

LAWTON COMMUNITY SCHOOLS

BOARD OF EDUCATION

Regular Meeting

May 19, 2025

7:00 PM

AGENDA

1. **CALL TO ORDER** - This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during forum time.
2. **PLEDGE OF ALLEGIANCE**
3. **APPROVAL OF AGENDA** **2**
4. **FORUM TIME** - Comments specific to meeting agenda
5. **BUDGET REPORTS**
6. **SUPERINTENDENT'S REPORT**
 - A. Special Recognitions
7. **NEW BUSINESS - CONSENT AGENDA ITEMS**
 - A. Approval of Consent Agenda Items 3
 - B. Special Recognition Resolution Approvals
 1. Middle School 4
 2. High School 6
 - C. Approval of Board of Education Meeting Minutes 8
 - D. Resignation Resolution - James - Competitive/Sideline Cheer 14
 - E. Resignation Resolution - Tremblay - Director of Bands 15
 - F. Resignation Resolution - Shafer - MS Cheer Coach 16
 - G. Termination Resolution - Ortega - Custodian 17
8. **NEW BUSINESS**
 - A. Points of Pride
 - B. Overnight Girls Basketball Trip 18
 - C. Overnight Golf Team Trip 27
 - D. Facilities & Student Activities Committee Meeting - 05.06.25 33
 - E. Finance Committee Meeting - 05.07.25 35
 - F. Finance Committee Meeting - 05.14.25 36
 - G. VBISD Budget Approval - **Roll Call Vote** 37
 - H. VBISD Biennial Election Resolution 2025 - **Roll Call Vote** 56
 - I. Neola Policy - 2nd Reading 58
9. **FORUM TIME**
10. **ADJOURNMENT**

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Approval of Agenda

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education approves the agenda as presented."

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Consent Agenda Items

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education approves consent agenda items: 7. A, B, C, D, E, F, and G."

To: Board of Education
From: David Williams
Date: May 19, 2025
Re: Middle School Resolutions

RECOMMENDED BOARD ACTION:

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for being Students of the Month for the month of March: Fifth Grade Emma French, Sixth Grade Zachary Johnson, Seventh Grade Payton Piecyk, and Eighth Grade Madilyn Richter.”

Emma French; Daughter of Brian and Amy French

Emma French is a hard working student who puts her best effort into solving whatever challenge awaits her. While quiet, don't mistake her for dismissive; she carries a positive energy into the classroom that the students all benefit from. She carries that same energy with her extracurricular activities towards her teammates and friends. Her farm animals and horseback riding stories bring a light to her passionate eye. Emma is truly an inspiration to Lawton Middle School and great things are ahead of her.

Zachary Johnson; Son of Melissa Johnson

The 6th grade teachers nominate Zachary Johnson as the April Student of the Month. Zach is hard working, dependable, and kind. Mrs. Oles says that Zach has stepped into a role of leadership in class. Peers listen to him and he is often working to remind them of the expectations when they've fallen off of meeting them. Zach is an extremely engaged learner with high participation and thoughtful contributions to class. He is getting a lot out of his experiences and is not shy about sharing that with others. He's a helpful and kind peer with a strong drive to accomplish great things. Mr. Karsen stated that Zach is a great worker, contributor, and leader in PE. Zach is in 7th grade math with Mrs. Gear and always strives to do his best. He doesn't back down from a challenge. He puts forth great effort on his own work and will offer help to others in need. He is always respectful, has a positive attitude, shows ownership, and is responsible.

Payton Piecyk; Daughter of Tory and Elizabeth Piecyk

Payton is one of those young ladies that has an upbeat, positive energy about her regardless of where she goes. Her interactions with staff and peers are fun and engaging. In PE class, she was the student that would go out of her way to help others, challenge them, and also perform at a high level as she is a feisty athlete herself. Payton is also a testament to improved discipline and self-control. Teachers have noticed that she has become more "business-like" in her approach to her academics. She is very focused on her grades and is engaging in classes sincerely, while asking quality questions to enhance her knowledge. She is showing great signs of improved maturity and leadership; and all of her hard work has not gone unnoticed. Well done Piecyk.

Madilyn Richter; Daughter of Chris and Megan Richter

The 8th Grade teachers are proud to recognize Madi Richter as our Student of the Month. Madi consistently demonstrates the qualities of kindness, helpfulness, and integrity, making her a role model for her peers and a valued member of our school community.

Madi approaches each school day with a positive attitude and a willingness to go above and beyond what is expected. She not only completes her own assignments with care and responsibility, but she also takes the time to help others understand the material. Her ability to explain concepts and support her classmates shows both patience and a deep understanding of the content. Whether it's a quick question or a longer explanation, Madi is always ready to lend a hand.

Beyond the classroom, Madi is quick to step up and assist wherever she's needed. She eagerly volunteers to help teachers with tasks such as cleaning up, running errands, or organizing materials—always doing so with a smile and without a single complaint. Her dedication to contributing to a positive and productive school environment does not go unnoticed.

What truly sets Madi apart, though, is her strong sense of fairness and her courage to stand up for what's right. In a time when peer pressure and social drama can be difficult to navigate, Madi has made the admirable decision to step away

from negativity and avoid participating in unwanted behavior. Her actions reflect maturity, strength of character, and a commitment to treating others with respect and kindness.

Madi's quiet leadership, generous spirit, and unwavering principles make her more than deserving of this recognition. We are lucky to have her as part of our school community, and we are honored to celebrate her as our Student of the Month.

To: Board of Education
From: Jon Waldron
Date: May 19, 2025
Re: High School Resolutions

RECOMMENDED BOARD ACTIONS:

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for being Students of the Month.

Kennedy Wells, daughter of Kathy Coombs: One teacher noted: Kennedy is driven and focused, coming to class with fresh ideas and motivated to work on projects. She is personable and a delight to have in my class.

Cameron Vyverman, son of Alicia Schaaf and Corey Vyverman: One teacher noted: Cam has shown remarkable academic progress throughout his junior year. Now a paragon and example of meticulous self-discipline, he purports himself as a student who portrays many of the virtues valued at LCS.

To: Board of Education
From: Jonathan Waldron
Date: May 19, 2025
Re: Senior Scholars Resolution

RECOMMENDED BOARD ACTIONS:

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the Top Ten Senior Scholars for the Class of 2025: Mateo Oertel, Mason Mayne, Alyssa McNally, Cindel Casarrubias, Lily McCorry, Julissa Casarrubias, Miley Torres, Kamden Olson, Alexander Lardie, Isa Garcia.”

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for graduating Senior Scholar Summa Cum Laude (GPA 3.90-4.00) for the Class of 2025: Cindel Casarrubias, Isa Garcia, Mason Mayne, Lily McCorry, Alyssa McNally, Mateo Oertel.”

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for graduating Senior Scholar Magna Cum Laude (GPA 3.7-3.89) for the Class of 2025: Julissa Casarrubias, Kamden Olson, Miley Torres.”

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for graduating Senior Scholar Cum Laude (GPA of 3.5-3.69) for the Class of 2025: Tristan Butcher, Emmaline Clark, Austin Garcia, Ethan Marr, Megan Robertson, Charli Streeter.”

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for making Senior Scholar Honor Roll (GPA of 3.0-3.49) for the Class of 2025: Carter Allen, Landon Anderson, Amanda Aumaugher, Asha Bahm, Camille Barber, Cole Burk, Billy Conklin, Xzaviar Crouch, Dalton Douglas, Tiara Ellis, Brayden Hatfield, Alex Lardie, Kaedon Miller, Nola Strausberg, Kaylee Vette, Tim Willoughby, Maddie Winkel, Madeline Worthington.”



LAWTON COMMUNITY SCHOOLS

Lawton Community Schools Board of Education Minutes of the Regular Meeting on April 21, 2025 High School Board Room

A REGULAR MEETING of the Board of Education of Lawton Community Schools was held Monday, April 21, 2025 beginning at 7:00pm in the HIGH SCHOOL BOARD ROOM.

- Board members present: Walter Hitchcock, Steve Carroll, Bryan Cronenwett, Larissa Hunt, Matt Riggs, Eric Smith
 - Board members absent: Nate Pursley
1. **CALL TO ORDER** - This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during forum time.
 2. **PLEDGE OF ALLEGIANCE**
 3. **APPROVAL OF AGENDA**
Motion: Cronenwett
Support: Carroll
Carried: 6-0, 1 absent
"RESOLVED, that the Lawton Community Schools Board of Education approves the agenda as presented."
 4. **FORUM TIME** - Comments specific to meeting agenda
 5. **BUDGET REPORTS**
 6. **SUPERINTENDENT'S REPORT**
 - A. Special Recognitions
 1. LAAC Graduate – Madelynn Beck
 2. Student of the Month
 7. **NEW BUSINESS - CONSENT AGENDA ITEMS**
 - A. Approval of Consent Agenda Items
Motion: Smith
Support: Riggs
Carried: 6-0, 1 absent
"RESOLVED, that the Lawton Community Schools Board of Education approves consent agenda items: A, B, C, D, E, F, G, H, I, J, K, L, M, and N."
 - B. Special Recognition Resolution Approvals
 1. Middle School
"RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for being Students of the Month for the month of

March: Fifth Grade Scarlett Sweet, Sixth Grade Quincy Bandfield, Seventh Grade Kendry Monroe, and Eighth Grade Quinn Freds.”

Scarlett Sweet; Daughter of Lucien and Dessirae Sweet

We are proud to recognize Scarlett Sweet for our 5th grade student of the month. She is an outstanding young lady who works hard in the classroom and on the softball field. She shows responsibility by coming to class prepared every day ready to learn. Scarlett participates in classroom activities and often works with others when she finishes early. She shows respect to all her peers and helps out whenever she can. Confidence is the biggest area of growth we have noticed with Scarlett. She isn't afraid to work something out on the board or raise her hand if something seems off. Outside of working hard in the classroom, Scarlett is a distinguished softball player. She is able to go to practices, travel for games, and travel for special teams, all while maintaining high honor roll.

Quincy Bandfield; Son of Ben and Meghan Bandfield

This student consistently puts in his best effort in his classes. He is a self-starter and pursues additional knowledge about class topics outside of the classroom, thus creating his own, individualized enrichment opportunities. He is eager to share what he learns with his classmates and teachers alike. He stays on task and doesn't let distractions disrupt his learning. He has shown growth in leadership this year! He is an asset to teachers as a role model for his peers and encourages them to follow expectations. For these reasons, we are pleased to announce Quincy Bandfield as our Student of the Month! Congratulations, Quincy! Keep up your great leadership and exceptional work ethic!

Kendry Monroe; Daughter of Brooks and Kiera Monroe

Kendry is a hardworking student, actively participating in class, answering questions and asking poignant questions. She is a positive influence on her peers, helping to keep them on track, and is consistently kind to those around her.

JoAnna Casarrubias; Daughter of Filiberto and Dulce Casarrubias

JoAnna consistently displays the elements of responsibility, ownership, attitude, and respect in every class, every day. She is the first to help another classmate. She is quick to get to work, get serious, and get it done right. JoAnna is an excellent creative writer, serious thinker, and leader in the room. She strives to be her best and make a difference in the world. We can't wait to see what she will do next. Congratulations to Joanna Casarrubias for her exceptional leadership and hard work at Lawton Middle School.

2. High School

“RESOLVED, that the Lawton Community Schools Board of Education extends its congratulations to the following students for being Students of the Month.

Emma McNees, daughter of Judith and Douglas McNees: Emma is an observant and highly respectful student! She is always prepared, listens and engages in classroom discussions, and even though she is in both choir and band (which means she only has band every other day), she is diligent in preparing her parts at home, so that she is always prepared for every band class.

Emma has shown herself to be an exemplary student in my classroom. She is very diligent in completing her work and making certain it is correct and accurate. Even better, Emma goes out of her way to assist one of her other classmates who really struggles with the content. Emma has recognized this need and has taken it upon herself to assist when I am not available. I so appreciate her kindness! Emma is thoughtful and considerate to everyone around her and she makes our whole class better.

Nolan Stulgaitis, son of Wendy and Brian Stulgaitis: He is incredibly kind. He loves to read and write. He is a hard worker and does not give up when something is challenging or confusing. He is engaged in class and puts his all into understanding the material. Honestly, what an awesome kid.

Nolan is polite, seeks clarification to present his best work, and exhibits excellent time management skills. He instantly fit in when he joined our class. He works hard to perform well and, although he asks questions when needed, he listens so well that he rarely needs to. Nolan always has a smile on his face. He truly desires to learn and grow as a young man.

Nolan possesses the ability to go unbothered by the little things in life. His perseverance is unmatched in my eyes. His bright mind and unwavering attention in class make him a standout, and his excellence in his subject matter is truly impressive. He's a joy to teach! He has performed at a very high level in the class. His confidence has increased and (more often than not) he is willing to lead discussion, answer questions, and provide overall support to his classmates.

- C. Approval of Board of Education Meeting Minutes
"RESOLVED, that the Lawton Community Schools Board of Education approves the March 17, 2025 Regular Meeting Minutes, both of the March 20, 2025 Special Meeting Minutes, and the April 7, 2025 Special Meeting Minutes as presented."
- D. Hire – Banks – Kitchen Aide
"RESOLVED, that the Lawton Community Schools Board of Education approves the hiring of Cheryl Banks as an Elementary Kitchen Aide."
- E. Hire – Graff – Kitchen Aide
"RESOLVED, that the Lawton Community Schools Board of Education approves the hiring of Lorrie Graff as an Elementary Kitchen Aide."
- F. Hire – O'Neal – Bus Driver
"RESOLVED, that the Lawton Community Schools Board of Education approves the hiring of Natalia O'Neal as a Bus Driver pending successful completion of criminal background checks."
- G. Hire – Hendrickson – Evening Custodian
"RESOLVED, that the Lawton Community Schools Board of Education approves the hiring of Mason Hendrickson as an Evening Custodian pending successful completion of criminal background checks."
- H. Resignation – Elmore - Paraprofessional
"RESOLVED, that the Lawton Community Schools Board of Education accepts the resignation of Caren Elmore as a Paraprofessional effective March 27, 2025."
- I. Resignation – Munting – Kitchen Aide
"RESOLVED, that the Lawton Community Schools Board of Education accepts the resignation of Kelly Munting as a Kitchen Aide effective March 27, 2025."
- J. Resignation – Peggy Baldwin – Kitchen Aide
"RESOLVED, that the Lawton Community Schools Board of Education accepts the resignation of Peggy Baldwin as a Kitchen Aide effective March 27, 2025."
- K. Retirement – Lee – Kitchen Aide
"RESOLVED, that the Lawton Community Schools Board of Education accepts the retirement of Charlotte Lee as a Kitchen Aide effective June 6, 2025."
- L. Retirement – Maury – Food Service Director
"RESOLVED, that the Lawton Community Schools Board of Education accepts the retirement of William Maury as Food Service Director effective July 20, 2025."
- M. Retirement – Cramer – Kitchen Aide

“RESOLVED, that the Lawton Community Schools Board of Education accepts the retirement of Darla Cramer as a Kitchen Aide effective June 6 2025.”

N. Retirement – Barkovich – Teacher

“RESOLVED, that the Lawton Community Schools Board of Education accepts the retirement of Tammy Barkovich as a Teacher effective June 30, 2025.”

8. **NEW BUSINESS**

A. Points of Pride

Bandfield – congratulations to Larissa

B. Potawatomi Zoo Out-of-State Approval

Motion: Hunt

Support: Carroll

Carried: 6-0, 1 absent

“RESOLVED, that the Lawton Community Schools Board of Education approves the out of state field trip for 2nd Grade on May 23, 2025 to Potawatomi Zoo..”

C. Esports Overnight Trip Request

Motion: Hunt

Support: Smith

Carried: 6-0, 1 absent

“RESOLVED, that the Lawton Community Schools Board of Education approves the proposal for the overnight trip for the Esports Team that is planned for April 25-26 of 2025.”

D. Facilities & Student Activities Committee Meeting – 04.16.25

Funds to purchase instruments for band

Purchasing/Selling bus

Committee: Facilities, Athletics, Student Activities

Date of Meeting: 4.16.25 @ 6:00

Committee Members attending: Cronenwett, Riggs, Smith

Administrator(s) attending: Bandfield, Turner

Type of committee report:

X Reporting/updating

Recommending board action

Brief background of committee issues/area reporting:

The committee had an initial review of the Cap Ex Proposals for both Buildings / Operations and Technology. We reviewed a the Transportation Fleet numbers and at the potential to acquire a used bus from a local district. We had further conversations about the Elementary parking lot drainage and our next steps. We had initial discussions about how we will proceed with the additional coaches at the Middle School Basketball teams that we did this year for an initial 1 year trial.

CHAIR DOES NOT NEED TO READ THE FOLLOWING BOARD ACTIONS AS THEY

WILL BE RESOLUTIONS AFTER THE COMMITTEE REPORT

RECOMMENDED BOARD ACTION:

E. Finance Committee Meeting – 04.21.25

Committee: Finance Date of Meeting: 4.21.25 @ 5:00 Committee Members attending: Carroll,

Cronenwett, Riggs Administrator(s) attending: Bandfield, Keister, Watson Type of committee

report: X Reporting/updating Recommending board action Brief background of committee

issues/area reporting: The committee met to discuss a few items on Monday April 21st. Some of the items included:

- 24-25 Revenues and Expenditures review for preparation of 24-25 Budget Amendment. We are targeting an Amendment in May.

- Some initial discussion about the 25-26 Budget Process and enrollment and per pupil projections.
- The Committee will be meeting in the coming weeks to continue this work. RECOMMENDED BOARD ACTION: No Action at this time

F. Neola Policy – Vol. 39, No. 2 – 2nd Reading

Motion: Cronenwett

Support: Carroll

Carried: 6-0, 1 absent

“RESOLVED, that the Lawton Community Schools Board of Education adopts the Neola Board Policies Vol. 39, No. 2 with the exception of policy 8500.”

G. Neola Policy – po2264, po2266 – 1st Reading

9. **FORUM TIME**

Hunt – cell phone policy

10. **ADJOURNMENT**

The meeting adjourned at 7:37pm.

Submitted by: _____

Larissa Hunt, Lawton Community Schools Board of Education Secretary

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Approval of Minutes

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education approves the April 21, 2025 Meeting Minutes as presented."

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Resignation Resolution – James – Competitive/Sideline Cheer

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education accepts the resignation of Holly James as a Competitive and Sideline Cheer Coach effective April 28, 2025."

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Resignation Resolution – Tremblay – Director of Bands

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education accepts the resignation of Laura Tremblay as Director of Bands effective June 30, 2025."

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Resignation Resolution – Shafer – MS Cheer Coach

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education accepts the resignation of Jenny Shafer as an MS Cheer Coach effective May 4, 2025."

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Termination Resolution – Ortega – Custodian

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education accepts the termination of Arturo Ortega as a Custodian effective April 29, 2025."

Type of Trip

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Proposed Departure Date

7/6/25 & 6/20

Proposer

Jeremy

Macon

Date by which response is

needed ASAP

Return Date

7/9/25& 6/21

Position

Varsity

Coach

Proposal Date

4/16/25

A.

Purpose

1.

What is the major place to be visited or event to be attended?

Hope College, Holland Mi

Bethel Team Camp

2.

How is the trip related to the educational program of the District? NA

3.

In what ways will the students benefit?

Team Bonding

4

In what ways will the District benefit?
NA

2340 F5

5

How will the trip be evaluated to determine the extent to which these benefits were realized? NA

B.

Students and Staff

1.

Which students (grade, class, or organization) will be going?

Andee McCormick

Ally O'Brien

Lila Karsen

Taylor Whipple

Payton VP

Hadley Camp

Mckenzee Terpstra

Olivia Bowen

Gia Bridges

Bailey Allison

Hallie Bishop

B.

Students and Staff (cont'd)

2.

How many students in total?

11

3.

How many students are currently experiencing academic problems? 0

4.

Which staff member will be in charge?

Coach Macon & Coach Allison

5.

2340 F5

What previous experience has the staff member had in conducting overnight or extended field trips? **This will be our 4th summer trip to Hope**

6.

What other staff members will be going? **2**
Coaches (Macon & Allison)

7.

How many chaperones, in addition to staff members, will be going? **0**

8.

What are their names and affiliations with the students?

9 How many school days will be missed? 0

10

2340 F5

How will teachers be advised in advance that the students will be out of school?

C.

School Work

1 How will missed work be made up?
NA

2. What special assistance will be provided students with academic problems? NA

D.

Itinerary

1. What is the destination? Holland, MI

2. What will be the mode of transportation? What liability insurance does the carrier have? Possible New School Van!!!

3. Where will the group be housed and fed? Athletes will stay in dorm and eat 3 meals a day

D.

Itinerary
(cont'd)

4. What enroute or supplementary activities are planned? **Team Bonding, Walking downtown Holland for Ice Cream**

5. What arrangements have been made for dealing with emergency situations? **Each kid will have a waiver signed and Hope will also have emergency contact and procedures in order**

6. If tour guides are involved, what liability insurance do they carry?

2340 F5

E.

Finances

1.

What is the estimated total cost and cost per student?
\$215

2.

What is the source of funds?
**Parents and/or the girls will have
the opportunity to earn funds
during our Youth Camps**

3.

How will the funds be collected and safeguarded?
Coach Macon

4.

How will any shortfall be made up or excess funds used?
We have funds available in our account

5.

What provision has been made for students who are financially unable to pay
any necessary costs? **We have done a really good job on raising funds for our girls basketball
program, no kid will be left behind due to financial burdens**

F.

Communications

1.

How will you communicate to parents prior to, during, and after the

trip? **Team App**

2. List telephone numbers at destination and where group will be housed.
Once Dorms are assigned, I can follow up with this request

3. What information will be provided to the media and the community? NA

2340 F5

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Girls Basketball Camp Overnight Approval

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education approve the proposal for the overnight trip for the Girls Basketball Team for Bethel Team Camp and Hope College in Holland that is planned for June and July of 2025."

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip Golf team annual trip to Tullymore (Big Rapids)
 Proposed Departure Date May 11 Return Date May 12 in the evening
 Proposer Barry Shanley Position Golf Coach
 Date by which response is needed ASAP Proposal Date _____

A. Purpose

1. What is the major place to be visited or event to be attended?
 Tullymore Golf Club. Sunday for a practice round.
 Monday for the tournament.
2. How is the trip related to the educational program of the District?
 Team bonding. Big recruiting tool for program.
 Learning behavior.
3. In what ways will the students benefit?
 Team bonding. Highlight of season. Playing in a major event.
4. In what ways will the District benefit?
 A feather for our program to be invited. Only 1-6 2 from
 Southwest Michigan.
5. How will the trip be evaluated to determine the extent to which these benefits were realized?
 It's a Surety.

B. Students and Staff

1. Which students, (grade, class, or organization), will be going?
 1. Kaden Miller And 2 other to be named.
 2. Maddie Winkel
 3. Levi Brooks
 4. Brody Camp

B. Students and Staff (cont'd)

2. How many students in total?

Six

3. How many students are currently experiencing academic problems?

None

4. Which staff member will be in charge?

Barry Shalby and parents who are going as driver and chaperones

5. What previous experience has the staff member had in conducting overnight or extended field trips?

Barry has done this twice a year. Once for Lawton and once in the fall for South Haven girls. For over a decade.

6. What other staff members will be going?

No other staff. Just parents

7. How many chaperones, in addition to staff members, will be going?

At least 3

8. What are their names and affiliations with the students?

Mr. Winkel. Mr. Miller. For sure. And other parents probably.

9. How many school days will be missed?

One

10. How will teachers be advised in advance that the students will be out of school?

Mrs. Steinko will be notified in advance.

C. School Work

1. How will missed work be made up?

Player will talk to teacher in advance.

2. What special assistance will be provided students with academic problems?

N/A.

D. Itinerary

1. What is the destination? Quality Inn + Suites in Big Rapids.

2. What will be the mode of transportation? What liability insurance does the carrier have?

Family cars

3. Where will the group be housed and fed?

Quality Inn + restaurants in Big Rapids

D. Itinerary (cont'd)

4. What enroute or supplementary activities are planned?

No time.

5. What arrangements have been made for dealing with emergency situations?

Parents can help if needed.

6. If tour guides are involved, what liability insurance do they carry?

I am responsible for everything.

E. Finances

1. What is the estimated total cost and cost per student?

Hotel @ 356.

Practic Round \$300.

Breakfast Free

Lunch on the way out way back and dinner on Sunday is the responsibility of the players.

2. What is the source of funds?

Hotel + Practic round by the district.

3. How will the funds be collected and safeguarded?

Checks or credit card - given to coach.

4. How will any shortfall be made up or excess funds used?

Shouldn't be any.

5. What provision has been made for students who are financially unable to pay any necessary costs?

Out of our golf account if needed. But not likely.

F. Communications

1. How will you communicate to parents prior to, during, and after the trip?
-

Email & phone calls

2. List telephone numbers at destination and where group will be housed.

Quality Inn 231-592-5156

3. What information will be provided to the media and the community?

The tournament notifies the media.

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Golf Team Overnight Approval

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education approve the proposal for the overnight trip for the Golf Team that is planned for May of 2025."



Committee Report Form

Committee: Facilities, Athletics, Student Activities

Date of Meeting: 5.6.25 @ 6:00

Committee Members attending: Cronenwett, Riggs, Smith

Administrator(s) attending: Bandfield, Turner

Type of committee report:

X	Reporting/updating
	Recommending board action

Brief background of committee issues/area reporting:

The committee had a second review of the Cap Ex Proposals for both Buildings / Operations and Technology.

The Committee sent the following to the Finance Committee for their work on the 2025-26 Budget.

Operations / Buildings CapEx proposed amount of \$212,577 which includes a variety of projects and upgrades including a purchase of a second 10 passenger van, MS Gym Scoreboards, Band Instruments, Soccer Goals, a shed, and Weight Equipment. Additionally there are some facility upgrades to HS HVAC, building caulking, rebuilding of drain areas.

Tech CapEx proposed amount of \$182,415 which includes Computers, Chromebooks, Security Cameras, Switches, Projectors, and an Elementary PA System.

The FASA Committee will review any potential change considerations deemed necessary by the Finance Committee.

Additionally the FASA Committee is supportive of the Boys Golf and Girls Basketball Overnight Trip.

CHAIR DOES NOT NEED TO READ THE FOLLOWING BOARD ACTIONS AS THEY
WILL BE RESOLUTIONS AFTER THE COMMITTEE REPORT

RECOMMENDED BOARD ACTION:

-



Committee Report Form

Committee: Finance

Date of Meeting: 5.7.25 @ 5:30

Committee Members attending: Carroll, Cronenwett, Riggs

Administrator(s) attending: Bandfield, Keister, Watson

Type of committee report:

X	Reporting/updating
	Recommending board action

Brief background of committee issues/area reporting:

The committee met to discuss the following

- 24-25 Budget Amendment which we are planning to share with the BOE on May 19th
- 25-26 High Level Budget which we are planning to share with the BOE on May 19th
- Non Collective Bargaining Positions Salary Schedule's

The Committee will meet again May 14th to finalize the Amendment and High Level Budget

RECOMMENDED BOARD ACTION:

No Action at this time



Committee Report Form

Committee: Finance

Date of Meeting: 5.14.25 @ 3:15

Committee Members attending: Carroll, Cronenwett, Riggs

Administrator(s) attending: Bandfield, Keister, Watson

Type of committee report:

X	Reporting/updating
	Recommending board action

Brief background of committee issues/area reporting:

The committee met to discuss the following

- 24-25 Budget Amendment which will be presented @ 6:00pm on May 19th
- 25-26 High Level Budget which will be presented @ 6:00pm on May 19th

RECOMMENDED BOARD ACTION:

No Action at this time



Van Buren Intermediate School District

Respect · Integrity · Compassion · Excellence

David D. Manson
Superintendent

TO: VBISD Constituent School District Superintendents
FROM: David D. Manson, Superintendent
DATE: April 14, 2025
RE: **ISD General Fund Approval Process 2025**

OVERVIEW:

The Michigan School Code requires a local school district to review the Van Buren ISD General Fund Budget. Local school districts are asked to advise the Van Buren ISD board on the proposed Van Buren ISD General Fund Budget for the next fiscal year. The constituent school boards are required to either support or object to the prospective budget plan by resolution.

TIMELINE:

On Friday, April 18, 2025, Van Buren Constituent School District Superintendents heard a presentation on the 2025-2026 Van Buren ISD General Fund Budget. Not later than June 2nd the local must review the proposed ISD budget and shall submit to the ISD board an approved resolution or any specific objections and proposed changes the local board recommends, if necessary.

Should there be objections and proposed budget changes the ISD board shall consider the local district recommendations prior to final ISD board approval.

RESOLUTION SAMPLE:

VBISD Constituent School District General Fund Approval resolution sample is attached.

ADDITIONAL INFORMATION:

Contact Dave Manson at the Van Buren Intermediate School District, (269) 539-5200 if you have questions.

490 South Paw Paw Street, Lawrence, Michigan 49064 · Phone 269.674.8091 · Fax 269.674.8030

Michigan Relay Center 1.800.649.3777 (Voice and TDD) · www.vbisd.org

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

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



Date: April 14, 2025
To: Local District Superintendents
From: Dave Manson, Superintendent
 Rebecca DePas, Director of Finance and Operations
Subject: **VBISD General Fund Service Details from 2024-2025**

As part of the Michigan School Code MCL 380.624, local school districts are to be presented with the attached Van Buren Intermediate School District General Fund Budget for review. This budget will be reviewed in detail at the Superintendents meeting held in person on Friday, April 18, at 9:30 a.m.

In order to get this budget approval in the hands of the local school district boards of education, on the expenditure side of the budget we are using a continued resolution budget until late May when a majority of the items will be available. When building this budget later this year the following will be some of the projections used:

1. Overall base salary increases by 3.5%.
2. Overall retirement rate used is 39.23%-44.93%. (Approx. 15.02% of this rate is offset with state aid).
3. Health Insurance increase will be 2.9% (Based on an average of the medical inflation rate that hard cap levels increased for 2025 and 2026).

VBISD Fast Facts:

Students served in Van Buren County:

DISTRICT	2020	2021	2022	2023	2024
Bangor	1117	1143	1105	973	951
Bloomingtondale	1122	1105	1090	1033	955
Covert	364	338	326	344	324
Decatur	715	737	785	752	755
Gobles	823	826	799	893	905
Hartford	1336	1337	1364	1350	1340
Lawrence	470	459	419	415	393
Lawton	974	1009	1105	1143	1149
Mattawan	3510	4060	4056	4448	4503
Paw Paw	2214	2293	2297	2220	2194
South Haven	1835	1828	1812	1901	1823
Wood	25	26	24	25	24
MOS	789	847	927	1239	1258
TOTALS	15294	16008	16109	16736	16793

Students w/Disabilities	2258	2294	2334	2355	2541
Migrant - Summer & Fall	541	388	790	880	1037

Van Buren ISD Overall Budget:

The Van Buren ISD budget is made up of six funds, three of which comprise approximately 97.6% of the total budget. The current overall 2025-26 budget for Van Buren ISD is \$78.1 million. The three largest funds are the General Education, Special Education, and Career Technical Education. The Special Education and Career Technical Education Funds are special revenue funds and the revenue generated in those funds is restricted to special usage.

The Special Education fund monies can only be used for Special Education expenditures. This fund supports the majority of Special Education transportation in the county, the Bert Goens Learning Center facility in Lawrence, the Community-Based Transition Center in Paw Paw, Maple Creek Educational Center in Bangor, all special education ancillary staff, and other program areas (e.g., DHH Program, Early Childhood Special Education, etc.). Total Special Education Fund expenditures for 2023-2024 were \$40.9 million and the 2024-2025 budget is \$43.2 million.

The Career Technical Education Fund supports VB Tech in Lawrence and provides \$1 million to local districts supporting transportation. The total expenditures in the Career Technical Education Fund for 2023-2024 were \$14.7 million and the 2024-2025 budget is \$16.3 million; this increase is largely attributed to building projects.

The General Fund supports all the other programs listed in this attachment. The General Fund expenditures for 2023-2024 totaled \$21.0 million, the 2024-2025 budget is \$26.4 million, and the projected 2025-2026 budget is \$26.7 million. **The General Fund is the only fund by law that has to be reviewed by the Boards of Education of the local school districts. Audited financial statements for all funds are located on the district website www.vbisd.org under the transparency reporting icon.**

General Fund Areas of Support:

Early Childhood Education Programs

We offer a range of services for families with children from prenatal through kindergarten entry, all designed to ensure children are safe, healthy, and eager to succeed when they begin school. Our work is rooted in strong partnerships with families, honoring their strengths, backgrounds, cultures, and goals.

Our programs aim to:

- Provide high-quality child development education, equipping families with the tools to support their child’s learning and reduce the risk of abuse and neglect.
- Connect families to essential community resources related to health, safety, and basic needs.
- Host events that offer young children a nurturing space to learn and socialize, while giving parents opportunities to build supportive peer networks.
- Promote parent leadership and advocacy by offering meaningful roles for families to shape and guide our work.

GSRP (Great Start Readiness Program) Preschool: A high-quality, state-funded preschool program for 4-year-olds. Our ISD administers 15 classrooms in collaboration with local school districts, while seven classrooms are operated solely by local districts. We also support six GSRP–Head Start blended classrooms and three classrooms in community-based or private child care centers. The ISD provides full grant oversight, classroom coaching for instructional quality, professional development for staff, and supports for family engagement. With the state’s PreK For All expansion, we anticipate growth in both private child care partnerships and school-based GSRP classrooms, along with more inclusive opportunities for children with special needs.

Family Links Home Visiting: This county-wide home visiting program serves families with children not yet in kindergarten. Six certified Parents as Teachers® educators provide in-home support, developmental and social-emotional screenings, goal-setting, and connections to community resources. The program also hosts regular socialization and early literacy events for families and young children.

Great Start Collaborative & Family Coalition (GSC): Through grant-funded work, the Collaborative brings together community partners to build a strong, coordinated early childhood system. Central to this work is the Family Coalition, which offers families a continuum of opportunities to engage, lead, and shape services that directly support young children and their caregivers.

Emergency Management Department: School violence and ongoing mental health crises have kept the VBISD Emergency Management Department extremely busy during the 2024-25 school year. This department provided support throughout the region in many areas including, but not limited to:

- a) applying for grants associated with school safety
- b) collaborating with the health department on the delivery of crucial information
- c) relaying important weather information from the National Weather Service
- d) assisting and monitoring schools in drills (fire, tornado, and lockdown)
- e) assisted in conducting several tabletops and full-scale exercises (active shooter, full-scale evacuation and reunification, and BTAM)
- f) assisted and provided support in several real-world emergencies/critical incidents (bomb threat, lockdowns, and reunification)
- g) providing assistance and follow-up for over 25 (over 50 within the 2022-2023 last school year) behavioral threat assessments for school districts
- h) training over 2500 staff/students in First Aid/ CPR/AED, Diastat, Behavioral Threat Assessment Management, Bus Driver Awareness Training, Active Shooter Incident Response, Front Office Staff Awareness (Gatekeeper) training, Standard Response Protocols, Radio Etiquette Classes and more.
- i) assisting with the creation and review of Emergency Operation Plans
- j) completing a county-wide Reunification Plan
- k) reviewing and updating several policies and procedures
- l) ordering, obtaining, and distributing Epinephrine and Narcan kits
- m) assisting with Critical Incident Stress Management (CISM) support for schools dealing with traumatic events
- n) serving as a resource to all districts for health, safety, and security-related needs
- o) conducted quarterly School Resource Officer meetings
- p) act as liaison for all school districts with Van Buren County Emergency Management and Emergency Operations Center
- q) established as a regional training center for Stop the Bleed
- r) implemented the Standard Response Protocol countywide
- s) attended 306 meetings throughout Van Buren County

Truancy Services:

In the 2024–25 school year, truancy services in Van Buren County were delivered through a collaborative partnership between the Van Buren Intermediate School District (VBISD) and the Van Buren County Sheriff’s Office. VBISD supported approximately 65–70% of the overall cost associated with these services, demonstrating a strong commitment to student attendance and early intervention.

As of April 2025, a total of **178 truancy referrals** have been processed. In alignment with transparency and accountability, **detailed service logs** are maintained and made available to local school districts for review.

Notably, this year marked significant improvements in the efficiency of the truancy process due to strengthened collaboration with the Juvenile Court and the Van Buren County Prosecutor’s Office. VBISD now has the ability to submit juvenile petitions and case files directly to the Juvenile Probation Supervisor. When a parent is being charged, the file is still routed to the Prosecutor’s Office. This direct submission process has significantly reduced the time it takes for a student to be assigned a probation officer or youth mentor—from 4–6 weeks down to just a few days.

In addition, the Juvenile Court implemented a **Pre-Diversion Program** in mid-October 2024. This evidence-based initiative is designed to prevent youth from becoming formally involved in the juvenile justice system. With parental consent, students may be assigned to a youth mentor and participate in the “Forward Thinking” curriculum over a 6–8 week period. If they complete the program successfully, the case is closed; otherwise, the case may advance to the formal Diversion Program, which typically lasts a minimum of 90 days, depending on individual progress.

Preliminary outcomes to date include:

- **9 students** referred to the Pre-Diversion Program
- **20 students** referred to the Diversion Program
- **14 cases** involving parents who were charged criminally

Additionally, in several cases where formal truancy referrals were not submitted, VBISD staff were able to proactively connect families seeking additional support with the Juvenile Probation Supervisor to initiate the Pre-Diversion Program.

A meeting with the Juvenile Probation Supervisor is scheduled to review finalized data and assess the overall effectiveness of this collaborative process. The ongoing partnerships and systems-level coordination underscore VBISD’s commitment to providing timely, compassionate, and effective interventions for students and families.

Technology Services:

The Van Buren ISD Technology Services Department currently services the following Districts with our Technology Shared Services support model:

- Bangor Public Schools (Staff, Networking, Server Hosting)
- Bloomingdale Public Schools (Networking, Server Hosting)
- Covert Public Schools (Networking, Server Hosting)
- Decatur Public Schools (Staff, Networking, Server Hosting)
- Gobles Public Schools (Staff, Networking, Server Hosting)
- Hartford Public Schools (Staff, Networking, Server Hosting)
- Lawrence Public Schools (Staff, Networking, Server Hosting)
- Lawton Community Schools (Staff, Networking, Server Hosting)
- Paw Paw Public Schools (Networking, Server Hosting)
- Mattawan Consolidated Schools (Disaster Recovery and Offsite Backup Storage)

- Heritage Southwest ISD (Networking, Server Hosting)
- Plainwell Community Schools ((Networking, Server Hosting)
- Hastings Area School System (Networking, Server Hosting)
- Delton Kellogg Schools (Networking, Server Hosting)

The Van Buren ISD Technology Services Department also supports 27 PowerSchool SIS Districts throughout Southwest Michigan, as well as the 47 Districts that make up the TriVAK consortium for the PowerSchool Special Program solution and 6 Districts in DIISD for PowerSchool Special Programs.

Van Buren Conference Center:

The VBISD Conference Center Coordinator is available to all local districts and the general public to schedule, maintain and assist with events. Once again, the VBISD Conference Center went through a few cosmetic upgrades during the 2024-2025 school year and averaged approximately 65-90 events/meetings per month. The Conference Center offers the diversity to hold meetings for groups as small as (4) to upwards of (250) guests.

Instructional Services Department:

The Instructional Services Department provides services and supports around general education including the following: Coordinated School Health, School Improvement, Adult Education, MTSS Coordinator, Literacy Coaches, Event Manager, Behavior and Trauma Coordinator and Mental Health Clinicians, Project SHINE, Grow Your Own, and Van Buren Youth Initiative. These staff are placed throughout the county in order to serve every building in the county to meet their needs around early reading, math, mental health, social and emotional learning, leadership, event management, and nutrition education. Below is a list of some of the work accomplished this past year.

Coordinated School Health

- All necessary trainings provided for Michigan Model for Health as well as Sex Education and HIV for educators throughout Berrien, Cass, and Van Buren Counties
- Digital licenses for health education provided for educators at no cost to the districts
- Whole Child Collaboration with Berrien County
- Support for teachers, administration and sex education supervisors
- Partnerships with health and physical education organizations both in Michigan and Nationally

SNAP Ed - Nutrition Education

- Expanded programming in Van Buren County districts
- Delivered Direct Education programming to approximately 6,200 students across Van Buren County
- Established connections with food pantries and local retailers
- Increased the long-term programming within the districts served

Adult Education

- 56 adult learners in Van Buren County
- Provided access to Burlington English, an online platform, that learners could access outside of class hours by providing Chromebooks learners could take home with them
- Provided in-class learning with open conversation opportunities
- The following sites within Van Buren County, and within our region, hosted Adult ESL Courses:
 - Bangor
 - Covert
 - Paw Paw
- Developed and promoted staff efficacy through attendance at online meetings for Adult ESL
- We received an additional grant to support Adult Education - Section 107
- We are evaluating our programming and making adjustments to support the needs of our learners across Van Buren County.

Academic Consultants

- Provided 2,841 hours of academic coaching with teachers around the following topics:
 - Literacy
 - Math (elementary and secondary)
 - School Improvement
 - High Impact Leadership
 - Coordinated School Health
- Hosted Mix & Mingle 2024 at Paw Paw High School for over 500 teachers in Van Buren County and surrounding areas.

Mental Health Clinicians

- Mental Health Clinician staffing includes 20 members. Paula Kana'an is the Supervisor.
- Clinicians are placed in every middle school, most high schools throughout the county as well as 7 elementary buildings
- Collaborate with school staff and community partners to organize and systematically deliver appropriate mental health consultations, services, and referrals.
- Clinicians work with classroom teachers and other professionals on the development of class-wide intervention individual interventions, functional behavioral assessments, and behavior intervention plans.
- Hosted 2 Whole Child Summits for county-wide collaboration.

As of the writing of this report 590 students have been served since August 26, 2024, the first day of the 24/25 school year. The total number of direct service minutes provided to students is **166,859**. **118** students have been discharged from services thus far this school year.

Van Buren Youth Initiative: The Van Buren Youth Initiative continues to expand opportunities for youth across Van Buren County through enriching after-school programming. Our efforts focus on creativity, confidence-building, and community connection, with a key priority for the remainder of the year being transportation access to ensure broader participation. Our goal is to have transportation operational by Fall 2025 to remove barriers for students who currently face challenges attending programs.

Current Programming Highlights

South Haven Center for the Arts (SHCA)

Providing three days of creative programming:

- Tuesdays (3:30-5:00 PM): Rotating Medium Art Class
- Wednesdays (4:00-5:30 PM): Open Studio (Ages 8-16)- Highest attended program- with over 30 students consistently
- Thursdays (4:00-5:30 PM): Guitar Classes (Collaboration with Foundry Hall)

Luc's Light Music/ Arts Program (Wednesdays, 4:00-7:15 PM & Thursdays 4:30-6:00 PM)

- Beginner Guitar
- Intermediate Guitar
- Advanced Guitar
- Anything Goes Art Class
- Intermediate Painting Experimentation
- Percussion

His Place Outreach Center

Offering four days of programming:

- Monday – Thursday: Open Gym, Learning Lounge, Game Room
- Wednesdays (3:00-5:00 PM): Rotating Medium Art Class

South Haven – "Let's Cook Together" (Completed March 12)

- 8-week program in partnership with Bronson Healthcare Group
- Students gained hands-on cooking experience, with all participants receiving a cooking kit sponsored by Bronson so they can continue cooking at home.
- Student feedback was overwhelmingly positive, with participants expressing excitement about applying their skills beyond the classroom.

Bangor – 6-Week Cooking Class (Completed March 27)

- Partnership with Project SHINE and Simpson United Methodist Church
- The program has maintained strong, consistent attendance, with students enthusiastically sharing their experiences and new skills with their families.
- The focus is on building confidence in the kitchen while fostering a sense of community around healthy food preparation.

Grow Your Own

Grow Your Own is a grant funded program that provides an opportunity for staff members across Van Buren County to be able to get their Bachelor's degree and initial teaching certification or an additional endorsement to support the teacher shortage issue that impacts everyone.

- May - 2024: Round 3 was open, we expanded our Partnership to add University of Olivet and Madonna University's DHH program.
- August 2024: Candidates were enrolling in the new and existing programs.
- Currently - 309 candidates working in their program
- 25 Graduates so far

Professional Learning Supports

The following professional learning opportunities have been provided for the 24-25 school year with over 1,500 attendees.

- MTSS Support
- Whole Child Summit
- Literacy coaching
- Early Literacy Network
- Math coaching
- Leadership meetings
- Physical Education PD
- MICIP Support
- Leadership PD
- Use of Panorama Data (social-emotional/mental health data) to improve school systems
- MiPhy Data support
- Section 504 Training and Support

Event Management

- Implemented Learning Stream software system to promote and track participant learning
- Provides State Continuing Education Clock Hours (SCECHs) tracking and uploads to MDE for most of our local districts including VBISD.
- Common PD days organized and delivered

Finance, Operations, and Human Resource Services:

The Business Services Department provides a wide array of services to the ISD's programs and departments. The services include but are not limited to: payroll, accounts payable processing, budgeting, accounts receivable, general ledger maintenance, state and federal reporting, Medicaid billing, grants management, audit preparation, bid solicitations, asset management, and staff training and assistance. Oftentimes, the VBISD Business Services Department will assist local districts who are experiencing a staff shortage in the area.

The Department provides payroll processing and business management services to our local school districts. Other services provided to our local schools include: consortium bids for copy paper and health insurance coverage, monthly processing of MESSA health insurance premiums, representation in the Michigan Retirement Investment Consortium, Medicaid distributions, and the review and filing of State special education reports.

The Shipping and Receiving Department handles both internal and external mail, deliveries, and shipments for the District. In addition, the Department maintains a centralized procurement inventory and warehouses supplies most commonly used within the District.

The Human Resources Department services the ISD by creating and posting all jobs, onboarding new hires including performing background checks, maintaining personnel files, issuing employee contracts, processing employee leaves, and offboarding of staff. The HR Department has also automated the new hire onboarding and evaluation processes, changed required employee training to a new vendor, and implemented a new electronic records management system. New to the Human Resources department this year is a marketing/communications specialist who has been working on streamlining our public communications and marketing VBISD to the community.

The Operations Department provides the following services to the District in order to maintain safe, clean and environmentally friendly facilities and grounds. The various services provided include preventative and corrective maintenance, custodial services, safety and security protection, and compliance management with various laws and regulations.

Operations staff actively participate in ongoing construction projects. New construction and renovation projects have included the remodel of the cosmetology classroom, remodel of the sports medicine classroom and starting the remodel of the culinary arts program at the VB Tech, flooring upgrades throughout the district, electrical updates, and updating cabinets in special education classrooms.

Multilingual Learner & Migrant Education

Angie Gutierrez serves as the Administrator of the Multilingual and Migrant Department. She has collaborated closely with local districts to develop consistent and systematic support for multilingual and migrant students throughout the school year and summer months.

In November 2024, the department welcomed a Multilingual Consultant/Coach, Laura Kronk. Laura provides targeted support to local districts, offering professional development opportunities, one-on-one coaching for teachers, and consultation services aimed at improving outcomes for multilingual learners across Van Buren County.

Multilingual Support Services

VBISD currently offers direct English language instruction to Multilingual Learners within our Title III Consortium. A team of eight certified teachers serves over 526 students in grades K–12 across participating districts. These educators provide the following services:

- Planning and delivering instruction aligned with the district's core curriculum
- Offering push-in classroom support or pull-out small group instruction
- Consulting with teachers and administrators on best practices for supporting multilingual learners

- Delivering professional development at the request of local districts
- Implementing the district's Language Assistance Plan
- Administering the WIDA assessment (annual English proficiency test for all multilingual learners)
- Engaging with families through conferences, literacy nights, and community events
- Providing ongoing consultation and support from the lead administrator to district personnel

Migrant Education

VBISD provides school-year and summer programming for Migrant Education through a team of nine teachers, including one full-time teacher based at Bloomingdale Public Schools. The program is further supported by two contracted recruiters who are highly qualified paraprofessionals. These individuals assist with student support in schools and homes under the guidance of certified teachers.

Each summer, VBISD operates a six-week Migrant Education program that serves students from all districts, including on-site instruction and services delivered directly in Migrant Camps. In Summer 2024, 556 children ages 0–21 were identified, with an additional 471 identified during the fall for a total of 1027 students.

Migrant Program Services Include:

- High-quality instruction using research-based curriculum
- A dedicated Recruitment and Identification team
- Parent Advisory Committee (PAC) meetings throughout the school year
- Parent engagement meetings in Migrant Camps during the summer months
- Referrals to agencies that support migrant families
- ESL classes for Out-of-School Youth (OSY) during both summer and school year, taught by a certified teacher
- Home-based instruction for 3–5 year olds during the school year, provided by a certified teacher

Other Supports and Services:

- Bus and vehicle maintenance and inspections
- Transportation training in response to the new Entry Level Drivers Training requirements
- Countywide health care consortium
- Fingerprinting services
- Legislative services provided by Karoub Associates

If you have any questions about the attachment, please feel free to contact Dave Manson or Rebecca DePas at 269-674-8091.

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

REVENUES	ACTUAL	ACTUAL	ACTUAL	FINAL	PROPOSED
	2021-22	2022-23	2023-24	BUDGET	BUDGET
				2024-25	2025-26
<i>Local Sources</i>	\$1,077,049	\$1,169,631	\$1,453,783	\$ 1,242,355	\$ 1,192,047
<i>Non-Educational Entity Sources</i>	1,847	1,847	4,625	4,270	4,270
<i>State Sources</i>	7,603,249	8,013,161	9,369,706	12,453,605	11,995,676
<i>Federal Sources</i>	2,472,531	2,795,957	5,186,651	8,015,476	7,933,257
<i>Incoming Transfers and Other Transactions</i>	2,187,199	2,652,693	2,945,151	2,673,970	2,669,800
TOTAL REVENUES	13,341,875	14,633,289	18,959,916	24,389,676	23,795,050
EXPENDITURES					
<i>Instruction</i>					
<i>Basic Program</i>	1,772,480	2,039,536	2,279,794	2,399,044	2,193,898
<i>Added Needs</i>	1,032,915	1,324,349	1,518,808	1,615,530	1,654,622
<i>Adult Continuing Education</i>	85,109	47,592	46,910	141,741	141,568
<i>Supporting Services</i>					
<i>Pupil</i>	2,590,413	3,105,242	3,285,584	3,666,045	3,928,084
<i>Instructional Staff</i>	2,845,348	2,740,733	5,234,789	7,394,602	7,078,138
<i>General Administration</i>	609,029	514,907	601,492	646,113	654,925
<i>School Administration</i>	19,200	20,400	24,900	144,909	149,393
<i>Business</i>	1,109,332	1,340,420	1,546,228	1,390,078	1,277,030
<i>Operations and Maintenance</i>	852,135	920,670	1,037,753	1,212,113	1,184,159
<i>Transportation</i>	262,339	368,875	483,616	588,405	691,265
<i>Central</i>	2,643,064	3,292,755	3,500,246	3,869,268	4,234,819
<i>Community Services</i>	267,133	366,282	401,205	436,758	442,773
<i>Facilities Construction and Improvements</i>	6,628	239,266	94,411	300,300	480,000
<i>Debt Service</i>					
<i>Principal</i>	0	82,453	111,618	124,500	124,500
<i>Interest</i>	0	4,174	8,582	13,000	13,000
<i>Outgoing Transfers and Other Transactions</i>	738,751	641,605	852,773	2,478,995	2,471,974
TOTAL EXPENDITURES	14,833,876	17,049,259	21,028,709	26,421,401	26,720,148
EXCESS OF REVENUES OVER EXPENDITURES	(1,492,001)	(2,415,970)	(2,068,793)	(2,031,725)	(2,925,098)
OTHER FINANCING SOURCES (USES)					
<i>Proceeds from Sales of Capital Assets</i>	3,200	0	3,000	0	0
<i>Proceeds from subscription-based IT arrangements</i>	0	318,528	0	0	320,000
<i>Transfer In</i>	2,097,662	2,277,102	2,924,001	2,978,121	2,997,000
<i>Transfers out</i>	(90)	0		0	0
TOTAL OTHER FINANCING SOURCES (USES)	2,100,772	2,595,630	2,927,001	2,978,121	3,317,000
NET CHANGE IN FUND BALANCE	608,771	179,660	858,208	946,396	391,902
FUND BALANCE, JULY 1	2,416,104	3,024,875	3,204,535	4,062,743	5,009,139
FUND BALANCE, JUNE 30	\$3,024,875	\$3,204,535	\$4,062,743	\$5,009,139	\$5,401,041

GENERAL FUND
2025-26 OPERATING BUDGET
Program Narrative

REVENUES

Local Sources

Local Property Taxes - This revenue is from the mills allocated for ISD General Operations applied against the taxable value.

BUDGET:	2024-25	\$ 677,500
PROPOSED:	2025-26	\$ 684,275

Other Local Revenue - This revenue includes interest earnings, Conference Center facility rental, donations/grants/fees, C4S reimbursement, and USF rebates.

BUDGET:	2024-25	\$ 564,855
PROPOSED:	2025-26	\$ 507,772

Non-Educational Entity

2% Casino Revenue – This revenue is the local revenue sharing allocation from the 2% annual net winnings at the Hartford Four Winds casino.

BUDGET:	2024-25	\$ 4,270
PROPOSED:	2025-26	\$ 4,270

State Sources

This revenue estimates State grants-in-aid from the Michigan Department of Education which support general operations and specific programs and the State reimbursement for personal property tax exemptions and Brownfields.

	BUDGET 2024-25	PROPOSED 2025-26
Section 26d – Brownfield Redevelopment	\$2,700	\$2,700
Section 23h – Improving Mathematics Teaching	\$171,591	\$0
Section 27k – Student Loan Repayment	\$19,532	\$0
Section 31n6 - Mental Health & Support Services	\$1,359,281	\$1,888,527
Section 31n12 - ISD Mental Health Administrative	\$89,286	\$89,286
Section 31aa – Mental Health Grant Per Pupil	\$40,944	\$0
Section 32d(1) – Great Start Readiness	\$5,137,048	\$5,176,915
Section 32p - Early Childhood Block Grants	\$286,576	\$288,374
Section 32p(4) – Home Visitation Grant	\$84,118	\$84,500
Section 32p(6) – Access to Literacy Materials	\$53,744	53,744
Section 32d26 – GSRP Classroom Start up Grants	\$458,338	\$50,000
Section 35a(4) – Early Literacy Teacher Coaches	\$622,379	\$652,603
Section 35a(5) – Targeted Literature	\$631	\$631
Section 81 – Intermediate Districts	\$1,689,029	\$1,722,810
Section 97d – Critical Incidence Mapping	\$1,624	\$0
Section 97J – Early Behavior Intervention Tools	\$615	\$0
Section 99h- First Robotics	\$6,902	\$6,902
Section 107 – Adult Education	\$148,000	\$148,000
Section 147a(2) – MPERS Normal Cost Offset	\$302,747	\$278,526
Section 147a(3) – MPERS Cost Offset – ISDs	\$91,114	\$0
Section 147a(4) – MPERS Cost Offset – Reduced UAL	\$482,490	\$0
Section 147c(1) – MPERS UAL Rate Stabilization	\$887,402	\$1,259,611

Section 147c(2) – MPERS One Time	\$201,709	\$0
Section 147e – MPERS Reforms-Defined Contribution	\$63,975	\$63,975
Section 147g – MPERS Emp Healthcare Reimb	\$87,796	\$86,488
Section 152a – Headlee Obligation for Data Collection	\$6,548	\$6,548
Section 1100 – Reim School Board Training	\$297	\$0
DC Forfeiture Credit	\$71,653	\$50,000
Children Trust Michigan Grant	\$80,000	\$80,000
Personal Property Tax Exemption	\$5,536	\$5,536
Total	\$12,453,605	\$11,995,676

Federal Sources

This revenue is from Title I.C. Migrant Education, Title III Limited English Proficient Student, Trusted Advisors, Adult Learning: WIA Core Program, Michigan Fitness Foundation (SNAP-ED), Project AWARE, Grow Your Own, and VBC Youth Initiative Grant via Van Buren County. Grow Your Own Grant accounts for \$4,260,000 of increase due to second full year of program.

BUDGET:	2024-25	\$ 8,015,476
PROPOSED:	2025-26	\$ 7,933,257

Incoming Transfers and Other Transactions

Payments from Other Local Schools/Other Transactions - *This revenue is from local school districts that pay for clinician mental health, ESL instructors, crisis management, business office, student transportation or technology staff/services.*

BUDGET:	2024-25	\$ 2,673,970
PROPOSED:	2025-26	\$ 2,669,800

EXPENDITURES

INSTRUCTION:

This area covers the direct instructional component of the Migrant, Title III, ESL, Great Start Readiness Program (GSRP), Adult Learning: WIA Core program, Section 107 Adult Education and First Robotics: Lego League Discover.

Included under the Migrant, Title III, and ESL programs are eight school year staff members’ who work in 8 school districts that are in consortium with the VBISD and approximately 45 Summer Migrant staff members. There is one fully funded Migrant School-Year teacher, and the summer positions are entirely federally funded. Costs include wages, fringe benefits, travel, supplies, and dues for professional organizations.

The GSRP program is funded through State Aid. There are 37 full-time school year staff members. Budgeted amounts include wages, fringe benefits, travel, supplies, and field trip costs. Additionally new state Start-Up GSRP funds are budgeted.

The Adult Learning: WIA Core program is a federally funded program and Section 107 Adult Education is a state funded program. This budget area includes the wages of part-time teachers and paraprofessionals, benefits, and supplies.

BUDGET:	2024-25	\$ 4,156,315
PROPOSED:	2025-26	\$ 3,990,088

SUPPORTING SERVICES:

Attendance Services: *This function supports the cost of a full-time Truant Officer to provide support to the local school districts. Included are wages, benefits, travel, and supply costs.*

BUDGET:	2024-25	\$ 81,620
PROPOSED:	2025-26	\$ 80,502

Pupil Services: This function supports the costs associated with the SNAP-ED Project Shine grant which are not covered under the grant and support to local districts for student activities.

BUDGET:	2024-25	\$ 2,414
PROPOSED:	2025-26	\$ 512

Social Work Services This function supports the costs associated with the 19 Clinicians who collaborate with our local schools and their general education students. The Clinicians are funded by the School Mental Health and Support Services Grant and local school districts' financial support. Included are salaries, benefits, travel, and supplies.

BUDGET:	2024-25	\$ 2,083,459
PROPOSED:	2025-26	\$ 2,396,726

Improvement of Instruction: The ISD curriculum/instructional services team works directly with all the ISD local districts in support of literacy and provides numerous professional development trainings and opportunities to educators within the county. They host monthly county-wide meetings for high school principals and curriculum coordinators. The function includes the Director of Instructional Services, Mental Health Clinician Supervisor, 3 Curriculum Specialists, 5 Early Literacy Coaches, 1 Math Coach, and 2 clerical positions, professional development activities and the costs for support activities (Science Olympiad, Curriculum Coordinators, and local district professional development). Included are salaries/fringes, travel/conferences, contracted services, and supplies.

In addition, the wages, benefits, and supplies incurred in the Adolescent & School Health Program Grant are included. Through the funding of the Adolescent & School Health Program Grant the ISD provides support services around school health issues: i.e., health and nutrition, physical activity, social/emotional, reproductive health/HIV, substance abuse, Medicaid outreach and school safety. The ISD can also provide Michigan Model for Health materials if the local district does the programming.

BUDGET:	2024-25	\$ 1,730,280
PROPOSED:	2025-26	\$ 1,795,640

Grow Your Own: This grant supports the costs attributed to the Federal Grow Your Own Grant. Included are tuition, books, fees, and other expenses related to the support of the grant participants. Participants include employees of VBISD, local districts along with participants from Calhoun ISD.

BUDGET:	2024-25	\$ 4,234,765
PROPOSED:	2025-26	\$ 4,234,765

Supervision and Direction of Instructional Staff: This function supports the general fund portion of one special education supervisor that is paid for by local dollars.

BUDGET:	2024-25	\$ 35,716
PROPOSED:	2025-26	\$ 23,833

Board of Education: This function supports the costs attributed to the Board of Education. Included are salaries, travel, conference, legal costs for General Fund, and the annual financial audit cost.

BUDGET:	2024-25	\$ 109,189
PROPOSED:	2025-26	\$ 108,892

Executive Administration: This function covers the expense of the office of the Superintendent. Included are salaries, fringes, travel/conference, professional dues, capital outlay, contracted services including legislative services, printing, Educational Hero Award expenses and associated office expenses of the Superintendent and Secretary.

BUDGET:	2024-25	\$ 536,924
PROPOSED:	2025-26	\$ 546,033

Finance/Business Office: This function covers the expense of the office of the Director of Finance and Operations which consists of 9 staff members. Included are salaries, fringe benefits, travel/conference, contracted professional services, capital outlay, and other general office operating expenses to run the business side of the entire organization. Included are the salary and fringe benefits for staff members providing accounting and payroll services to local school districts.

Services to local districts include the hosting of county-wide Business Manager meetings, solicitation of annual county-wide copy paper bid, fiscal agent for county-wide E-rate services contract, Universal Service Fund distributions and School Based Service Medicaid distributions. Representing the local school districts on the Michigan Retirement Investment Consortium (MRIC) board. MRIC provides employees a means to save for retirement and assists employers by managing the administration of their plans. The Office also reviews and submits for all local districts required Special Education reports.

BUDGET:	2024-25	\$ 1,272,962
PROPOSED:	2025-26	\$ 1,158,948

Internal Services: This function covers the costs of the Shipping and Receiving Coordinator. Included costs are salary and fringe benefits, travel/conference, supplies for organization, etc.

BUDGET:	2024-25	\$ 111,466
PROPOSED:	2025-26	\$ 112,432

Other Business Services: This function covers the cost of refunds for tax abatement decisions and other insurance.

BUDGET:	2024-25	\$ 5,500
PROPOSED:	2025-26	\$ 5,500

Operations and Maintenance: This function covers the cost for operation and maintenance of plant and facilities at the Conference Center and Shipping and Receiving Building, grounds maintenance, snowplowing, and general repair work at all facilities. Included costs are for salaries, fringe benefits, travel/conference, utilities, insurance (buildings, liability, etc.), contracted maintenance services (telephone and buildings) and custodial maintenance supplies for the General Fund. Five staff members currently provide services to the above areas.

BUDGET:	2024-25	\$ 881,003
PROPOSED:	2025-26	\$ 879,468

Security Services: This function covers a portion of the costs of the Emergency Management Administrator and 2.2 staff. Included are salaries, fringe benefits, travel/conference, contracted services, and supply costs. This department includes the coordination of all areas of crisis management. It includes active shooter drills, CPR/AED training, MI Heartsafe Schools training, crisis plan reviews and student threat assessments. The department oversees a team in place to respond to student/staff deaths or serious injury. This department solicits the donation of Epi pens which are distributed to the local districts for free.

Included in 2023-2024 are the costs associated with security upgrades paid with 31aa grant funds.

BUDGET:	2024-25	\$ 244,250
PROPOSED:	2025-26	\$ 243,891

Transportation: This function covers the wages and benefit costs of a full-time Transportation Supervisor and 3 bus drivers employed to provide transportation services to a local school district. The costs associated with 1.5 bus driver trainers who are providing mandated training to both VBISD and local school district personnel are also included.

BUDGET:	2024-25	\$ 256,683
PROPOSED:	2025-26	\$ 259,543

Planning, Research, Development, and Evaluation: This function covers the costs of an educator on loan position. Position is fully funded through MAASE (Michigan Association of Administrators of Special Education). Included is salary, fringe benefits, travel/conference, and supply costs.

BUDGET:	2024-25	\$ 34,719
PROPOSED:	2025-26	\$ -0-

Human Resources/Communications: This function covers the office of Human Resources. Included costs are for salaries, fringe benefits, travel/conference, office supplies, contracted services, and miscellaneous expense of 3 HR staff members and 1 marketing staff member. This department fingerprints all new employees for the ISD and local districts, in addition to typical HR activities. New in FY 24-25 was a marketing specialist position that services the entire ISD.

BUDGET:	2024-25	\$ 477,662
PROPOSED:	2025-26	\$ 556,370

Technology Services: This department administers and implements the IT systems, networking infrastructure and telecommunications of the ISD. In addition, it provides hosting and network support services to local school districts on a contractual basis. Beginning in 2024-25, telecommunications hosting was offered as an additional service to local districts. The ISD hosts on our servers PowerSchool for local school districts and the staff provide support services and training to the end users such as secretaries and teachers. The staff also serve as Data Hub Initiative specialists by integrating PowerSchool data with assessments like MiLearn. Monthly Technology director meetings are held to collaborate on issues.

This function covers both district-wide and local school districts technology services. There are 22 staff members that provide network, software, web page, and technical support. Included costs are salaries, fringe benefits, travel/conference, equipment maintenance, software licenses, capital outlay, etc. The cost of internet services is also budgeted in this function.

Beginning 2024-25 GASB Statement 96 was implemented for Subscription-Based Information Technology Agreements causing an additional \$320,000 of expenses (in FY 25-26), with offsetting revenue. The net impact is zero to the ISD, however the expenses/revenue are necessary financial statement purposes.

BUDGET:	2024-25	\$ 2,592,947
PROPOSED:	2025-26	\$ 2,936,166

Pupil Accounting: This function is for Pupil Accounting Services to local school districts. The pupil accounting auditor conducts both on-site and desk review audits of the pupil counts taken twice a year by all local districts. In addition, the auditor conducts an annual training and is available as help desk support to the local districts. Included are the salary and benefits of the internal pupil auditor.

BUDGET:	2024-25	\$ 47,826
PROPOSED:	2025-26	\$ 28,334

Early Care and Education Department: This department facilitates several programs for young children, birth to school entry and their families. The Family Links program includes home visits; hearing, vision, and development screenings; parent group meetings, play groups, newsletters and more. The program is open to all and is based upon referrals, often starting with the birth of a child. Newborns are presented with a welcome bag.

The ISD oversees all aspects of the State funded Great Start Readiness Program (GSRP). GSRP runs preschool classrooms for four-year old children who meet income-based eligibility. This area of the budget includes the costs associated with the Early Childhood Specialists, supervision of the grant, and county-wide recruitment and enrollment of students.

Included in this area are the salaries and wages for 6 family educators 4.5 Supervisors/Early Childhood Specialists, one Great Start Collaborative Director and one clerical staff along with fringe benefits, workshop/conference,

supplies and materials, and miscellaneous expenses. Also included is the cost for a contracted Great Start Parent Liaison.

BUDGET:	2024-25	\$ 1,576,445
PROPOSED:	2025-26	\$ 1,518,698

Migrant/ESL/School & Family Support Services: This function covers the cost of two staff members for the direction and management of the Migrant, English as a Second Language (ESL), School Improvement and School & Family programs which are not covered by grant funding. Included are salaries, benefits, travel, workshops, and conferences, etc.

BUDGET:	2024-25	\$ 96,131
PROPOSED:	2025-26	\$ 140,655

Federal Programs Support Services: The costs reported in this area relate to the support service functions of the following federal grants:

- School Year Migrant – is a consortium of 8 school districts
- Title III- is a consortium of 10 school district
- Summer Migrant-ISD runs the largest summer migrant program in the State serving over 400 students.
- SNAP-Ed Project Shine
- Adult Learning WIOA Instruction-provides instruction to any ESL adult.
- Section 107 Adult Education – provides instruction to any ESL adult.
- Identification and Recruitment- grant to identify and recruit migrant families statewide who are not living within school districts that operate a migrant education program.
- Title I Regional Assistance Grant
- Project AWARE is a program to create and sustain an infrastructure to meet the mental health needs of students and their families.
- Van Buren County Youth Initiative – grant from Van Buren County to support and starting afterschool youth programing.
- 31p Trails –

This area includes the costs for salaries, benefits, contracted services, supplies and materials, etc. for 30 staff members during both the summer and school year for the Migrant Education grants: recruiters and support staff for the ID&R grants; supervisor for the Adult Learning: WIA Core Program grants; 6 nutrition educators and a supervisor for the SNAP-Ed Project LEAN grant; a Community Mental Health Co-manager for Project AWARE, director for the VBC Youth Initiative.

BUDGET:	2024-25	\$ 2,499,572
PROPOSED:	2025-26	\$ 2,170,905

Community Services: This function supports the following:

- The Conference Center Event Coordinator position. The Van Buren Conference Center is available for all schools, governments, non-profits, businesses, and residents to use. Over 60,000 individuals visit the Conference Center to attend activities such as professional development trainings, banquets, weddings, and proms. The use of the facility to our local schools usually comes at no cost.
- A Back-to School Bonanza in which all children within the ISD are eligible to receive a backpack filled with school supplies.
- The ISD receives grant funds under sections 32p and 32p(4) of the State Aid Act. The 32p grant’s purpose is to support high-quality early childhood and childcare programs. The 32p(4) grants funds are used to support their Great Start Collaborative. The Great Start Coordinators, the supervision and operating costs of these grants are budgeted in this area.
- Community service functions for Migrant/ESL are included.
- Salaries, fringe benefits, workshop/conference, supplies and materials and miscellaneous expenses for the above are budgeted in this area.

BUDGET:	2024-25	\$ 436,758
PROPOSED:	2025-26	\$ 442,773

Facilities Construction and Improvements: *This function covers facility improvement costs. Planned for 2025-26 is parking lot repaving and improvements at the Conference Center. These were originally planned for 24-25 but were postponed by one fiscal year.*

BUDGET:	2024-25	\$ 300,300
PROPOSED:	2025-26	\$ 480,000

Outgoing Transfers and Other: *This function includes sub-grantee payments to local school districts under the Great Start Readiness Grant, Title III, and the Regional Assistance Grant.*

BUDGET:	2024-25	\$ 2,478,995
PROPOSED:	2025-26	\$ 2,471,974

Long-Term Debt: *This function includes required accounting adjustments for GASB-96 SBITA implementation.*

BUDGET:	2024-25	\$ 137,500
PROPOSED:	2025-26	\$ 137,500

Other Financing Sources (Uses)

Transfers In and Capital Asset Proceeds – *This source of funds includes revenue generated from federal programs, which are charged a fixed percentage rate to support operational functions to assist the federal grant. Incoming transfers from other funds to support shared programs, technology, and personnel costs. It also includes the proceeds received from the sale of District assets. Proceeds from IT arrangements are here which are a result of GASB-96 implementation. Proceeds offset the related expenses.*

BUDGET:	2024-25	\$ 2,978,121
PROPOSED:	2025-26	\$ 3,317,000

Transfers Out: *The use of funds includes transfers made to other funds within the VBISD.*

BUDGET:	2024-25	\$ -0-
PROPOSED:	2025-26	\$ -0-

VAN BUREN INTERMEDIATE SCHOOL DISTRICT
General Fund Operating Budget



RESOLUTION

A meeting of the Board of Education of Lawton Community Schools was held at the Board Room on May 19, 2025, at 7:00pm ..

Members present: _____

Members absent _____

The following preamble and resolution was offered by Member _____ and seconded by Member _____.

WHEREAS this Board received the Van Buren ISD General Fund Operating Budget on or before May 1, 2025; and

WHEREAS in accordance with Section 380.624 of the Revised School Code, this Board must now adopt a resolution expressing its support or disapproval of the proposed ISD budget and must submit to the Van Buren ISD Board any specific objections and/proposed changes the Board may have to the budget **prior to June 1, 2025**.

THEREFORE, BE IT RESOLVED THAT the Van Buren ISD General Fund Operating Budget for the **2025-2026 school year** be (“supported” or “disapproved for the reasons attached hereto”) and that the Secretary of the Board is hereby directed to submit a copy of this Resolution to the Secretary of the Van Buren ISD Board of Education, along with any specific objections or proposed changes to the budget.

Ayes: Members _____

Nays: Members _____

Motion declared adopted.

The undersigned duly qualified and acting Secretary of the Board of Education of Lawton Community Schools, Michigan hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a meeting held on May 19, 2025, the original of which resolution is a part of the Board’s minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Signed:

_____, Secretary

Larissa Hunt

Lawton Community Schools Board of Education



Van Buren Intermediate School District

Respect • Integrity • Compassion • Excellence

David D. Manson
Superintendent

TO: Secretary of the Board of Education

FROM: David, D. Manson, Superintendent

DATE: April 14, 2025

RE: VAN BUREN INTERMEDIATE SCHOOL DISTRICT BIENNIAL ELECTION 2025.

The biennial election of the Van Buren Intermediate School Board will be held on **Monday, June 2, 2025, at 5:00 PM** in the Van Buren Intermediate School District Conference Center (REDHAVEN). The purpose of the election will be to fill two (2) positions for six (6) year terms on the Board of Education. At present, there are two (2) positions for the expiring term of June 30, 2025:

John Weiss	South Haven	Incumbent
Karen Makay	Decatur	Incumbent

We will send you confirmation of the qualified candidates after the filing deadline with the Van Buren County Clerk's office (May 2, 2025).

Public Act 419 of 2004 mandates that each constituent school board adopt a resolution designating one board member (*or another staff member*) as its representative for the biennial election meeting. The constituent school board shall consider and adopt the resolution at not less than one (1) public meeting and not earlier than 21 calendar days before the June 2, 2025, election (*between May 13-June 2*) by a majority vote of the board members serving on the constituent board. The resolution must:

- a) **select the representative**
- b) **identify the candidate(s) that the constituent board supports for each position**
- c) **direct the representative to vote for such candidate(s) at the June 2 election**

Attached is a sample resolution for your reference. **Please submit the original adopted resolution to me on or before June 2, 2025. If you have any questions, please contact me at (269) 330-6176 or my administrative assistant, Dawn Blum, at (269) 539-5203.**

490 South Paw Paw Street, Lawrence, Michigan 49064 • Phone 269.674.8091 • Fax 269.674.8030
Michigan Relay Center 1.800.649.3777 (Voice and TDD) • www.vbisd.org

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

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

RESOLUTION

Lawton Community Schools BOARD OF EDUCATION

WHEREAS, Public Act 419 of 2004 amended the election procedures for intermediate school districts that elect board members at a meeting of representatives from constituent district school boards, and

WHEREAS, Public Act 419 of 2004 requires a constituent school board to designate its representative and identify the intermediate school board candidates the board supports by a resolution adopted not earlier than 21 days prior to the date of the election, and

WHEREAS, Public Act 419 of 2004 prescribes the method for passage of a resolution including the requirement of considering the resolution at not less than one public meeting before adopting the resolution, and

WHEREAS, the Board previously considered the resolution at an open meeting conducted in a manner prescribed under the Open Meetings Act on May 19, 2025.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board designates Ben Bandfield as its representative to serve on the 2025 electoral body responsible for electing two members to the Van Buren Intermediate School District Board of Education.

2. The Board supports the following candidates:

Candidate 1: John Weiss

Candidate 2: Karen Makay

for a position on the Van Buren Intermediate School District Board of Education for a term of six years, expiring June 30, 2031.

3. The Board directs its representative Ben Bandfield to vote for candidates John Weiss and Karen Makay at least on the first ballot taken at the June 2, 2025 election.

Ayes: Members _____

Nays: Members _____

Resolution Adopted: _____
(Not earlier than 21 calendar days before June 2, 2025)

Book	Policy Manual
Section	Board Review 39.2
Title	Copy of NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2264
Status	
Adopted	August 19, 2024

2264 — NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment, that occur on or before July 31, 2024, shall be addressed pursuant to Policy 2266. Throughout this policy, unless expressly stated otherwise, reference to "Title IX" includes and incorporates the 2024 Title IX regulations (also known as the "2024 Final Rule"). The Title IX regulations are found at 34 CFR Part 106. References solely to Title IX (20 U.S.C. §§ 1681—1688) are denoted as "Title IX (Statute)." In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

NONDISCRIMINATION

Overview:

The Board of Education of the Lawton Community School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education program or activity.

KEY DEFINITIONS

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant means:

- A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means: an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday—Friday, excluding State-recognized holidays).

Disciplinary sanctions means: consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board's prohibition on sex discrimination.

Education program or activity refers to: all the District's operations including, but not limited to, in person and online/remote educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Eligible Student means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Exculpatory evidence means: evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

Inculpatory evidence means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).

Parental status means: the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self care because of a physical or mental disability, is:

- A. a biological parent;
- B. an adoptive parent;
- C. a foster parent;
- D. a stepparent;
- E. a legal custodian or guardian;
- F. in loco parentis with respect to such a person; or
- G. actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means: a complainant or respondent.

Peer retaliation means: retaliation by a student against another student.

Pregnancy or related conditions means:

- A. pregnancy, childbirth, termination of pregnancy, or lactation;
- B. medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- C. recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means: related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies means: measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

Respondent means: a person who is alleged to have violated the Board's prohibition on sex discrimination.

Retaliation means: intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board employee, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

Sex-based harassment prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex—including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity—that is:

- A. **Quid pro quo harassment.** An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

OR

- B. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 2. the type, frequency, and duration of the conduct;
 3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 4. the location of the conduct and the context in which the conduct occurred; and
 5. other sex-based harassment in the District's education program or activity.

OR

- C. **Specific offenses.**

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
2. Dating violence meaning violence committed by a person:
 - a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - b. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 1. the length of the relationship;
 2. the type of relationship; and
 3. the frequency of interaction between the persons involved in the relationship.
3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - a. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;
 - b. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - c. shares a child in common with the victim; or
 - d. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.
4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- a. fear for the person's safety or the safety of others; or
- b. suffer substantial emotional distress.

Student means: a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate, in the District's education program or activity.

Student with a disability means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

Supportive measures means: individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or
- B. provide support during the Board's grievance procedures or an informal resolution process.

Parental, Family, or Marital Status

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

Pregnancy or Related Conditions

Students:

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. A student who is pregnant or experiencing related conditions shall receive comparable treatment to those with temporary medical conditions.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

- A. the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- B. the District requires such certification of all students participating in the class, program, or extracurricular activity; and
- C. the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions

When a Board employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

- A. Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:
 - 1. prohibit sex discrimination under this policy, including sex-based harassment;

2. provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;
 3. allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;
 4. allow a voluntary leave of absence;
 5. provide lactation space; and
 6. maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.
- B. Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.
- C. Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the leave began.
- D. Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

See Policy 5751—Parental Married Status of Students

Employees:

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

- A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- B. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed. See Board Policy 6700—Fair Labor Standards Act.

TITLE IX COORDINATOR(S)

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

High School Principal

~~101 Blue Pride Dr.
Lawton, MI 49065
titleixcoordinator@lawtoncs.org
269-624-7801~~

~~Middle School Principal
100 Blue Pride Dr.
Lawton, MI 49065
titleixcoordinator@lawtoncs.org
269-624-7601~~

~~The Board designates High School Principal as the coordinator who is ultimately responsible for oversight over the Board's compliance with its responsibilities under Title IX.~~

~~The Title IX Coordinator may delegate specific duties to one (1) or more designees.~~

~~The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board President or the Board's Legal Counsel until the matter in which the Superintendent is a party is concluded.~~

~~Questions about this policy and Policy 2266 should be directed to the Title IX Coordinator.~~

~~The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.~~

Notice of Nondiscrimination

~~The Superintendent shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the Superintendent shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees.~~

GRIEVANCE PROCEDURES

Overview:

~~The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.~~

~~These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024. These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute)—e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievance procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess—in a prompt, effective, and equitable manner—whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.~~

~~Reports and Formal Complaints of "Sexual Harassment" (as defined in Policy 2266) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures outlined in Policy 2266.~~

~~Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy or Policy 2266, if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.~~

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before **and** after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine whether to use the grievance procedures contained in this policy or the grievance procedures contained in Policy 2266. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and Policy 2266, so that the parties receive all of the due process to which they are entitled.

Complaints:

The following people may make a complaint of sex discrimination— i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

- A. a "complainant," which includes:
 1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;
- B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;
- C. the District's Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- A. any student or employee of the District; or
- B. any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements:

The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects of Policy 2264, including the Title IX Coordinator, the investigator, the decisionmaker, and the appeal decisionmaker, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decisionmaker.

If the Title IX Coordinator does not intend to serve as the investigator and decisionmaker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decisionmaker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decisionmaker in a specific case, the Title IX Coordinator shall, in consultation with and approval of the Superintendent or Board President (as appropriate), secure one (1) or more

independent third parties to serve as the investigator and/or decisionmaker. Similarly, the Title IX Coordinator has authority, in consultation with and approval of the Superintendent or Board President (as appropriate), to secure an independent third party to serve as the appeal decisionmaker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

- A. **Evaluation**—The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within ten (10) days of receiving the complaint.
- B. **Investigation**—The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within thirty (30) days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and the Superintendent and will thereafter keep the parties and the Superintendent informed of the status of the matter on a regular basis. Once the Title IX Coordinator, or designated investigator, provides the parties with “access” to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have five (5) days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party’s written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.
- C. **Determination**—After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decisionmaker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within ten (10) days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Superintendent or Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties.
- D. **Appeal**—A party filing an appeal of the Title IX Coordinator’s decision to dismiss a complaint must do so within five (5) days of receiving the Dismissal.

The Title IX Coordinator, or the Superintendent if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case by case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decisionmaker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person’s status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- A. evidence that is protected under a privilege recognized by Federal or State law unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- B. a party’s or witness’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the District obtains that party’s or witness’s voluntary, written consent for use in its grievance procedures; and
- C. evidence that relates to the complainant’s sexual interests or prior sexual conduct, unless evidence about the complainant’s prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant’s prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant’s consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

- A. the Board's Title IX grievance procedures and informal resolution process;
- B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- C. retaliation is prohibited; and
- D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Dismissal of a Complaint:

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

- A. the District is unable to identify the respondent after taking reasonable steps to do so;
- B. the respondent is not participating in the District's education program or activity and is not employed by the Board;
- C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- A. procedural irregularity that would change the outcome;
- B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- C. the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

- A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- B. implement appeal procedures equally for the parties;

- C. ensure that the appeal decisionmaker did not take part in an investigation of the allegations or dismissal of the complaint;
- D. ensure that the appeal decisionmaker has been trained consistent with the 2024 Title IX regulations;
- E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

- A. offer supportive measures to the complainant as appropriate;
- B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Informal Resolution Process:

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer an informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Adding Allegations and/or Consolidating Complaints:

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

Investigation:

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence;

If the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

- B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and
- C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

The investigator should refrain from including in the investigator's notes/file the investigator's opinion about each party's or witness's credibility since the assessment of credibility is solely the responsibility of the decisionmaker.

If the investigator and decisionmaker are two (2) separate individuals, the decisionmaker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decisionmaker are the same person, the decisionmaker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

Before concluding the Investigation, the investigator may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the investigator will review any questions submitted by the parties and ask those questions of the specific party or witness that the investigator determines—in the investigator's sole discretion—may lead to probative evidence that will assist the decisionmaker in determining whether sex discrimination occurred. The investigator's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

After the parties have an opportunity to review the relevant and not otherwise impermissible evidence, or an accurate description of this evidence, the decisionmaker may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the decisionmaker will review any relevant and not otherwise impermissible questions submitted by the parties and ask those questions of the specific party or witness that the decisionmaker determines—in the decisionmaker's sole discretion—may lead to probative evidence that will assist the decisionmaker in determining whether sex discrimination occurred. The decisionmaker's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

Determination of Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decisionmaker will:

- A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decisionmaker will not determine that sex discrimination occurred.
- B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.
- C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
 2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Appeal of Determinations:

If a party disagrees with the decisionmaker's determination as to whether sex discrimination occurred, the party may file an appeal. Appeals must be submitted, in writing, within five (5) days of the appealing party's receipt of the Determination.

A party may appeal a Determination on the following bases:

- A. procedural irregularity that would change the outcome;
- B. new evidence that would change the outcome and that was not reasonably available when the Determination was made; and
- C. the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence that is imposed.

If a party appeals the decisionmaker's determination, the Title IX Coordinator will:

- A. notify the parties of any appeal;
- B. implement appeal procedures equally for the parties;
- C. designate an appeal decisionmaker, who will be a person who did not conduct the Investigation or render the Determination, and is appropriately trained:
 1. the Title IX Coordinator will designate the Superintendent to be the appeal decisionmaker, provided the Superintendent has not been otherwise involved in the grievance procedures (i.e., did not serve as the investigator, decisionmaker, or informal resolution process facilitator) and is appropriately trained;
 2. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the decisionmaker's determination;
 3. provide the appeal decisionmaker with the relevant and not otherwise impermissible evidence along with the accurate description of the relevant evidence (if one was prepared and shared with the parties), any responses the parties submitted to the investigator related to the evidence and/or the description of the evidence (if one was prepared), and the decisionmaker's determination; and
 4. notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale for the outcome.

Parties Provided a Reasonable and Equal Opportunity to Make a Statement in Support of, or Challenging, the Determination

After a party files an appeal, both parties will have five (5) days to submit to the appeal decisionmaker a statement in support of their position that they want the appeal decisionmaker to consider in rendering a decision. Once the decisionmaker receives each parties' statement, or the timeline for submitting such statements expires, the appeal decisionmaker will have ten (10) days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decisionmaker shall determine the outcome of the appeal based on the appeal decisionmaker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decisionmaker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decisionmaker's written determination) and the appeal decisionmaker's application of the law and Board policy to the facts in the record. The appeal decisionmaker must give due deference and due weight to the decisionmaker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decisionmaker is expected to uphold the decisionmaker's determination unless the appeal decisionmaker determines the decisionmaker's determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decisionmaker's determination.

The appeal decisionmaker shall simultaneously notify the parties, in writing, of the result of the appeal and the rationale for the outcome.

Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

The Title IX Coordinator shall determine appropriate supportive measures on a case by case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The Superintendent may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

For Students

A. Informal Discipline

1. writing assignments;
2. changing of seating or location;

3. ~~pre-school, lunchtime, after-school detention;~~
4. ~~in-school discipline;~~
5. ~~Saturday school.~~

B. Formal Discipline

1. ~~suspension of bus-riding/transportation privileges;~~
2. ~~removal from co-curricular and/or extracurricular activity(ies), including athletics;~~
3. ~~emergency removal;~~
4. ~~suspension for up to ten (10) school days;~~
5. ~~expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;~~
6. ~~expulsion for up to one (1) year;~~
7. ~~permanent exclusion; and~~
8. ~~any other sanction authorized by the Student Code of Conduct.~~

For Employees-

- A. ~~oral or written warning;~~
- B. ~~written reprimands;~~
- C. ~~required counseling;~~
- D. ~~required training or education;~~
- E. ~~demotion;~~
- F. ~~suspension with pay;~~
- G. ~~suspension without pay;~~
- H. ~~termination and any other sanction authorized by any applicable Board Policy, Employee/Administrator Handbook, and/or collective bargaining agreement.~~

~~The District may also provide remedies which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.~~

~~With respect to student respondents, the Title IX Coordinator will notify the Superintendent of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600—Student Discipline, Policy 5605—Suspension/Expulsion of Students with Disabilities, Policy 5610—Emergency Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5610.02—In-School Discipline, and Policy 5611—Due Process Rights. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 ("Section 504"), and their respective implementing regulations.~~

~~Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.~~

Retaliation

~~Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the~~

purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a respondent be found to have committed sex discrimination based on expressive conduct that is protected by the First Amendment.

Training

All employees, investigators, decisionmakers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

Recordkeeping

The District shall maintain for a period of seven (7) calendar years the following records:

- A. for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;
- B. for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and
- C. all materials used to provide the required training.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, or facilitator of the informal resolution process.

~~The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process.~~

~~The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.~~

Discretion in Application

~~The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.~~

~~Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.~~

~~The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.~~

© Neola 2024

Legal	20 U.S.C. 1092(F)(6)(A)(v)
	20 U.S.C. 1232g
	20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
	20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
	29 C.F.R. Part 1636
	34 C.F.R. Part 99
	34 C.F.R. Part 106
	34 U.S.C. 12291(a)(8)
	34 U.S.C. 12291(a)(10)
	34 U.S.C. 12291(a)(30)
	42 U.S.C. 1983
	42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
	42 U.S.C. 2000d et seq.
	42 U.S.C. 2000e et seq.
	42 U.S.C. 2000gg
	OCR's Revised Sexual Harassment Guidance (2001)

Book	Policy Manual
Section	Board Review 39.2
Title	Copy of NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)
Code	po2266
Status	
Adopted	September 21, 2020
Last Revised	August 19, 2024

2266 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES ~~(The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)~~

~~Effective August 1, 2024, this policy shall only pertain to Reports or Formal Complaints of Sexual Harassment that are based on conduct alleged to have occurred on or before July 31, 2024.~~

Introduction

The Board of Education of the Lawton Community School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex (including sexual orientation or gender identity) in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When the District has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, Third Party vendors and contractors, guests, and other members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education programs and activities.

Coverage

This policy applies to Sexual Harassment that occurs within the District's education programs and activities and that is committed by a member of the School District community or a Third Party.

This policy does not apply to Sexual Harassment that occurs off school grounds, in a private setting, and outside the scope of the District's education programs and activities; such Sexual Misconduct/Sexual Activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws if committed by a Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the District's education programs or activities. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws if committed by a Board employee.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Sexual Harassment: "Sexual Harassment" means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

"Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, and the "nonforcible" sex offenses of Incest and Statutory Rape. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.

1. *Rape* is the carnal knowledge of a person (i.e., penetration, no matter how slight, of the genital or anal opening of a person), without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 2. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 3. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
 4. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
 5. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent as defined by State law.
 6. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.
 7. *Incapacitated* refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep.
- D. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:
1. a current or former spouse or intimate partner of the victim;
 2. a person with whom the victim shares a child in common;
 3. a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
 4. a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or

5. any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.

E. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

F. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

Complainant: "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

Respondent: "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

Formal Complaint: "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the District investigate the allegation(s) of Sexual Harassment. At the time of filing a Formal Complaint with the District, a Complainant must be participating in or attempting to participate in the District's education program or activity. A "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or a party to the Formal Complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Actual Knowledge: "Actual knowledge" means notice of Sexual Harassment or allegations of Sexual Harassment to the District's Title IX Coordinator, or any District official who has the authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report Sexual Harassment, or having been trained to do so, does not qualify an individual as one who has the authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of Sexual Harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent.

Supportive Measures: "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or deter Sexual Harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), and other similar measures.

Education Program or Activity: "Education program or activity" refers to all operations of the District including, but not limited to, in-person and online educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes locations, events, and circumstances that take place off-school property/grounds over which the Board exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs.

School District community: "School District community" refers to students and Board employees (i.e., administrators and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties: "Third Parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Inculpatory Evidence: "Inculpatory evidence" is evidence that tends to establish a Respondent's responsibility for alleged Sexual Harassment.

Exculpatory Evidence: "Exculpatory evidence" is evidence that tends to clear or excuse a Respondent from allegations of Sexual Harassment.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Eligible Student: "Eligible Student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Title IX Coordinator(s)

The Board of Education designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Middle School Principal
269-624-7601
100 Blue Pride Dr.
Lawton, MI 49065
titleixcoordinator@lawtoncs.org

High School Principal
269-624-7801
101 Blue Pride Dr.
Lawton, MI 49065
titleixcoordinator@lawtoncs.org

The Title IX Coordinator shall report directly to the Superintendent. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board of the following information:

The Board of Education of the Lawton Community School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Middle School Principal
269-624-7601
100 Blue Pride Dr.
Lawton, MI 49065
titleixcoordinator@lawtoncs.org

High School Principal
269-624-7801
101 Blue Pride Dr.
Lawton, MI 49065
titleixcoordinator@lawtoncs.org

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://go.boarddocs.com/mi/law/Board.nsf/Public?open&id=policies>. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

The Superintendent shall also prominently display the Title IX Coordinator's(s') contact information – including name(s) and/or title(s), phone number(s), office address(es), and e-mail address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents

or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of Sexual Harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this Grievance Process before the imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

If a determination of responsibility for Sexual Harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

Students, Board members, and Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee who will, in turn, notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent, or another Board employee who, in turn, will notify the Superintendent of the report. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report of Sexual Harassment.

The Board does business with various vendors, contractors, and other Third Parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or Third Party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or Third Party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or Third Party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a Formal Complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of Sexual Misconduct/Sexual Activity not involving Sexual Harassment will be addressed through the procedures outlined in Board policies and/or administrative guidelines, the applicable Student Code of Conduct, applicable collective bargaining agreement, and/or Employee/Administrator Handbook.

Because the Board is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of Sexual Harassment or allegations of Sexual Harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or Sexual Harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. The Board employee must also comply with mandatory reporting responsibilities pursuant to M.C.L. 722.623 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of Sexual Harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of Sexual Harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days of the Title IX Coordinator's receipt of the report of Sexual Harassment) contact the Complainant (including the parent/guardian if the Complainant is under eighteen (18) years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal: Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purpose of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. See Policy 5610 – Emergency Removal, Suspension, and Expulsion of Students and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

Formal Complaint of Sexual Harassment

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above. If a Formal Complaint involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the Complainant should submit the Formal Complaint to the Superintendent, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process with respect to that Formal Complaint.

When the Title IX Coordinator receives a Formal Complaint or signs a Formal Complaint, the District will follow its Grievance Process, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly make false statements or knowingly submit false information during the grievance process, including intentionally making a false report of Sexual Harassment or submitting a false Formal Complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the Formal Complaint.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or accommodation of disabilities.

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. Notice of the Board’s grievance process, including any informal resolution processes;
- B. Notice of the allegations of misconduct that potentially constitutes Sexual Harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident, if known. The written notice must:
 1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
 3. inform the parties of any provision in the Student Code of Conduct and/or this policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a Formal Complaint *unless* the conduct alleged in the Formal Complaint:

- A. would not constitute Sexual Harassment (as defined in this policy) even if proved;
- B. did not occur in the District’s education program or activity; or
- C. did not occur against a person in the United States.

If one (1) of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the Formal Complaint. If the Title IX Coordinator dismisses the Formal Complaint due to one (1) of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee/Administrator Handbook.

The Title IX Coordinator *may* dismiss a Formal Complaint, or any allegations therein, if at any time during the investigation or hearing:

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

If the Title IX Coordinator dismisses a Formal Complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one (1) party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one (1) Complainant or more than one (1) Respondent, references in this policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a Formal Complaint of Sexual Harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a Formal Complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur have stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a Formal Complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is(are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the party provides the District with voluntary, written consent to do so; if a student party is not an Eligible Student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

Board Policy 2461 – Recording of District Meetings Involving Students and/or Parents controls whether a person is allowed to audio record or video record any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision-maker(s) must provide a minimum of one (1) days' notice with respect to investigative interviews and other meetings and three (3) days' notice with respect to hearings.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to a hearing or the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determination regarding responsibility: The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- A. identification of the allegations potentially constituting Sexual Harassment pursuant to this policy;
- B. a description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence, and hearings held;
- C. findings of fact supporting the determination;
- D. conclusions regarding the application of the applicable code of conduct to the facts;
- E. a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s), and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s), and

F. the procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

The following disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

A. Informal Discipline

1. writing assignments;
2. changing of seating or location;
3. pre-school, lunchtime, after-school detention;
4. in-school discipline;
5. Saturday school.

B. Formal Discipline

1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to ten (10) school days;
5. long-term suspension or expulsion;
6. any other sanction authorized by the Student Code of Conduct.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Emergency Removal, Suspension, and Expulsion of Students, Policy 5610.02 - In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

The following disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. written reprimands;
- C. performance improvement plan;
- D. required counseling;
- E. required training or education;
- F. demotion;
- G. suspension with pay;
- H. suspension without pay;
- I. termination, and any other sanction authorized by any applicable Employee/Administrator Handbook and/or collective bargaining agreement.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. suspension or termination/cancellation of the Board's contract with the Third Party vendor or contractor;
- C. mandatory monitoring of the Third Party while on school property and/or while working/interacting with students;
- D. restriction/prohibition on the Third Party's ability to be on school property; and
- E. any combination of the same.

If the decision-maker(s) determines the Third Party Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including the imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately imposing a disciplinary sanction/consequence, the Superintendent will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances.

The District's resolution of a Formal Complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of Sexual Harassment that involve a sexual assault.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility, or from the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, on the following bases:

- A. procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);
- B. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter;
- D. the recommended remedies (including disciplinary sanctions/consequences) are unreasonable in light of the findings of fact (i.e., the nature and severity of the Sexual Harassment).

The Complainant(s) may not challenge the ultimate disciplinary sanction/consequence that is imposed.

Any party wishing to appeal the decision-maker's(s') determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within three (3) days after receipt of the decision-maker's(s') determination of responsibility or the Title IX Coordinator's dismissal of a

Formal Complaint or any allegations therein.

Nothing herein shall prevent the Superintendent from implementing appropriate remedies, however, excluding disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal shall determine when each party's written statement is due.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker's(s') determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within sixty (60) days of when the parties' written statements were submitted.

The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. No further review beyond the appeal is permitted.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of Sexual Harassment, filing a Formal Complaint, or participating in an investigation and/or hearing is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a Formal Complaint of Sexual Harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled related to the investigative record and determination of responsibility).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution and the principles of academic freedom as set forth in the applicable collective bargaining agreement. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment and/or the principles of academic freedom specified in the Board's collective bargaining agreement with its teachers.

Training

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. the definition of Sexual Harassment (as that term is used in this policy);
- B. the scope of the District's education program or activity;
- C. how to conduct an investigation and implement the grievance process that includes hearings, appeals, and informal resolution processes, as applicable; and
- D. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

All Board employees will be trained concerning their legal obligation to report Sexual Harassment to the Title IX Coordinator. This training will include practical information about how to identify and report Sexual Harassment.

Recordkeeping

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records:

- A. each Sexual Harassment investigation including any determination regarding responsibility, any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity;
- B. any appeal and the result therefrom;
- C. any informal resolution and the result therefrom; and
- D. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website. If a person is unable to access the District's website, the Title IX Coordinator will make the training materials available upon request for inspection by members of the public.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor to any suitably qualified individual and such delegation may be

rescinded by the Superintendent at any time.

Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific Complainant and/or Respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

Revised 5/17/21

© Neola 2024

Legal	20 U.S.C. 1092(F)(6)(A)(v)
	20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
	20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
	34 C.F.R. Part 106
	34 U.S.C. 12291(a)(8)
	34 U.S.C. 12291(a)(10)
	34 U.S.C. 12291(a)(30)
	42 U.S.C. 1983
	42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
	42 U.S.C. 2000d et seq.
	42 U.S.C. 2000e et seq.
	OCR's Revised Sexual Harassment Guidance (2001)

TO: Board of Education
FROM: Ben Bandfield
DATE: May 19, 2025
SUBJECT: Neola Policy Adoption

RECOMMENDED BOARD ACTION:

"RESOLVED, that the Lawton Community Schools Board of Education adopts the Neola Board update to policies 2264 & 2266."