
<i>Local Sources</i>	\$ 1,169,631	\$ 1,453,783	\$ 1,276,257	\$ 1,192,047	\$ 1,279,647
<i>Non-Educational Entity Sources</i>	1,847	4,625	4,278	4,270	1,823
<i>State Sources</i>	8,013,161	9,369,706	11,485,903	11,995,676	13,321,984
<i>Federal Sources</i>	2,795,957	5,186,651	7,493,204	7,933,257	8,381,971
<i>Incoming Transfers and Other Transactions</i>	2,652,693	2,945,151	2,807,089	2,669,800	3,458,400
TOTAL REVENUES	14,633,289	18,959,916	23,066,731	23,795,050	26,443,825
EXPENDITURES					
<i>Instruction</i>					
<i>Basic Program</i>	2,039,536	2,279,794	2,111,198	2,193,898	1,595,108
<i>Added Needs</i>	1,324,349	1,518,808	1,570,346	1,654,622	1,773,044
<i>Adult Continuing Education</i>	47,592	46,910	72,101	141,568	129,328
<i>Supporting Services</i>					
<i>Pupil</i>	3,105,242	3,285,584	3,595,472	3,928,084	4,146,603
<i>Instructional Staff</i>	2,740,733	5,234,789	7,117,282	7,078,138	7,761,120
<i>General Administration</i>	514,907	601,492	610,433	654,925	795,137
<i>School Administration</i>	20,400	24,900	112,949	149,393	150,864
<i>Business</i>	1,340,420	1,546,228	1,406,432	1,277,030	1,803,460
<i>Operations and Maintenance</i>	920,670	1,037,753	1,143,547	1,184,159	1,499,158
<i>Transportation</i>	368,875	483,616	427,850	691,265	443,506
<i>Central</i>	3,292,755	3,500,246	3,599,152	4,234,819	4,461,279
<i>Community Services</i>	366,282	401,205	355,221	442,773	378,012
<i>Facilities Construction and Improvements</i>	239,266	94,411	153,378	480,000	339,800
<i>Debt Service</i>					
<i>Principal</i>	82,453	111,618	124,457	124,500	124,500
<i>Interest</i>	4,174	8,582	12,920	13,000	13,000
<i>Outgoing Transfers and Other Transactions</i>	641,605	852,773	2,096,413	2,471,974	4,086,375
TOTAL EXPENDITURES	17,049,259	21,028,709	24,509,151	26,720,148	29,500,294
EXCESS OF REVENUES OVER EXPENDITURES	(2,415,970)	(2,068,793)	(1,442,420)	(2,925,098)	(3,056,469)
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	-	3,000	-	-	-
<i>Proceeds from subscription-based IT arrangements</i>	318,528	-	-	320,000	320,000
<i>Transfer In</i>	2,277,102	2,924,001	3,285,169	2,997,000	3,113,000
<i>Transfers out</i>	-	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	2,595,630	2,927,001	3,285,169	3,317,000	3,433,000
NET CHANGE IN FUND BALANCE	179,660	858,208	1,842,749	391,902	376,531
FUND BALANCE, JULY 1	3,024,875	3,204,535	4,062,743	5,905,492	5,905,492
FUND BALANCE, JUNE 30	\$ 3,204,535	\$ 4,062,743	\$ 5,905,492	\$ 6,297,394	\$ 6,282,023

III.H. Approval of the Sale of 2026 Construction Trades Offsite House and
Authorized Representative - 465 MEMORY LANE

MEMO

DATE: March 11, 2026
TO: BOARD OF EDUCATION
FROM: ROBERT SMITH, DIRECTOR OF CAREER & TECHNICAL EDUCATION
RE: APPROVAL OF SALE OF CONSTRUCTION TRADES OFF-SITE HOUSE LOCATED AT 465 MEMORY LANE, DECATUR, MI 49045

REVIEW

Van Buren Tech is interested in selling a house built by the On-Site Construction Trades program during the 2024-25 school year.

OVERVIEW

For several years, Van Buren Tech's On-Site Construction Trades program has built houses in the On-Site Construction Trades program lab and have partnered with local communities in Van Buren County to support community expansion by relocating them and selling them. After receiving a generous donation of land from Decatur Public Schools, the 2024-25 class completed the most recent house, which has been relocated to 465 Memory Lane in the Village of Decatur. This past year we hired Becht Construction to finish the home and get it ready for sale. At this time, we are getting ready to list the property with Berkshire Hathaway Home Services and are asking the board for approval to sign all paperwork and closing documents, related to the sale of the home, on behalf of VBISD.

RESOLUTION

THEREFORE, BE IT RESOLVED, that the Van Buren Intermediate School District Board of Education authorizes Robert Smith, Director of CTE or Superintendent's designee, to list the home for the designated amount and sign all related paperwork for the closing of the house once the sale has been completed.

III.I. Approval of New Staff Employment (**Voice Vote**)

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: BRITANI OLDS, HUMAN RESOURCES ADMINISTRATOR
RE: **APPROVAL OF EMPLOYMENT OF NEW STAFF**

BACKGROUND

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

<u>New Employee</u>	<u>Salary</u>	<u>Start Date</u>
Emma Beal, Speech & Language Pathologist	\$60,447.00	03/09/2026

**Salary may be prorated based on start date*

RECOMMENDATION

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

III.J. Approval of Staff Resignations and Retirements **(Voice Vote)**

MEMO

DATE: MARCH 11, 2026
TO: BOARD OF EDUCATION
FROM: BRITANI OLDS, ADMINISTRATOR FOR HUMAN RESOURCES
RE: STAFF RETIREMENTS/RESIGNATIONS

BACKGROUND

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

<u>Name</u>	<u>Resignation/Retirement Date</u>
Gretchen Schuman, HI Consultant	Retirement - 06/30/2026
Stephanie Bazan, Special Education Teacher	Retirement - 06/30/2026

RECOMMENDATION

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

Attachments

IV. OTHER BUSINESS

IV.A. Adjournment

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