



# Washtenaw Intermediate School District

## September 9, 2025 Board of Education Meeting

### Regular Meeting

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#### Date and Time

Tuesday September 9, 2025 at 5:00 PM EDT

#### Location

1819 S Wagner Rd. Ann Arbor, MI 48106

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b> Call the Meeting to Order		President Mary Jane Tramontin	
<b>B.</b> Roll Call		TJ Greggs	1 m
<b>II. Approval of the Agenda</b>			<b>5:01 PM</b>
<b>A.</b> September 9, 2025 Board Agenda Memo			
<b>III. Communications</b>			

	Purpose	Presenter	Time
<b>IV. Public Participation</b>			
<b>V. Presentation</b>			<b>5:01 PM</b>
<b>A. Career and Technical Education Millage</b>			5 m
<b>VI. Equity, Inclusion, and Social Justice Dialogue</b>			
<b>VII. Consent Agenda</b>			<b>5:06 PM</b>
<b>A. Approval: Minutes</b>			
<b>B. Superintendent's Recommendations</b> 025-25-26 Employment Recommendations			
<b>C. Superintendent's Recommendations</b> 026-25-26 Reclassification Request			5 m
<b>D. Superintendent's Recommendations</b> 027-25-26 New Position Requests			5 m
<b>E. Superintendent's Recommendations</b> 028-25-26 Staff Resignations			5 m
<b>F. Superintendent's Recommendations</b> 029-25-26 Laurel Manor Contract – Tri County Culturally Responsive Mathematics Institute			5 m
<b>G. Superintendent's Recommendations</b> 30-25-26 Lease Renewal – Washtenaw Community College Young Adult			5 m
<b>H. Superintendent's Recommendations</b> 31-25-26 Bridge Team Suites/ Clark Rd – Custodial			5 m
<b>I. Superintendent's Recommendations</b> 032-25-26 MBK Continuous Improvement Capacity Grant			5 m
<b>VIII. New Business</b>			

	Purpose	Presenter	Time
<b>IX. Other Items of Business</b>			
<b>X. Board of Education Reports</b>			
<b>XI. Administrative Reports</b>			<b>5:41 PM</b>
<b>A.</b> Superintendent's Report			5 m
<b>B.</b> B. Retainer Newsletter			5 m
<b>XII. Closing Items</b>			<b>5:51 PM</b>
<b>A.</b> Adjourn Meeting	Vote		

# Coversheet

## September 9, 2025 Board Agenda Memo

**Section:** II. Approval of the Agenda  
**Item:** A. September 9, 2025 Board Agenda Memo  
**Purpose:**  
**Submitted by:**  
**Related Material:** September 9, 2025 Board Memo.pdf





## MEMORANDUM

**TO:** Board of Education

**FROM:** Naomi Norman, Superintendent

**DATE:** September 3, 2025

**RE:** Regular Board Meeting September 9, 2025

**Agenda Item 2:** **Approval of the Agenda:** President Tramontin will ask for approval of the agenda.

**Agenda Item 3:** **Communications:** There are no communications at this time.

**Agenda Item 4:** **Public Participation:** Members of the public who wish to address the Board may do so at this time.

**Agenda Item 5:** **Presentation:**

**A.** **Career and Technical Education Millage:** Director of Communications and Public Relations Ashley Kryscynski will present information for the CTE millage for the upcoming election.

**Agenda Item 6:** **Equity, Inclusion, and Social Justice Dialogue:** Superintendent Naomi Norman will facilitate the equity, inclusion, and social justice discussion.

**Agenda Item 7:** **Consent Agenda**

**A.** **Approval: Minutes:** Approval of the minutes of the August 26, 2025, regular meeting.

**B.** **Approval: Superintendent's Recommendations:**

The Superintendent recommends the Board accept the following employment recommendations:

**025-25-26** **Employment Recommendations:** Please see the employment recommendations for: Alison Hite as a Good Start Social Worker. If approved by the board Alison's salary will be \$99,094 (MA+30 Step 15). All other fringe benefits are set forth in the Unit II contract.

Brigette Clements as a Teaching Assistant in Room 22 at High Point. If approved by the board Bridgette's salary will be \$44,259.00, 205- Day Step 4. All other fringe benefits are set forth in the Unit I contract.

Darcy Berwick for employment as Teaching Assistant – Local Based Dexter - Special Education. If approved by the board Darcy's salary will be \$37,796.00, +60 Step 2. All other fringe benefits are set forth in the Unit I contract.

Felecia Klavinger for employment as an ASD Teacher Assistant. If approved by the board Felecia's salary will be \$39,941.00 Step 4. All other fringe benefits will be set forth in the Unit I contract.

Khalilah Massey for employment as a Medicaid Specialist. If approved by the board Khalilah's salary will be \$72,815.00/Step 2/Grade 7. All other fringe benefits will be set forth in the Non-Affiliated contract.

Rebecca Craigmile for employment as an Assistant Director of Human Resources and Legal Services. If approved by the board Rebecca's salary will be \$130,020.00, Grade 12 Step 5. All other fringe benefits will be set forth in the Non-Affiliated contract.

Rebecca Hiser for employment as TA Dexter Life Skills Classroom. If approved by the board Rebecca's salary would be \$35,455.00 Step 2. All other fringe benefits are set forth in the Unit I contract.

Shan Cook for employment as Teacher Assistant for at Progress Park. If approved by the board Shan's salary would be +30 Step 4. All other fringe benefits are set forth in the Unit I contract.

Shauntae Gist for employment as an ASD Teacher Assistant. If approved by the board Shauntae's salary would be \$39,941.00, Step 4. All other fringe benefits are set forth in the Unit I contract.

Tiffany Mitchell for employment as an Teaching Assistant – Local Based Milan - Special Education. If approved by the board Tiffany's salary would be \$41,658 +30 Step 4. All other fringe benefits are set forth in the Unit I contract.

The Superintendent recommends the Board accept the following reclassification requests:

**026-25-26     Reclassification Request:** Please see the employment recommendations for:

Aiden Brady, current position: Technology Intern, 1.0 FTE, 4 days/week, Salary: \$15/hour, Non-Affiliated. Recommended position: Level 1 Support, 1.0 FTE, 5 days/week, Salary: \$17.85/hour, Non-Affiliated.

Charlene Jones, current position: Coordinator of Mathematics and Science, 1.0 FTE, 210 workdays, Salary: \$109,069.00 Grade 10 Step 7, Non-Affiliated. Recommended position: MiSTEM Advisory Council Administrator, 1.0 FTE, 230 workdays, Salary: \$118,198.00 Grade 11 Step 5, Non-Affiliated.

Krista Higgins, current position: Teacher High Point YA SXI, 1.0 FTE, 185 workdays, Salary: \$77,701.00 Step 9, Unit II. Recommended position: Teacher Milan Local Based Classroom, 1.0 FTE, 185 workdays, Salary: \$77,701.00 Step 9, Unit II.

LaTasha Davis, current position: Special Education Teacher, 1.0 FTE, 185 workdays, Salary: \$77,490.00 Step 6 MA30, Unit II. Recommended position: Flex Teacher, 1.0 FTE, 185 workdays, Salary: \$77,490.00 Step 6 MA30, Unit II.

The Superintendent recommends the Board approve the following new position requests:

**027-25-26      New Position Requests:** Please see the new position requests for:  
Apprentice Teacher, 1.0 FTE, 185 workdays, salary level 80% of BA Step 2, Worksite: TLC, Unit II.

Instructional Technology Specialist, 1.0 FTE, 230 workdays, salary level \$63,970-\$78,620, Worksite: TLC, Unit II.

The Superintendent recommends the Board accept the following staff resignations:

**028-25-26      Staff Resignations:** Please see the staff resignations for:  
Colette Roberts, effective September 2, 2025. Colette has been employed with the WISD since October 2, 2017, first as a Teaching Assistant and most recently as a Music Therapist.

**029-25-26      Laurel Manor Contract – Tri County Culturally Responsive Mathematics Institute:** Please see the memo from Supervisor of Instructional Supports Dr. Dawn Stewart. We are requesting to contract with Laurel Manor Banquet and Conference Center in Livonia, Michigan, for an additional \$22,244.88 to provide facility rental, setup, A/V, and meals for two Learning Labs scheduled on October 21, 2025, and November 18, 2025, sponsored by the Tri-County Culturally Responsive Mathematics Institute. The Learning Labs are designed to transform classroom practices through professional learning focused on culturally responsive math instruction. We previously contracted with Laurel Manor in August 2025 for the Teaching to Liberate Educators Conference for \$18,633.74. With this additional contract, the total cost will be \$40,878.62, which exceeds the board approval threshold.

The Superintendent recommends the Board authorize the administration to approve the contract with Laurel Manor Banquet and Conference Center for an additional \$22,244.88, and a total cost not to exceed \$40,878.62, as presented.

**30-25-26      Lease Renewal – Washtenaw Community College Young Adult:** Please see the memo from Director of Operations Tanner Rowe. Our Washtenaw Community College Young Adult (WCC YA) program has been at WCC since 2003. The WCC YA program currently occupies three (3) classrooms, TI 129, TI 130, and TI 132, for a total of 1,768 square feet, located within the Technology and Industrial Building. Washtenaw Community College has offered Washtenaw ISD a rental agreement for a two (2) year term at a rate of \$18.65 per square foot, or \$2,748 per month for the first year. The rental rate will increase at a rate of 3% annually. The new lease agreement (attached), which would commence on September 1, 2025, includes utilities, operational and custodial services. The lease does include an option to renew.

The Superintendent recommends that the Board of Education authorize the administration to execute the lease agreement with Washtenaw Community College with rent totaling \$66,936.48 for the two-year term, as presented.

**31-25-26      Bridge Team Suites/ Clark Rd – Custodial:** Please see the memo from Facilities Assistant Shantell Gordon. On July 21, 2025, a Request for Proposals for custodial services was issued to four (4) vendors. In response, we received three (3) complete proposals. After careful evaluation, Pioneer Services Inc. emerged as the vendor offering the most comprehensive and cost-effective plan for routine and restorative janitorial services. Pioneer Services Inc. is a familiar and trusted partner, having provided custodial services for several WISD programs, including High Point School, Dexter Young Adult, and Ann Arbor Young Adult. Their performance at these sites has been consistently exemplary, marked by

professionalism, reliability, and attention to detail. Pioneer has also expressed a clear commitment to maintaining high service standards should they be selected to serve the Bridge Team Suite at this time.

The Superintendent recommends that the Board of Education authorize the administration to approve the service proposal with Pioneer Services for janitorial services at 4870 Clark Rd. for an annual service cost not to exceed \$28,416.00 for the one (1) year term, as presented.

**032-25-26     MBK Continuous Improvement Capacity Grant:** Please see the memo from Washtenaw My Brother's Keeper Supervisor Jamall Bufford. WMBK plans to utilize the grant funds to continue to uplift and empower young men of color through social-emotional support, and through workforce development opportunities. Specifically, WMBK shall provide services to establish one or more of the cradle-to-career pathways of success for young men of color in, including using tools such as cross-sector partnerships, holding space for intergenerational connection, community-based planning and advocacy to transform the lives of boys and men of color. The term of the grant is one year for a total of \$25,000. We plan to use the grant for Lumi literacy tool subscriptions, data analysis and survey administration (including youth stipends), breakfasts/programs, planning meetings and trips (food and transportation), swag and promotions, and strengthening our programs for participant needs.

The Superintendent recommends that the Board of Education accept the MBK Continuous Improvement Capacity Grant in the amount of \$25,000.00, as presented.

**033-25-26     Restorative Practices Training BFDI Training Institute:** Please see the memo from Executive Director of Community and School Partnerships Dr. Holly Heaviland. Basic Restorative Practices Training will take place on October 14-15, 2025, and January 13-14, 2026. The dates for Facilitating Restorative Justice Conferences trainings are December 3-4, 2025, and February 24-25, 2026. The total of this contract which covers October 14, 2025, through February 25, 2026, is \$47,333.84. The trainings will be funded by the Special Education, Behavior Support budget. The contract is for 4 trainings: 2 of the Basic Restorative Practices Trainings and 2 of the Facilitating Restorative Justice Conferences trainings.

The Superintendent recommends that the Board of Education authorize the administration to approve the Restorative Practices Training contract in the amount of \$47,333.84, as presented.

**Recommendation: The Superintendent recommends that the Board of Education approve the minutes and Superintendent's recommendations in the Consent Agenda, as presented. (Roll Call Vote)**

**Agenda Item 8:     New Business:**

**Agenda Item 9:     Other Items of Business:**

**Agenda Item 10:     Board of Education Reports:**

**Agenda Item 11:     Administrative Reports:**

**A.     Superintendent's Report:** Superintendent Norman will address the board.

**B.     Retainer Newsletter:** The August 2025 edition of the School Law Notes from Thrun Law Firm is attached.

**Agenda Item 12:     Adjournment**

# Coversheet

## Career and Technical Education Millage

**Section:** V. Presentation  
**Item:** A. Career and Technical Education Millage  
**Purpose:**  
**Submitted by:**  
**Related Material:** WISD Board Presentation - CTE Millage.pdf





# *The Future Moves with Us*



VOTE ON OR BY  
**NOVEMBER 4, 2025**  
Career Technical Education  
Millage Proposal





# WHAT IS CTE?

Career Technical Education (CTE) helps students **learn by doing**, combining classroom learning with **hands-on experiences and real-world skills**. From preschool through high school, CTE sparks **curiosity**, builds **confidence**, and connects students to **fulfilling college and career pathways**.

## *CTE opens doors to college, careers, and beyond*

CTE students can graduate with industry-recognized certifications, early college credit, technical knowledge, and transferable skills.

## *CTE leads to high-wage, high-skill, in-demand careers*

Through CTE, students explore their interests and skills and eventually match them to career pathways like aviation, business, construction, cybersecurity, engineering, health sciences, robotics, welding, and more.







# WHAT IS THE QUESTION BEFORE VOTERS?

A 1 mill proposal to support operational costs to provide Career Technical Education (CTE) learning experiences from preschool through high school graduation. The millage would expire after 10 years.

If approved, the CTE millage would be used by WISD to reimburse all local public school districts for existing CTE expenses and also expand access to new countywide CTE learning opportunities for students in preschool through high school graduation.





# BREAKING DOWN THE BALLOT LANGUAGE



## BALLOT LANGUAGE

## EXPLANATION

Shall Washtenaw Intermediate School District, Michigan...	→	The WISD service area includes the Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, and Ypsilanti school districts.
come under sections 681 to 690 of the Revised School Code, as amended...	→	The applicable Michigan state law that allows ISDs to create and operate a CTE program if approved by voters.
and establish an area career and technical education program, which is designed to encourage the operation of area career and technical education programs...	→	The WISD would create a countywide framework to expand equal access to CTE learning opportunities for PreK-12 students.
if the annual property tax levied for this purpose is limited to 1 mill (\$1.00 on each \$1,000 of taxable valuation) for a period of 10 years, 2026 to 2035, inclusive;...	→	The proposed millage is 1 mill for 10 years, or \$1 on each \$1,000 of taxable property value (taxable value is roughly 50% of market value).
the estimate of the revenue the intermediate school district will collect if the millage is approved and levied in 2026 is approximately \$25,020,000 from local property taxes authorized herein?	→	The proposed millage would collect approximately \$25 million per year in the first year and similar annual funding each year for 10 years.



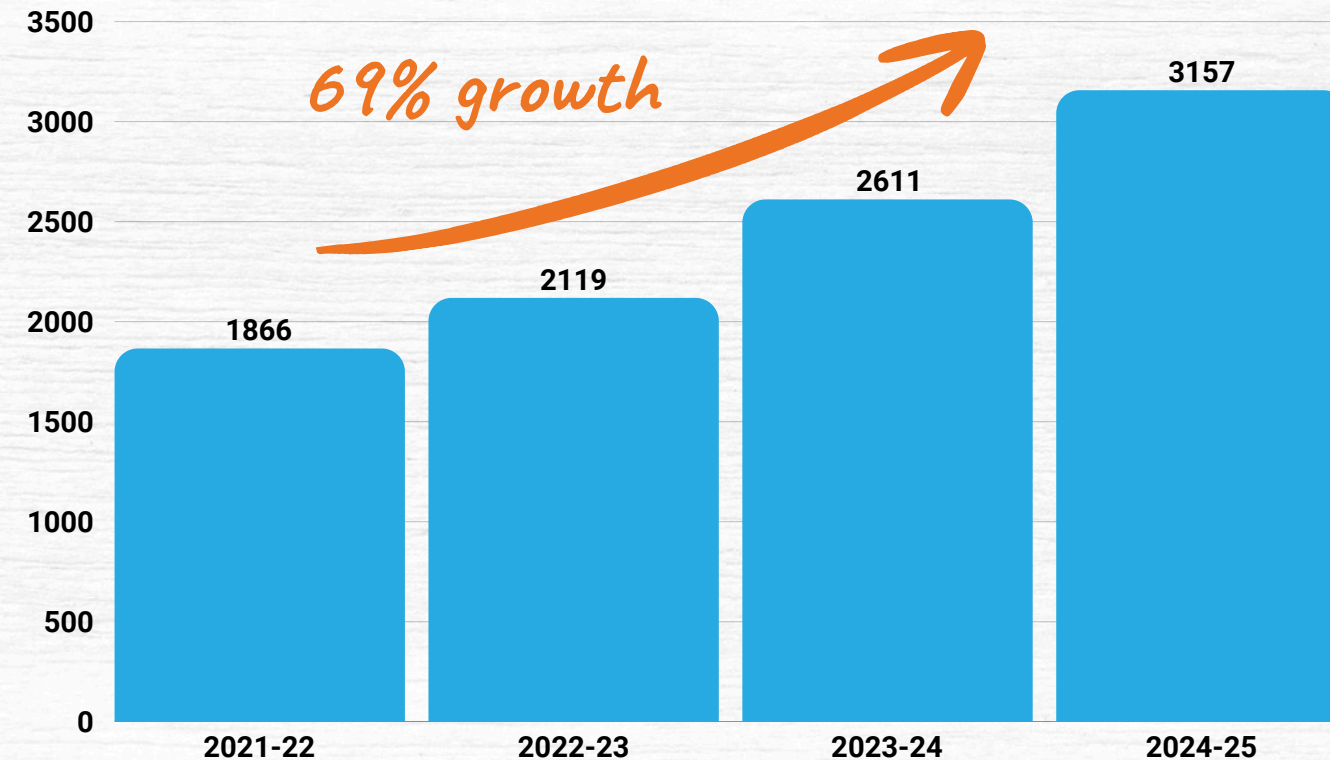


# WHY IS CTE ON THE BALLOT?

## Students Demand CTE

Washtenaw CTE enrollment has grown by **69%** over the last four years. Plus, hundreds of students are on CTE waitlists.

WASHTENAW STUDENT ENROLLMENT  
IN CTE PROGRAMS, GRADES 9-12



## Barriers to Access



Based on data from the University of Michigan Youth Policy Lab, **Washtenaw students have access to fewer CTE programs** compared to their peers across the state.

**Access is even more limited** for Black and Hispanic students, students who are economically disadvantaged, and students in smaller districts.



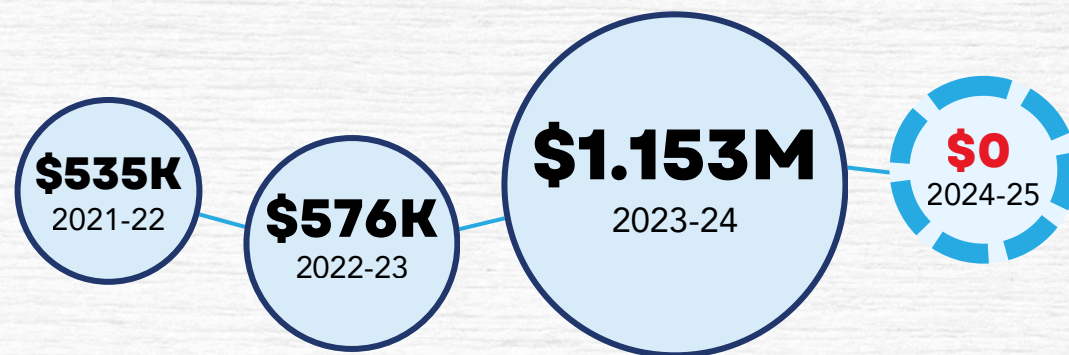




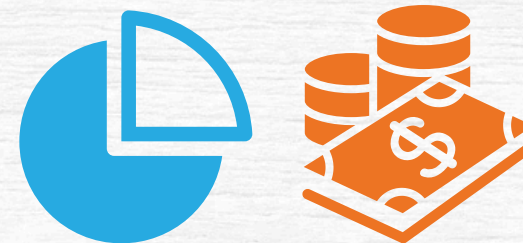
# WHY IS CTE ON THE BALLOT?

## *Sustainable Funding*

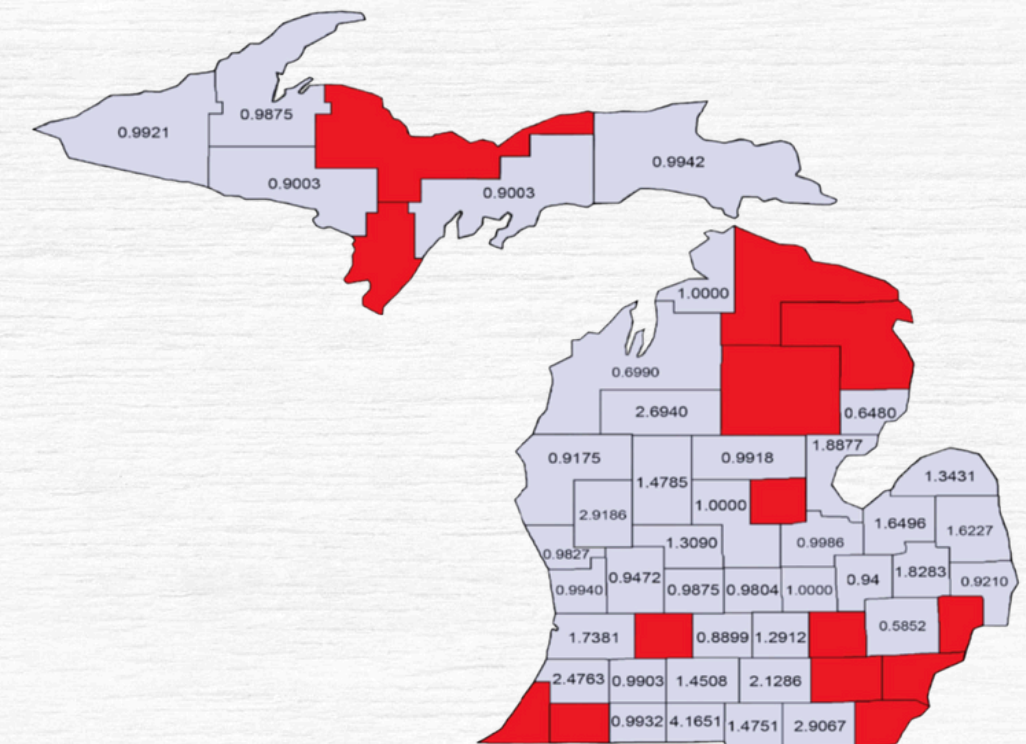
➔ WISD has used state grant funds in recent years to help local districts add new high school programs, **and these funds are no longer available.**



➔ State and federal funding only covers approximately 28% of CTE program costs. Existing Washtenaw CTE programs are underfunded by \$10M+, and districts **use general operating dollars to cover this shortfall.**



➔ **41 Michigan ISDs, or 73%, have a millage to support CTE programs.** These millages range from 0.6 to 4.2 mills.







# HOW CAN CTE BENEFIT SPECIAL EDUCATION STUDENTS?

Similar to special education transition supports, CTE provides **alternative learning methods** to engage students. It prepares students to be productive and contributing members of their communities, and special education students can benefit from CTE programs and experiences.

If the CTE millage proposal is approved by voters, it would increase the number of **non-traditional learning environments** and opportunities for **differentiated instruction**.





# HOW WOULD FUNDS BE USED?

## *A Roadmap for CTE Learning*

Reimagining what a Washtenaw student's education journey could look like with expanded access to hands-on, career-focused learning from PreK-12.



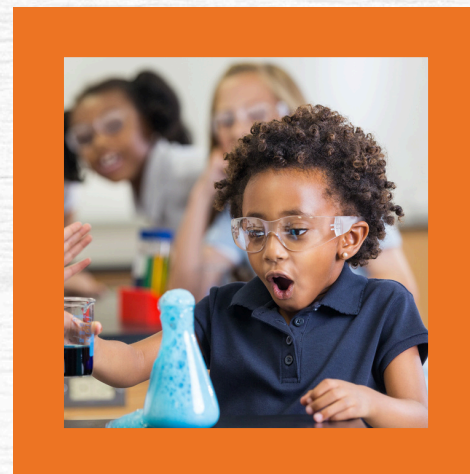


# HOW WOULD FUNDS BE USED?

## *Examples by Grade Level*

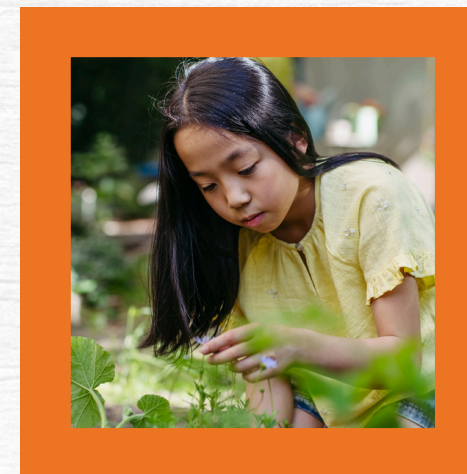
### PreK-5th:

- Summer career exploration camps
- PLTW Launch (STEM) curriculum
- FIRST Robotics
- Field trips
- World of work activities
- "Touch a Truck" events
- Family engagement events



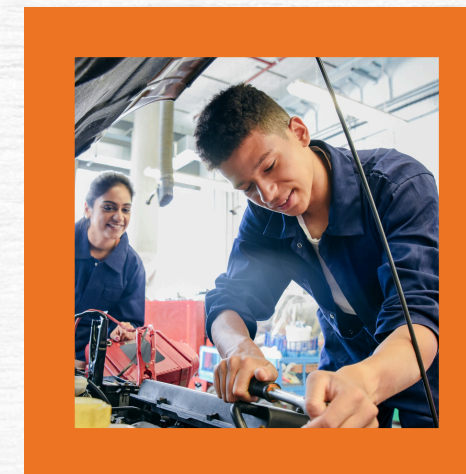
### 6th-10th:

- Summer career exploration camps
- Pathway elective courses
- PLTW Gateway curriculum
- Extracurriculars and clubs
- FIRST Robotics
- Drone soccer
- Career Day



### 11th-12th:

- Instructional and support staff
- Technology and equipment for existing and new programs
- Certification assessments and dual enrollment costs
- Transportation
- Student organizations







# SHOWING WHAT IS POSSIBLE

## *Pilot Programs for 2025-2026*

Through one-time grant funding, Washtenaw is piloting new opportunities to **show what is possible with sustainable funding**. This school year, WISD is partnering with others to launch:

- **Drone and Aviation Technology** - high school CTE program leading to FAA certification
- **BEST Leadership Program** - entrepreneurship capstone with WCC and Destination Ann Arbor
- **From Curiosity to Career** - 9-week Advanced Manufacturing middle school curriculum
- **Drone Soccer** - middle school extracurricular club
- **BrainVentures/Roadmaps** - University of Michigan K-6th grade curricula on EVs and aviation
- **Uncharted Learning** - 5th-8th grade entrepreneurship pathway







# WHEN IS THE MILLAGE ELECTION?

Tuesday, November 4, 2025

# WHO IS ELIGIBLE TO VOTE?

Registered voters who are residents in the school districts of: Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, and Ypsilanti

# HOW CAN I VOTE?

You can vote in person at your polling location on Tuesday, November 4, 2025, from 7:00 a.m. to 8:00 p.m. You can also vote early in person or by absentee ballot. Absentee ballots are available beginning September 25.







# *The Future Moves with Us*

## **NOVEMBER 4, 2025**

### **QUESTIONS? WANT TO LEARN MORE?**

Contact your local Superintendent  
or visit your school district's website  
or contact Washtenaw ISD:  
[www.washtenawisd.org/ctemillage](http://www.washtenawisd.org/ctemillage)  
(734) 994-8100



# Coversheet

## Approval: Minutes

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	A. Approval: Minutes
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	8-26-25 Minutes.pdf





**WASHTENAW INTERMEDIATE SCHOOL DISTRICT  
BOARD OF EDUCATION MEETING MINUTES**

**Tuesday, August 26, 2025**

The Washtenaw Intermediate School District Board of Education held a regular board meeting on Tuesday, August 26, 2025, in Washtenaw ISD's Teaching and Learning Center Board Room at 1819 South Wagner Road in Ann Arbor, Michigan.

**CALL TO ORDER**

The meeting was called to order at 5:01 PM by President Mary Jane Tramontin

**ATTENDANCE**

**The following members were present:**

Mary Jane Tramontin, President  
Steve Olsen, Vice President  
Dorcas Musili, Secretary  
Diane Hockett, Trustee

**The following member was absent:**

Sarena Shivers, Treasurer

**Quorum was met.**

**Also present:**

Naomi Norman, Superintendent  
Cherie Vannatter, Deputy Superintendent  
Brian Marcel, Associate Superintendent  
Jennifer Banks, Director of Instruction  
Holly Heaviland, Executive Director Community & School Partnership  
Matthew Cook, Chief Information Officer  
Nancy Davis, Teacher Consultant  
TJ Greggs, Administrative Assistant to the Superintendent

**APPROVAL OF THE AGENDA**

**Steve Olsen moved, Dorcas Musili seconded, to approve the agenda, as presented.**

**Ayes: Mary Jane Tramontin, Steve Olsen, Dorcas Musili, Diane Hockett**

**Nays: None.**

**Motion carried.**

**COMMUNICATIONS:** Director of Instruction Dr. Jennifer Banks informed the Board of potential pro bono services for lobbying that could be a conflict of interest.

**PUBLIC PARTICIPATION:** There was no public participation.

## **Page 2 – Regular Meeting – 08/26/2025**

**FINANCIAL REPORT:** Associate Superintendent Brian Marcel reviewed the financial reports for July 2025.

**EQUITY, INCLUSION, AND SOCIAL JUSTICE DIALOGUE:** Superintendent Naomi Norman facilitated the Equity, Inclusion, and Social Justice (EISJ) discussion, sharing about the following:

- Superintendent Naomi Norman shared about the 2025-26 WISD Opening Day event and the feedback from WISD employees on the engagement of discussions held.

### **CONSENT AGENDA**

**Dorcas Musili motioned, Diane Hockett seconded, that the Board of Education approve the minutes and Superintendent's recommendations in the Consent Agenda, as presented.**

**Voting yes: Mary Jane Tramontin, Steve Olsen, Dorcas Musili, Diane Hockett**

**Voting no: None.**

**Motion carried.**

### **Approval of Minutes**

The Board approved the minutes of the August 12, 2025, regular meeting and closed session.

### **019-25-26**

The Board approved the following employment recommendations:

- Diana Stotler as a Curriculum Specialist
- Jenessa Young as a Good Start Social Worker
- Madison Fisher as a Teacher in room 33 at High Point

### **020-25-26**

The Board approved the following staff resignations:

- Christa Lindemer, effective September 2, 2025
- Jesse Bishop, effective September 1, 2025
- Kirstin Vespa, effective August 18, 2025
- Stephanie Smarsik, effective August 18, 2025

### **021-25-26**

The Board approved the following staff retirements:

- Ann Hockenberry, effective August 31, 2025

### **022-25-26**

The Board approved the new PAC appointment from Dexter Community Schools Kevin McClain.

### **023-25-26**

The Board authorized the administration to approve contracts with Ann Arbor Public Schools, Chelsea School District, Dexter Community Schools, Lincoln Consolidated School District, Manchester Community Schools, Milan Area Schools, Saline Area Schools, Whitmore Lake Public Schools, and Ypsilanti Community Schools to provide an early literacy coach to each district for the 2025-2026 school year at a cost not to exceed \$50,000.00, as presented.

**Page 3 – Regular Meeting – 08/26/2025**

**024-25-26**

The Board authorize the administration to accept FY26 Adolescent and School Health Program funding in the amount of \$105,000.00, as presented.

**NEW BUSINESS – Updated WISD Policy – Second Read:** Superintendent Naomi Norman shared the changes to current WISD policies. First read was at the August 12, 2025 Board meeting.

**Steve Olsen motioned, Dorcas Musili seconded, that the Board of Education approve the updated WISD policies:**

- 1) PO 1130 – Conflict of Interest
- 2) PO 3110 – Conflict of Interest
- 3) PO 4110 – Conflict of Interest
- 4) PO 6110 – Grant Funds
- 5) PO 6111 – Internal Controls
- 6) PO 6112 – Cash Management of Grants
- 7) PO 6114 – Cost Principles-Spending Federal Dollars
- 8) PO 6325 – Procurement-Federal Grant Dollars
- 9) PO 6550 – Travel Payment and Reimbursement
- 10) PO 7310 – Disposition of Surplus Property
- 11) PO 7450 – Property Inventory

**Voting yes: Mary Jane Tramontin, Steve Olsen, Dorcas Musili, Diane Hockett**

**Voting no: None.**

**Motion carried.**

**NEW BUSINESS – Justice Leaders Collaborative- Professional Learning & Coaching Contract:** Director of Instruction Dr. Jennifer Banks discussed the services provided by Justice Leaders Collaborative with the Board.

**Dorcas Musili motioned, Diane Hockett seconded, that the Board of Education approve the contract with Justice Leaders Collaborative for a cost not to exceed \$73,500.00, as presented.**

**Voting yes: Mary Jane Tramontin, Steve Olsen, Dorcas Musili, Diane Hockett**

**Voting no: None.**

**Motion carried.**

**NEW BUSINESS – Ypsilanti Community Schools Shared Services Contract:** Chief Information Officer Matthew Cook discussed the technology services that would be provided for Ypsilanti Community Schools with the Board.

**Steve Olsen motioned, Dorcas Musili seconded, that the Board of Education approve the contract with Ypsilanti Community Schools for WISD to provide shared services technology support in the amount of \$3,349,162.02, as presented.**

**Voting yes: Mary Jane Tramontin, Steve Olsen, Dorcas Musili, Diane Hockett**

**Voting no: None.**

**Motion carried.**

**Page 4 – Regular Meeting – 08/26/2025**

**OTHER ITEMS OF BUSINESS** – There were no other items of business.

**BOARD OF EDUCATION REPORTS:**

- The Board discussed the suggestion by Trustee Olsen to change the name of the EISJ portion of the agenda.

**ADMINISTRATIVE REPORTS – Superintendent’s Report:**

Superintendent Naomi Norman spoke about the following:

- Superintendent Norman shared that ballot proofs for the CTE millage have been reviewed and submitted to the county.
- Superintendent Norman shared about the roundtable she took part in with Senator Elissa Slotkin.
- Superintendent Norman shared details about her engagement as part of a Launch Michigan’s educator roundtable regarding teacher retention.
- Superintendent Norman discussed the first day back for students and her visits to schools.
- Superintendent Norman shared about her meeting with WCC President Dr. Rose Bellanca.
- Superintendent Norman shared that the Michigan Department of Education named Dr. Glenn Maleyko as Michigan’s next state superintendent.

**ADJOURNMENT**

The meeting was adjourned at 6:17 PM

Respectfully submitted,

Dorcas Musili, Secretary  
Washtenaw ISD Board of Education

# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	B. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	New Hire_A. Hite.pdf New Hire_B. Clements.pdf New Hire_D. Berwick.pdf New Hire_F. Klavinger.pdf New Hire_K. Massey.pdf New Hire_R. Craigmile.pdf New Hire_R. Hiser.pdf New Hire_S. Cook.pdf New Hire_S. Gist.pdf New Hire_T. Mitchell.pdf





TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Michelle Pogliano, Assistant Director for Early Intervention Services

DATE: 8/6/2025

RE: New Hire Recommendation – Good Start Social Worker

I would like to recommend Alison Hite for the position of Good Start Social Worker. Alison received her master's degree in social work. She has over 15 years' experience working as a School Social Worker in Ann Arbor Public Schools.

If approved by the Board, Jenessa's salary will be \$99,094 (MA+30 Step 15 ). All other fringe benefits will be set forth in the Unit II contract.

# ALISON HITE

## SOCIAL WORKER



### PROFILE

Experienced social worker with over 15 years of providing therapeutic services to children and adolescents, specializing in mental health, crisis intervention, and behavioral assessments. Skilled in utilizing evidence-based therapeutic techniques like CBT and Motivational Interviewing.. Proven ability to collaborate with multidisciplinary teams and implement strategies and interventions that support positive outcomes.

### EDUCATION

#### 2007-2009 UNIVERSITY OF MICHIGAN

- Masters of Social Work

#### 2003-2007 MICHIGAN STATE UNIVERSITY

- Bachelors of Psychology

### WORK EXPERIENCE

#### 2015-Present

Ann Arbor Public Schools

##### School Social Worker

- Provide direct and consultative therapeutic services for students with mental health, behavioral and social skill needs utilizing evidenced based therapy and techniques including CBT, Motivational Interviewing and Play Therapy.
- Crisis Management, Risk Assessment, and Safety Planning
- Worked on diverse multi-disciplinary teams to deliver integrated services for students.
- Provided supervision and mentoring to limited-license social workers and interns.

#### 2010-2015

Genesee Intermediate School District

##### School Social Worker - Day Treatment

- Provided daily therapeutic services to students with severe emotional impairments in a center-based self-ed contained setting with diagnoses including Mood Disorders, Anxiety Disorders, Psychotic Disorders, and Behavioral Disorders.
- Provided crisis intervention services, as well as coordination of care with outside mental health agencies.

#### 2015-Present

Livingston County Community Mental Health

##### Intake & Emergency Services Clinician

- Conducted mental health, developmental disability, substance abuse, and safety/crisis assessments to individuals of all ages.
- Provided emergency crisis intervention in both office and hospital settings.. Evaluated for inpatient psychiatric hospitalization and provided hospital liaison services.
- Worked with Livingston County Circuit Court as a member of the Adult Drug Court Team.
- Performed utilization review of substance abuse and hospital services

### SKILLS

- Multidisciplinary Team Collaboration
- Crisis Intervention Skills
- Clinical Supervision & Mentorship
- Assessment & Treatment Planning
- Evidence-Based Therapeutic Techniques
- Staff Development & Leadership

### PROFESSIONAL AFFILIATIONS

- National Association of Social workers
- Michigan Association of School Social Workers



TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Jennifer Parrelly, High Point Principal

DATE: August 4, 2025

SUBJECT: New Hire Memo- Teaching Assistant

I would like to recommend Brigitte Clements for employment as a teaching assistant in room 22 at High Point. Brigitte received Associate Early Childhood Credentials from the Adrian Dominican Montessori Teachers Education Institute. Brigitte is currently employed as a teaching assistant at Ann Arbor Public Schools. If approved by the Board, Brigitte's salary will be \$44,259, 205- Day Step 4. All other fringe benefits are set forth in the unit one (1) contract.

CC: Cassandra Harmon-Higgins, Executive Director of Human Resources and Legal Services  
Deborah Hester-Washington, Executive Director of Special Education

## **Brigette Clements**

### **Objective**

To become part of the Washtenaw Intermediate School District and continue to strengthen my collaboration, communication skills and growth through meaningful experiences in education—particularly by supporting and fostering inclusive, engaging learning environments for individuals with disabilities.

**Core Strengths** •Collaborative & Proactive Team Player •Classroom Management & Organization  
•Flexible, Supportive & Resourceful •Astute Problem-Solving •Athletic & Energetic Presence  
•Responsible & Reliable Communication •Skilled in Teaching and Training Others

### **Professional Summary**

With more than 20 years of experience in education working with diverse student populations, I bring a deep compassion, resilience, and dedication to the school environment every day by nurturing students academic success, as well as their social and emotional well-being. I put my whole heart into my work because I see the often-hidden potential in every student.

My goal is to lead by example in helping the neurotypical community better understand the challenges that neurodivergent individuals face—socially, emotionally, and academically; in a world that by default is stacked against them. I aim to raise awareness and promote inclusive practices that allow for uniquely structured accommodations, enabling all students to thrive to be able to reach their highest potential and fullness of life.

Feedback from colleagues, friends, and family often highlights my ingenuity, insight, and ability to quickly assess and meet individual student needs and my dedicated advocating for equity in education. That, I have a natural ability and excel with building rapport, adapting quickly to seamlessly integrate an inclusive environment for students of all abilities within any setting.

Thank you for considering me for this incredible opportunity to make a positive impact within the Washtenaw Intermediate School District community.

## **Education, Professional Development and Trainings**

Adrian Dominican Montessori Teacher Education Institute – Adrian, MI

*American Montessori Society Associate Early Childhood Credentials August 2016*

Huron High School – Ann Arbor, MI | *High School Diploma June 2001*

Wide range of Professional Development *\*available upon request\**

CPR, First Aid, Seizure and Diabetic Training *(previously certified)*

NVCI *(valid through Feb 2027)*

References *(available in application portal)*

## **Experience**

*Special Education Paraprofessional*, Ann Arbor Public Schools | 2017 Fall – Present

Responsible for assisting special education students from self-contained and Gen-Ed classroom settings with academic, social, and emotional development. Providing support for daily routines, responsibilities and activities—including implementing IEP goals, BIPs and various data tracking, assisting with personal hygiene/toileting and medically necessary food preparation and maintenance. Advocating and collaborating with teachers and ancillary staff to gain guidance and direction; with modifying/adapting and scaffolding visuals, activities/lessons for 1:1, small groups, and whole classroom settings. Strategically create an inclusive and diverse environment that encourages respect and is conducive to individual independence and inspires all students to love and have fun learning. Maintained classroom organization, safety and general maintenance and upkeep. Organized, coordinated and participated in inclusive and engaging programs: Girl Scouts, Girls On The Run, Rec-Ed and featured in: L.E.A.D./Peer2Peer–LIGHT UP | Playground Engagement Project <https://youtu.be/lrWlnrZpA1Q>

*Assistant Infant Toddler Room Teacher*, Bemis Farms Preschool | 2022 January – 2022 June

Provided consistent, nurturing care to infants and toddlers in a safe environment that supported socialization, learning and sensory exploration. Provided general maintenance and housekeeping for school.

*Montessori Preschool Intern Teacher*, Northstar Montessori School | 2015 Winter – 2017 Summer

Completed Montessori internship and earned AMS credentials. Developed daily and monthly lesson plans/routines that fostered curiosity and independence.

*Lead Preschool Teacher*, ABC Grow and Learn Children's Center | 2014 Summer – 2015 Winter

Led a Creative Curriculum/Head Start classroom using play-based and academically integrated lessons and environment; which included food and nutrition meal preparation, arts and crafts and science activities with walkable field trips.

*Lead & Co-Teacher*, Red Hill Montessori Academy | 2007 Summer & Fall 2011 – Spring 2013

Delivered and supported Montessori and Art curriculum to 24+ students (2.5 to 6 years) with assistance from one to two teachers. Documented student progress, held parent teacher meetings and orientations.

*Assistant & Substitute Child Care Teacher*, Summers Knoll School | 2010 Fall – 2011 Summer

Supervised students during morning, lunch and after-school care. Substituted across grade levels and coordinated transportation and logistics for field trip programs and activities.

*Apprentice Montessori Teacher*, Doughty Montessori School | 2007 Summer – 2010 Summer

Committed to a 3 year apprenticeship program that paid my Montessori tuition costs. Supported lead teachers in the implementation of developmentally appropriate curriculum for a Montessori classroom and environment.

*Lead Child Care & Summer Camp Teacher*, Dexter Community Schools | 2004 Fall – 2006 Summer

Designed and ran educational and recreational activities for child care/summer camp programming for 50+ students grades Kindergarten thru 6th with support from one to five other teachers.



DATE: Friday, August 8, 2025

TO: Cassandra D. Harmon-Higgins, Executive Director of Human Resources and Legal Services

FROM: Sarah Igonin, Special Education Coordinator

RE: New Hire Recommendation – Darcy Berwick, Teaching Assistant – Local Based Dexter - Special Education

We would like to recommend Darcy Berwick for employment as Teaching Assistant – Local Based Dexter - Special Education. Darcy is currently employed as a substitute teacher assistant. She earned her Bachelors degree in Psychology and a Juris Doctorate from Wayne State.

If approved by the Board, Darcy's salary would be \$37,796, +60 Step 2. All other fringe benefits are set forth in the Unit I agreement.

Please let any of us know if you require additional information.



**DARCY BERWICK**  
Substitute Teacher & Parapro

## Employment

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### Edustaff

Substitute Teacher Mar 2024 – present

- Age ranges from GSRP through Young Adult
- Long-term assignment as a TA in self-contained ASD classroom in Ann Arbor Public Schools
- Frequent WISD teacher and teacher's assistant substitute at High Point and satellite locations across Washtenaw
- NCVIS trained

### Campaign Consultant, City Council & School Board Elections

Manager June 2020 – present

- Successfully manage campaigns across Washtenaw County
- Services begin pre-filing and continue past post-election
- Strategy, design, marketing, fundraising, communications, field operations, social media, compliance

Consultant June 2018 – present

- Assist campaigns with marketing, field operations, and compliance

### Elizabeth Brien, Broker for Charles Reinhart Realty

Marketing Assistant Apr 2010 – Oct 2018

- Developed relationships with clients based on continuous communication focused on the process of selling their home
- Worked effectively within a high performing team to meet aggressive schedules
- Created attractive effective marketing materials to successfully sell our customers' homes
- Primary brokerage photographer for both printed and electronic materials

### University of Michigan

Housing Information Technology Office, Computer Consultant III Jul 2007 – Dec 2009

- Manage and train student staff for annual back-to-school computer remediation
- Documented networking policies and procedures
- Independently research projects for the Education Office division including copyright issues

ITCS, Computer Showcase Repair Service Manager Jun 2005 – Nov 2006

- Hired, trained and supervised student staff in performing software repairs and installs, hardware upgrades, and virus remediation
- Coordinated Showcase's physical networking upgrade and helped establish network use policies
- Designed and implemented ITCS Inoculation Station for virus remediation in coordination with two other organizations
- Created staffing manual for policies, procedures and training guidelines

ITCS, Computer Showcase Repair Technician & Sales Consultant Aug 2000-Jun 2005

- Performed both hardware and software installs repairs, including virus remediation
- Provided computer and software sales support to student, staff, and faculty

ITCS, 764-HELP Computer Consultant May 1997 – Jun 2003

- Provided technical support as a Phones and Referral Consultant for University students, staff, faculty, and alumni
- Diagnosed and troubleshoot hardware and software problems
- Installed and configured software and hardware
- Prepared technical documentation

### **United States District Court – Eastern District of Michigan**

Summer Intern – Judge Gerald E. Rosen May 1999 - Aug 1999

- Prepared bench memos for the Sixth Circuit Court of Appeals
- Drafted factual and legal summaries for upcoming cases

### **Collins & Blaha, PC (Formerly Collins, Blaha, & Slatkin)**

Law Clerk Mar 2000 – Jun 2000

- Prepared and drafted charter school policy manual and student handbooks
- Researched and drafted memos regarding education law topics

## **Education**

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### **Wayne State University Law School**

Juris Doctor May 2002

- Silver Key Certificate for Academic Achievement
- Civil Procedure Faculty Award

### **University of Michigan, Ann Arbor**

Bachelor of Arts in Psychology May 1996

## **Organizational Work**

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Trustee, Saline Area Schools Board of Education	2025 – present
Director, Saline Supports Our Community nonprofit	2020 – 2024
Board Member, Saline Area Schools PTA & PTOs	2012 – 2024
City of Saline Health Care Improvement Task Force	2021 – 2023
Board Member, Lamaze Family Association	2008 – 2010

## **Training**

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Leading With Zing! 2-Day Seminar	2023
Zingtrain, Creating a Vision of Greatness 2-Day Seminar	2023
Saline Bridge to Civility Series	2021
Interfaith Council for Peace and Justice, Bystander Intervention Training	2020
Saline Leadership Institute	2019 – 2020
MDE, Silent Crisis Training, Creating Safe Schools for Sexual Minority Youth	2019 – 2020





TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Melissa Paschall, WISD Principal

DATE: August 5, 2025

RE: New Hire Recommendation – Felecia Klavinger ASD Teacher Assistant

I would like to recommend Felecia Klavinger for employment as an ASD Teacher Assistant. Ms. Klavinger has most recently worked in the ASD Program as a Teacher assistant through Gifted Talent Services. Ms. Klavinger is very flexible with a positive. She has worked in several rooms at High Point School as a floater and is always willing to learn new skills to better the success of the students.

If approved by the Board, Felecia Klavinger's salary will be Step 4 \$39,941 with all other fringe benefits will be set forth in the Unit I contract.

## Felecia Klavinger

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### EDUCATION

**Saginaw Valley State University, University Center, MI**  
**Bachelor of Social Work (CSWE Accredited)**  
Minor: **Youth Services**  
Deans' List: Four semesters

**Graduated: May 2018**

### RELEVANT COURSEWORK

- Child Abuse & Neglect
- Social Work Practice I, II, & III
- Social Welfare Policy I & II
- International Child Welfare

### Skills & Abilities

#### Problem Solving

- Able to determine sources of underlying issues and communicate effective solutions.

#### Communication

- Speaks clearly and confidently for all questions and discussions.
- Sympathizes with coworkers and gives advice based on the situation.

#### Management

- Creating and maintaining schedules for upcoming tasks and meetings.
- Responsible for training incoming staff and ensuring all deadlines are met.

### CERTIFICATIONS

**Registered Behavior Technician**

**CPI**

**American Red Cross ( AED/ CPR certified)**

### WORK EXPERIENCE

**Gifted Healthcare**

**January 2024- Present**

**Registered Behavior Technician**

**Creating Brighter Futures, Ann Arbor, MI**

**March 2021- August 2023**

**Training Coordinator, April 2023- August 2023**

- Provided support to higher management and Clinical Director
- Responsible for all new hire training and recertifications, including CPR certifications, state mandated training, and company policies and procedures.
- Supervised new hires and complete quarterly evaluations within a set time frame.

**Registered Behavior Technician/ Case Manager,**

**March 2021- April 2023**

- Provided one-on-one therapy and group therapy as defined by the treatment plan.
- Assisted in problem solving for client specific programming.
- Maintained and protected the well-being of all clients at all times.
- Coached new employees by following all policies and procedures.

**Gateway Pediatric Therapy, Dearborn, MI**

**May 2018- August 2020**

**Behavior Technician**

- Collected recorded, and organized data accurately
- Organized and prepared for multiple client sessions daily.
- Communicated self in a positive and professional manner to staff, clients, and parents/ guardians.

**Kmart, Belleville, MI**

**May 2016- May 2018**

**Cashier/ Front Desk Associate**

- Resolved customer complaints, guided them, and provided relevant information.
- Provided a positive, friendly, and courteous service.
- Monitored cash registers and ensure accuracy of all transactions.

**Wellspring Lutheran Services, Saginaw, MI**

**January 2016- May 2016**

**Home Health Aide**

- Assisted the patient with transportation to doctor's appointments and other errands.
- Helped the client to prepare meals.
- Kept accurate records of home visits, including travel time and what services were performed during the visit.

**INTERPROFESSIONAL EXPERIENCES**

**Big Brother Big Sister of Metropolitan Detroit**

**August 2017- May 2018**

- Assisted with program development for children within the school system.
- Brainstormed with upper management about engagement between clients and their matches.
- Conducted interviews with grade school children and adolescents about their needs from the organization.

**Legislative Education and Advocacy Convention, Lansing, MI**

**November 2017**

- Actively listened to speakers on different aspects of today's society.
- Participated in workshops that discussed advocacy, education, and social injustices.



TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Christina Kujawa, Special Education Supervisor, WISD

DATE: July 29, 2025

RE: New Hire Recommendation – Khalilah Massey, Medicaid Specialist

I would like to recommend Khalilah Massey for employment as a Medicaid Specialist. Ms. Massey was most recently employed as an Associate Insurance Advisor at NuVasive Clinical Services.

If approved by the Board, Ms. Massey's salary will be \$72,815/Step 2/Grade 7 Medicaid Specialist. All other fringe benefits are set forth in the Non- Affiliated and Early Childhood Staff Manual.

Please let me know if you require additional information.

# Khalilah Massey

## PROFILE SUMMARY

Dedicated Healthcare Professional with a diverse background encompassing customer service, insurance, medical billing, and customer service representative coaching. Possessing a strong commitment to continuous learning and development, I am adept at quickly acquiring new skills and knowledge. With a foundation in critical thinking, I excel in recognizing and executing emergency interventions. My track record includes building strong patient relationships, providing counseling and support, and delivering exceptional customer service. Skilled in pacifying dissatisfied customers and resolving conflicts effectively, I bring a history of reliability and professionalism to the role of Contract Negotiator, Provider Contract Consultant, or Provider Network Consultant.

## PROFESSIONAL SKILLS

- |  |                                       |
|--|---------------------------------------|
| • Service-Oriented                     | • Analytical Thinking                 |
| • Critical Thinking                    | • Attention to Detail                 |
| • Records Maintenance                  | • Conflict Resolution                 |
| • Time Management                      | • Strategic Planning                  |
| • Verbal and Written Communication     | • Contract Management                 |
| • Relationship Building                | • Risk Assessment                     |
| • Billing Inquiries                    | • Market Analysis                     |
| • Medicare Compliance                  | • Teamwork                            |
| • Building Customer Trust and Loyalty  | • Adaptability                        |
| • Calm and Professional Under Pressure | • Decision-Making                     |
| • Creative Problem Solving             | • Interpersonal Skills                |
| • De-escalation Techniques             | • Quality Assurance                   |
| • Procedure Manual Writing             | • Continuous Learning And Development |
| • Management Consultation              |                                       |
| • Team Exercise                        |                                       |
| • Program Monitoring and Tracking      |                                       |

## PROFESSIONAL WORK EXPERIENCE

### Navasive Clinical Services | Ann Arbor, MI | Associate Insurance Advisor | 06/2021 – Current

- Enrolling physicians into networks with participating health plans and maintaining physician data.
- Facilitate the enrollment of physicians in nationwide health plans, covering Medicaid, Medicare, and Commercial plans.
- Evaluate fee schedules and conduct rate negotiations as required.
- Manage Physician CAQH applications, medical licenses, board certifications, and related documentation.
- Examine contracts pertaining to the enrollment of providers into the network.
- Conduct audits on previous claims to verify billing accuracy according to the correct plan and ensure correct payout.
- Support the Billing and Collections teams by identifying and addressing any payment issues that may arise.
- Perform any additional duties as assigned.
- Developed professional relationships to establish enduring and mutually beneficial partnerships.
- Improved operational efficiencies by investigating issues and promptly resolving them, leading to streamlined processes.

### Navasive Clinical Services | Ann Arbor, Michigan | Intake Specialist | 03/2019 – 06/2021

- Under the direct supervision of the Billing and Collections Manager, this role entails processing, maintaining records, and making adjustments to accounts as necessary for billing purposes.
- **Responsibilities:**
- Ensure the accuracy of all uploaded patient information
- Initiate billing for patients within the billing system and generate invoices.
- Coordinate with the surgeon's office to ensure accurate completion and timely return of requested information.
- Evaluate medical documents and patient details to confirm compliance with insurance criteria before initiating billing.
- Complete daily reporting tasks as assigned after thorough review.
- Perform additional duties as delegated.
- Upheld a positive demeanor and skillfully managed client crises by de-escalating situations effectively.
- Responded to and documented incoming inquiries received via phone, fax, and email.
- Examined insurance policies to ascertain claim eligibility and managed files in accordance with provided instructions.
- Oversaw an average of 80 patients daily, handling new claims through the appropriate adjudication system.
- Cultivated and sustained robust patient relationships by effectively resolving issues and promptly addressing phone inquiries.
- Managed paperwork processing, acquired billing forms, and safeguarded confidential information.

**Navasive Clinical Services | Ann Arbor, Michigan | Operation Coordinator | 12/2017 – 03/2019**

- Coordinates case scheduling and fosters relationships with the scheduling offices of our client surgeons and hospitals.
  - Manage incoming calls on the scheduling line, handle email requests in the scheduling mailbox, and process faxed requests received via the Scheduling fax. Gather detailed information from these requests necessary for scheduling our services, adhering to the scheduling form to ensure all required details are collected.
  - Precisely inputs cases requesting IONM coverage into the scheduler application.
  - Manage shifts overseeing the scheduling email inbox and the scheduling fax, entering or making necessary changes to cases based on the instructions provided in emails and faxes.
- Adheres to the scheduling procedures and checklists outlined in the Impulse Monitoring Scheduling and Customer Service Policy and Procedure document. Responsible for notifying neurophysiologists of upcoming and emergent cases, confirming all scheduled cases for the next day, and ensuring regular check-in calls are conducted with special clients.
- Cultivates and sustains relationships with our surgeons and hospital schedulers, tailoring case scheduling routines to meet their specific preferences and requirements.
  - Ensures that all client concerns are resolved to their satisfaction and thoroughly documented.
  - Collaborates with the after-hours answering service regarding on-call schedules, regional configurations, and dispatch policies.
  - Supervises the daily activities of deskside support, setting up and implementing processes.
  - Delivers all professional services aligned with operational goals.
  - Serves as a bridge between customers and management to ensure smooth service delivery.

**Blue Care Network/ BCBSM | Ann Arbor, MI | Customer Service Unite Lead | 09/2014 – 12/2017**

- Provide on-the-job training and offer assistance for formal training programs.
- Enhance formal quality initiatives by identifying individual issues and offering recommendations as necessary.
- Act as a subject matter expert within the unit, offering guidance and further skill development to assist employees with complex cases.
- Help identify opportunities for improving business processes and provide recommendations.
- Offer assistance to the supervisor when they are unavailable.
- Manage the Work Management System (WMS) to oversee production control.
- Execute tasks related to inquiry servicing.
- Familiarity with both Commercial and Government/CMS programs.
- Collaborate with various company departments to address inquiries promptly, adhering to CMS guidelines.
- Provided training to new team members on appropriate service methods and assessed service delivery through a quality assurance program.
- Employed active listening techniques and posed open-ended questions to understand customer call requirements.
- Collaborated with senior leadership to tackle and resolve disciplinary matters, enhancing overall team success.
- Elevated issues to the appropriate individuals when standard procedures failed to achieve resolution.
- Supported operators in managing calls and addressed escalated concerns to provide expert solutions.
- Decreased inbound call duration by identifying and resolving systemic inefficiencies.
- Provided prompt, courteous, and knowledgeable assistance for routine inquiries and service complaints.

**Blue Care Network/ BCBSM | Ann Arbor, MI | Customer Service Representative | 11/2009 – 09/2014**

- Examine, handle, address, and reply to inquiries from members, providers, or beneficiaries via phone, written communication, or in-person regarding benefits, eligibility, forms, ID cards, primary care physician (PCP) changes, intricate concerns, and quality care matters. Additionally, oversee and/or settle inquiries related to claims.
- Generate status reports or service recovery letters for the requester in cases where delays arise in responding to inquiries as mandated. Redirect improperly directed inquiries.
- Inform both new and current members, providers, and beneficiaries about BCN policies, procedures, and specific benefits via welcome calls, daily phone inquiries, and written correspondence.
- Enhanced customer satisfaction by proficiently addressing issues with amiable and well-informed service.
- Maintained composure and professionalism during high-pressure situations, skillfully defusing tense moments.
- Addressed challenging customer issues by maintaining a composed and amicable demeanor, effectively de-escalating tensions.
- Handled customer complaints and inquiries efficiently, expediting solutions for prompt resolution.
- Utilized probing inquiries to assess service requirements accurately, entering data into electronic systems with precision.
- Elevated customer concerns, issues, and requirements to supervisors promptly for swift resolution.
- Responded to incoming calls and emails, delivering frontline customer support and aiding with product and service transactions.

**Eisenhower Center | Ann Arbor, MI | Direct Care Professional | 04/2004 – 04/2009**

- Assisted clients in maintaining their well-being and happiness through the provision of mental and emotional support.
- Assisted patients with limited physical abilities by dressing, grooming, and feeding them to meet their basic needs.
- Ensured a tidy and orderly environment to promote client happiness and safety.
- Enhanced patient well-being and daily living experiences through compassionate care.
- Assisted in safely transitioning the patient between the bed, wheelchair, and automobile to ensure mobility support.
- Aided clients with their personal care requirements to promote independence and well-being.

- Performed tasks for clients and provided transportation to appointments to ensure their well-being and assist with daily living requirements.
- Oversaw the dispensing of medications, assisted with personal hygiene, and managed various daily activities as needed.
- Adhered to the care plan and followed instructions precisely for administering medications.
- Established a solid and trustworthy relationship with patients, fostering a seamless delivery of high-quality care.
- Observed client behaviors and emotional states, promptly notifying the case manager of any concerns and meticulously documenting details in files.
- Offered hands-on support to individuals with intellectual and developmental disabilities, promoting and facilitating their engagement in daily activities.
- Escorted or facilitated transportation for clients to appointments, errands, and social engagements.
- Communicated alterations in client condition to administrators, enabling timely nursing intervention.

## EDUCATION AND TRAINING

- **Kaplan University | Online 141 Course Hours Completed**  
**Some College (No Degree) in Health and Administration Online**
- **Eastern Michigan University | Ypsilanti, MI**  
Some College (No Degree) in Nursing
- Successfully finished coursework in medical terminology, health administration, and various nursing subjects.
- Pursued a major in Nursing.



TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Executive Director of Human Resources

DATE: August 5, 2025

RE: New Hire Recommendation – Rebecca Craigmile – Assistant Director of Human Resources

I would like to recommend Rebecca Craigmile for employment as a Assistant Director of Human Resources and Legal Services. Rebecca received her Masters of Science Human Resources and Organizational Development from Eastern Michigan University. Rebecca is currently employed as a Human Resources Business Partner at Eastern Michigan University.

If approved by the Board, Rebecca's salary will be \$130,020, Grade 12 Step 5. All other fringe benefits are set forth in the Non-Affiliated Staff Manual.

Please let me know if you require additional information.



# REBECCA I. CRAIGMILE, SHRM-CP

## Human Resources Professional – Strategic Leader

### PROFESSIONAL SUMMARY

Certified Human Resources Professional with 11+ years of experience with a proven track record in cultivating positive employee relations and implementing effective labor strategies. Skilled in conflict resolution, performance management, and ensuring compliance with labor laws and regulations. Adept at developing and implementing policies and procedures to enhance organizational effectiveness and adapting to changes. Strong communicator dedicated to fostering a collaborative and inclusive workplace culture while driving positive business outcomes.

### AREAS OF EXPERIENCE

#### Professional Skills

Communication / Leadership / Conflict Resolution / Employee Relations  
Recruitment / Training and Development / Performance Management  
Employment Law / Strategic Planning / Organizational Development  
Employee Engagement / Compensation Management / Change Management

#### Technical Skills

HRIS / ADP / Kronos / Applicant Pool / PeopleSoft / UKG / Workday / BSA / Banner

### PROFESSIONAL EXPERIENCE

#### HUMAN RESOURCES BUSINESS PARTNER

Eastern Michigan University Ypsilanti, MI

March 2024 – Present

*Academic institution serving more than 15,000 students in southeast Michigan*

- Align business objectives with employees and management
- Consultant to management on HR-related issues
- Assess and anticipate HR-related needs
- Formulate partnerships across the HR function
- Manage and resolve complex employee relations issues
- Day-to-day performance management guidance
- Conduct regular meetings with division/department heads and management staff
- Participate in the collective bargaining process
- Identify training needs and partner with Training and Organizational Developmental Department
- Maintain in-depth knowledge of legal requirements and ensure regulatory compliance

#### HUMAN RESOURCES MANAGER

Wayne County Probate Court Detroit, MI

April 2022 – March 2024

*Probate court system of 70 employees for largest county in Michigan, Wayne County*

- Member of Court Executive management team
- Supervisor of Senior Human Resources Generalist and Human Resources Assistant
- Support of unionized and non-unionized employees, managers, and Judges for all labor relation matters
- In collaboration with Wayne County, administer of all fringe benefits including retirement
- Onboarding of new employees and standardized orientation process
- Manage employee life cycle and transitions processing applicable paperwork/change requirements
- Training development including course creation and instruction
- Full cycle recruitment management for external and internal positions
- Maintain Employee Records/Documentation – organize; maintain personnel files
- Maintain documentation of job descriptions, position, pay grades, etc.
- ADA and FMLA Coordinator

## REBECCA I. CRAIGMILE, SHRM-CP

### Human Resources Professional – Strategic Leader

- Member of contract negotiations team– monitor expirations of contracts for 3 collective bargaining agreements
- Lead workplace investigations due to complaints, poor job performance, etc.

#### DIRECTOR OF HUMAN RESOURCES

SMS Restaurants / Lansing, MI

September 2021 – January 2022

*SMS Restaurants an independent owner/operator of 9 McDonalds restaurants with 500+ employees in central Michigan*

- HR Director for nine independent franchised McDonald's restaurants located in Eastern and Central Michigan.
- Support team members, managers and owners and serve as a resource to team with Human Resources related questions and concerns
- Provide support in the following areas: recruitment and retention, employee relations, employee engagement, on and offboarding, unemployment administration, leave of absence management, workplace accommodations, benefits administration, workforce planning, employee development, and training.
- Partner with department heads and operations to roll out HR initiatives and effectively communicate internal topics
- Conduct investigations relating to discrimination and harassment claims
- File and maintain Worker's Compensation claims
- Process bi-weekly payroll and payroll changes

#### DEPUTY DIRECTOR OF HUMAN RESOURCES

City of Novi / Novi, MI

October 2019 – August 2021

*Oakland County municipality of 250+ employees with multiple city service's departments*

- Union negotiations management member for 6 collective bargaining agreements
- Representative of safety as well as employee wellness committee
- HR representative of 6 unions (POAM, COAM, IAFF, MAFF, POLC and MAPE); responded to grievances and interpreted union contract policies
- Collaborated with labor attorney with arbitrations and Collective Bargaining Agreement language changes
- Support to the director in planning, organizing, and coordinating all programs.
- Acted in the director's absence by attending meetings and providing department leadership
- Research and implement best practices, providing suggestions for on-going improvement of department initiatives, training, and policies and procedures
- Conduct investigations to employee complaints, disciplinary actions, and claims of legal questions (ADA, FSLA, Discrimination, etc.)
- Benefits administration for active and retired employees
- Recruitment for seasonal, full, and part-time positions
- Responsible for COVID-19 compliance and research in procedures and recommendations from the county, state, and federal government officials. Created flow charts, screening form, and other communication materials for employees

#### DIRECTOR OF HUMAN RESOURCES

City of Ypsilanti / Ypsilanti, MI

June 2017 – October 2019

*Washtenaw County municipality of 150+ employees with multiple city services departments*

- HR Director of 4 unions (AFSCME, IAFF, POAM and COAM); respond to grievances and interpret union contract policies
- Union negotiation management team member. Presented an HMO high deductible health insurance

## REBECCA I. CRAIGMILE, SHRM-CP

### Human Resources Professional – Strategic Leader

- policy to reduce costs to the city
- Conducted investigations to employee complaints, disciplinary actions, and claims of legal questions (ADA, FSLA, Discrimination, etc.)
- Assisted labor and city attorney with arbitrations and Collective Bargaining Agreement language changes
- Provide leadership and initiate change from a department of only transactional functions to one that developed best practice initiatives and departmental strategy
- Developed Human Resources Assistant position
- Created new processes for Worker's Compensation, recruitment, new hire on-boarding, and other mandatory functions
- Utilized HRIS to enter personnel, payroll changes and benefit cost for budget preparation
- Responsible for yearly budget and planning for proposed years
- Managed claims for Worker's Compensation injuries
- Worked with management to discuss restrictions and return to work status
- Updated OSHA Report for each claim and created end of year OSHA report
- Full cycle recruitment

#### HUMAN RESOURCES GENERALIST

Autosystems America, INC (MAGNA) / Plymouth, MI

December 2016 – June 2017

*Global auto parts manufacturer of mirror and lighting division with 200+ employees*

- Upheld a positive employee relations environment, as Governed by Magna's Employee Charter, by providing guidance to employees and assisting in the resolution of employee concerns by utilizing available resources.
- Investigated employee concerns and report to fairness committee, management, and employee on recommendations for resolution
- Assist in the development of policies, procedures and communications to support business goals.
- Advisor regarding disciplinary actions and labor relations policies
- Facilitated monthly communication meetings for entire workforce
- Used ADP to edit employee timecards and enter PTO requests
- Weekly monitoring of attendance occurrences and generated disciplinary actions
- Assist in the selection, placement, promotion, and transfers of employees
- On-boarding of new hires
- Management of claims for Worker's Compensation injuries
- Worked with temporary staffing agencies and operations managers to plan staffing levels

#### EDUCATION

PhD Business Administration – Concordia University Wisconsin (Projected Graduation 2026)  
Masters of Science Human Resources and Organizational Development – Eastern Michigan University  
Bachelors of Science Hotel and Restaurant Management – Eastern Michigan University

#### CERTIFICATIONS

Society of Human Resources Management Certified Professional (SHRM-CP)



DATE: July 31, 2025

TO: Cassandra D. Harmon-Higgins  
Executive Director of Human Resources and Legal Services

FROM: Omobola Akintunde, SE Supervisor

RE: New Hire Recommendation – Becky Hiser, TA Dexter Life Skills Classroom 124613

I would like to recommend Rebecca Hiser for employment as TA Dexter Life Skills Classroom. She earned her master's degree in social work from Eastern Michigan University in 2008, and her bachelor's degree in psychology in 2001, and has worked as a substitute, office professional, and paraprofessional through EduStaff since 2024.

If approved by the board Rebecca's salary would be \$35,455 Step 2. All other fringe benefits are set forth in the Unit 1 contract.

Please let me know if you require additional information.



# "Becky" Rebecca Hiser

## Professional Summary

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To find a career that is fulfilling and utilizing my skills to help others.

Authorized to work in the US for any employer

## Work Experience

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### **Substitute Office Assistant**

Edustaff Agency-Ann Arbor, MI

Present

Provided general office support to elementary, middle, and high schools in Ann Arbor.

### **Substitute Paraprofessional/Office Professional**

Edustaff-Dexter, MI

November 2024 to Present

- Worked with school age children in an academic environment.
- Providing substitute coverage for staff who are absent.

### **Lunch Monitor**

Dexter Community Schools-Dexter, MI

October 2024 to January 2025

- Supervising children in an elementary school cafeteria.
- Cleaning cafeteria between lunches.
- Opening packages for small children. Monitoring children with allergies.

### **Retail Merchandiser**

Hallmark Cards-Chelsea, MI

January 2022 to September 2024

- Stocking every day cards in drug stores, post offices, and Dollar Tree stores.
- Changing out cards to different seasons (Halloween, Thanksgiving, etc.).

### **Coordinator of the Interfaith Volunteer Caregiver Program**

Catholic Social Services of Washtenaw County-Ann Arbor, MI

July 2011 to November 2014

- Supervised volunteers, students, etc. who would go into caregiver and care receivers home to provide respite.
- Located community resources for caregivers.

- Did intakes for caregivers and care receivers.
- Organized a luncheon and mass for over one hundred Catholic seniors in Washtenaw County. Helped with the logistics of this event.

## Education

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### **M.S.W. in Social Work, Aging**

Eastern Michigan University - Ypsilanti, MI  
September 2004 to August 2008

### **Bachelor's degree in Psychology**

Siena Heights University - Adrian, MI  
September 1997 to May 2001

## Skills

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- Locating community resources (5 years)
- Intake (5 years)
- Treatment planning (2 years)
- Social Work
- Merchandising
- Event planning (3 years)



TO: Naomi Norman, Superintendent; Deborah Hester- Washington, WISD Board of Education

FROM: Dr. Tracye Johnson, Principal Progress Park

DATE: July 1, 2025

RE: New Hire Recommendation – Shan Cook; Teacher Assistant, Progress Park

I would like to recommend Shan Cook for employment as Teacher Assistant for Special Education at Progress Park. Shan is currently employed as a Teacher Assistant with Gifted as a contractor at for the WISD. She has worked as a contract Teacher Assistant at Progress Park for the 2024-25 school year and was a great asset to the team. Shan has a bachelor's degree in education and has supported students in a Teacher and Teacher Assistant role within the State of Michigan. Shan is a collaborative, knowledgeable and a team player.

If approved by the Board, Shan salary would be at +30 Step 4. All other fringe benefits are set forth in the Unit 1 agreement.

Please let any of us know if you require additional information.

Kind regards,  
Dr. Tracye Johnson

Shan Marie Cook

## Objective

Passionate and dedicated educator seeking a school-based position to contribute to students' academic and personal growth. Committed to fostering an inclusive and positive learning environment that encourages critical thinking, intellectual curiosity, and student success. Additionally experienced in behavioral support, administrative operations, and educational equity frameworks.

## Education

Bachelor of Science in Elementary Education

Grand Canyon University, Phoenix, AZ | Expected 2027

## Certifications & Training

- First Aid & CPR Certified
- Bloodborne Pathogen Training
- CPI (Crisis Prevention Institute) Training
- CDL Type E, CC Endorsement P
- Beginning & Advanced Bus Driver Training
- Bus Supervisor Training
- USA Archery Level 1 Instructor
- Project WET, Project WILD, Project Flying WILD

## Professional Experience

Gifted Healthcare | Ann Arbor, MI | 2024 - Present

Teaching Assistant

- Supports students with severe emotional and behavioral disorders using trauma-informed, inclusive, and equity-focused approaches.
- Provides academic remediation and guided practice aligned with student IEPs under teacher direction.
- Implements behavioral interventions, including reward systems, data tracking, incident reporting, and positive behavior supports.
- Collects and summarizes progress on IEP goals.
- Assists with instructional technology and material adaptation.
- Supervises students in structured and non-structured environments.
- Participates in team-based problem solving, professional development, and equity training initiatives.

#### ABA Pathways | Ann Arbor, MI | 2024 - 2025

##### Behavioral Technician

- Delivered ABA therapy to children with developmental delays and autism spectrum disorder.
- Applied reinforcement, redirection, prompting, and first/then strategies for behavior management.
- Collected behavior data and implemented plans designed by BCBAs.
- Facilitated peer interaction and skill development sessions.

#### Ann Arbor Public Schools | Ann Arbor, MI | 2023 - 2024

##### Paraeducator

- Provided one-on-one academic and behavioral support for students with IEPs.
- Assisted teachers in implementing differentiated instruction.
- Collected progress data and collaborated with multidisciplinary teams.

#### Summers-Knoll School | Ann Arbor, MI | 2003 - 2023

Multiple Roles: Summer Camp Teacher/Director, PE Teacher (K-8), Science Teacher (K-2), Bus Driver, Admin Assistant, Science Olympiad Coach

- Designed and delivered hands-on, student-centered instruction.



- Supported diverse learners with differentiated strategies.
- Mentored students in STEM competitions.
- Handled administrative scheduling and documentation.

Saline Area Schools | Saline, MI | 1999 - 2015

Paraeducator, Coach, Bus Driver

- Assisted in academic and behavior support for students with learning challenges.
- Supervised recreational and community programs.

Dexter Community Schools | Dexter, MI | 2003 - 2006

Paraeducator, Coach

- Provided instructional and behavioral support to middle and high school students.
- Coached volleyball and varsity softball.

Private Nanny | 1999 - Present

- Delivered individualized care and academic support to children ages 3-16.
- Created structured and enriching home routines.

Skills & Competencies

Behavioral & Special Education Support

- Applied Behavior Analysis (ABA), BIPs, data collection
- Equity-based behavioral strategies
- Trauma-Informed Care principles
- Behavior management and de-escalation

Teaching & Classroom Support

- Inclusive and differentiated instruction
- Project-Based Learning (PBL)
- Formative and summative assessment
- Instructional technology integration

#### Administrative & Organizational

- Calendar/schedule management
- Student progress documentation
- Parent/staff communication
- Microsoft Office & Google Workspace

#### References

Available upon request.



TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Melissa Paschall, WISD Principal

DATE: August 5, 2025

RE: New Hire Recommendation – Shauntae Gist, ASD Teacher Assistant

I would like to recommend Shauntae Gist for employment as an ASD Teacher Assistant. Ms. Gist has most recently worked for Gifted Talent Contractor Services as a Teacher Assistant for the WISD ASD program at High Point. She has also worked as a certified nurse assistant.

If approved by the Board, Shauntae Gist salary will be \$39,941, Step 4, with all other fringe benefits will be set forth in the Unit I contract.

## Shauntae Gist

### Objectives

Seeking a full-time position in a healthcare facility as a Certified Nursing Assistant where I can utilize my health and safety skills by helping clients with their daily duties.

#### Daisy Medical Staffing

07/03/2022 – Present

Perform respiration, pulse, and blood pressure checks. Assist residents with daily living needs including transferring patients to and from bed or chair, Bathing and feeding. Observed changes in patient's condition and behavior.

#### The Medical Team, Livonia

01/02/2020 – 07/01/2022

Perform respiration, pulse, and blood pressure checks. Assist residents with daily living needs including transferring patients to and from bed or chair, Bathing and feeding. Observed changes in patient's condition and behavior.

#### Home Health Care Aide, Canton

04/01/2019 – 12/01/2019

Assist with bathing, cooking, cleaning, dropping off and picking up scripts. I transported resident to and from Dr. appointments. I ran errands such as grocery shopping, bank transactions, post office and administered medication.

#### Nottingham of West Bloomfield Hills, West Bloomfield township

01/27/2017 – 11/07/2018

Perform respiration, pulse, and blood pressure checks. Assist residents with daily living needs including transferring patients to and from bed or chair, Bathing and feeding. Observed changes in patient's condition and behavior.

#### Fairlane Nursing and Rehab, Detroit

08/12/2012 – 10/24/2016

Perform respiration, pulse, and blood pressure checks. Assist residents with daily living needs including transferring patients to and from bed or chair, Bathing and feeding. Observed changes in patient's condition and behavior.

## Shauntae Gist

8122 Honeytree Blvd

Canton, MI. 48187

(313)595-7608

[gistshauntae@gmail.com](mailto:gistshauntae@gmail.com)

### Education

[Kaplan Career Institute, Medical Records Degree](#)

Graduated in 2008 with a 3.5 average in the Honors Society.

[Children's Aid Society/American Red Cross, Certified Nurse Assistant](#)

Graduated valedictorian in 2011.

### Communication

I have completed various life skills training including, Conflict resolution, Time management, Anger management, Effective Communication skills, and Employment skills. I am excellent in Oral and written communication; I focus and dedicate myself in completing all task.

### References

[Upon Request](#)





DATE: Friday, August 8, 2025

TO: Cassandra D. Harmon-Higgins, Executive Director of Human Resources and Legal Services

FROM: Sarah Igonin, Special Education Coordinator

RE: New Hire Recommendation – Tiffany Mitchell, Teaching Assistant – Local Based Milan - Special Education

We would like to recommend Tiffany Mitchell for employment as Teaching Assistant – Local Based Milan - Special Education. Tiffany is currently employed with Gifted Healthcare and has worked as a teacher assistant with Washtenaw ISD for the last three years. Prior to her work with the ISD, she worked in both homecare and in clinics for three years for students on the Autism Spectrum.

If approved by the Board, Tiffany's salary would be \$41,658 +30 Step 4). All other fringe benefits are set forth in the Unit I agreement.

Please let any of us know if you require additional information.

## Washtenaw Intermediate School District Online Application

Mitchell , Tiffany

Date Submitted: 10/15/2023

### Personal Data

**Name:** Ms Tiffany Mitchell  
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

**Other:**  
 (Title) (First) (Middle Initial) (Last)

**Email Address:**

### Postal Address

#### Permanent Address

Number & Street:  
 Apt. Number:  
 City:  
 State/Province:  
 Zip/Postal Code:  
 Country:  
 Daytime Phone:  
 Home/Cell Phone:

#### Present Address

Number & Street:  
 Apt. Number:  
 City:  
 State/Province:  
 Zip/Postal Code:  
 Country:  
 Phone Number:

### Employment Desired

Open Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 1325 <b>Student Support Services:</b> Teaching Assistants ' Milan Middle School (2 Positions) at Milan Area Schools	10/15/2023	5 years

### Equal Opportunity Employer

It is the policy and commitment of the Washtenaw Intermediate School District not to discriminate on the basis of race, sex, age, color, national origin, religion or handicap in its educational programs, activities, admissions, or employment policies in accordance with Title IX of the 1972 Educational Amendments, executive order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent state and federal regulations.

### Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

Are you eligible to work in the United States?

Have you ever been convicted of a criminal offense other than a minor traffic violation?

If yes, explain,  
giving dates:

Have you ever had any indicated finding of child abuse filed in your name?

If yes, explain, giving dates:

Does your name appear on any Sex Offender Database in any state or country?

## Washtenaw Intermediate School District Online Application

Mitchell, Tiffany

Date Submitted: 10/15/2023

### Applicant's Acknowledgement and Agreement.

By agreeing online, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

Tiffany, Mitchell

### Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Gifted Nurses Rbt/Ta		2748 Metairie Lawn Dr Metairie, LA 70002 5048312123			
<b>Date From - Date To:</b>	10/2021 - 10/2023	<b>Full or Part Time:</b>	Full	<b>Last Annual Salary:</b>	
<b>Reason for Leaving:</b>	Still working				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Compassionate Aba Rbt		227 Drake Rd Bethel Park, Pa 15102 4129567794			
<b>Date From - Date To:</b>	08/2021 - 06/2022	<b>Full or Part Time:</b>	Full	<b>Last Annual Salary:</b>	
<b>Reason for Leaving:</b>	Moved cities				

### Education

Please tell us about your educational background beginning with the most recent.

**High School Attended:** Rogers High school  
**Graduation Status:** H.S. Diploma

## Washtenaw Intermediate School District Online Application

Mitchell , Tiffany

Date Submitted: 10/15/2023

### Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
University of Toledo	Arts/Sciences Hrs: 60	Biology Hrs: 60	N/A	

**Number of graduate hours beyond your highest degree:**  
N/A

**Grad Program Of Study**  
N/A

**List honors, awards or distinctions you have earned:**

### Highly Qualified Status (TA)

All Teaching Assistants are required to be "Highly Qualified". Check the one (1) option you have completed that demonstrates you are a "Highly Qualified Teaching Assistant" (Upload Transcripts):

☒ 60 Hours of College Credit

### Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

In addition to my Rbt credentials. I have worked with children over the span of 18 years in various activities as a home school teacher, spearheaded community groups for young children and adults to improve character and build relationships. Assisted in the planning, leadership, and implementation of camp programming for campers. I also offered high-quality educational opportunities in a fun setting that promoted growth via safe play.

I display time management with strong verbal and written communication skills.

Safeguard patient/ student confidentiality and establish close bonds with students and coworkers. Compassionate and dedicated to continuous learning and growth.

I have most recently worked in schools, homes and clinics implementing Aba treatment plans for early childhood, school aged and adolescents with ASD. Aiding in behavior reduction and skill acquisition treatment plans into action. I help clients with daily tasks, monitor their behavior, document, gather statistics on their development, and connect with students on their level.

As I close, I have found the common denominator when working with severe cognitive impaired, ASD or any other neurological disorder student.

Keep them Happy, Relaxed and Engaged that produces the best overall outcomes.

Seeing them respond positively with smiles and giggles as they begin to change their behaviors, makes my job worth the while.

I look forward to hearing from you soon.

Thank you,

Tiffany

## Washtenaw Intermediate School District Online Application

Mitchell , Tiffany

Date Submitted: 10/15/2023

### Language Skills

Do you know any language other than English? No

### Professional References

	Reference 1 of 3	Reference 2 of 3
<b>Name:</b>		
<b>School/Org:</b>		
<b>Current Position:</b>		
<b>Home Phone:</b>		
<b>Cell Phone:</b>		
<b>Work Phone:</b>		
<b>Mailing Address:</b>		
<b>Email:</b>		
<b>Relationship to Candidate:</b>		
<b>Years Known:</b>		

	Reference 3 of 3	
<b>Name:</b>		
<b>School/Org:</b>		
<b>Current Position:</b>		
<b>Home Phone:</b>		
<b>Cell Phone:</b>		
<b>Work Phone:</b>		
<b>Mailing Address:</b>		
<b>Email:</b>		
<b>Relationship to Candidate:</b>		
<b>Years Known:</b>		

### Referrals

How did you hear about employment with us?

District Employee		
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### Legal Information

\* **EMPLOYMENT, OTHER THAN TEMPORARY, IS CONTINGENT** upon successfully completing a post-offer, pre-hire physical examination and screening for illegal substances, at WISD expense.

I here by certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that, if employed, falsified statements on the application shall be considered sufficient cause for dismissal. I here by permit Washtenaw Intermediate School District to obtain any information from previous employers or others without written notice to me and without liability arising therefrom. I also understand that I shall not become an employee until I have met employment eligibility as required by Immigration and Naturalization Service Form I-9.

I agree



## Washtenaw Intermediate School District Online Application

Mitchell , Tiffany

Date Submitted: 10/15/2023

### Legal Information continued

\* **ADVISORY:** In accordance with Public Act 96 of the Public Acts of 1995, it is a criminal misdemeanor to use a suspended, surrendered, revoked, nullified, fraudulently obtained, altered or forged teaching certificate, school administrator certificate, other State Board of Education approval, or a certificate or approval of another person for the purpose of obtaining employment.

I have not been convicted of, or pled guilty or nolo contendere (no contest) to any crimes.

Pursuant to Public Act 68 of 1993 and public Act 83 of 1995, I, Tiffany Mitchell , represent that (select one):

I understand and agree that pursuant to Public Act 68 of 1993 and Public Act 83 of 1995:

1) the Board of Education of the Washtenaw Intermediate School District must request a criminal history check on me from the Central Records Division of the Michigan Department of State Police and the Federal Bureau of Investigation (FBI);

2) until that report is received and reviewed by the school district, I am regarded as a conditional employee; and

3) if the report received from the Michigan Department of State Police or the FBI is not the same as my representation(s) above respecting either the absence of any conviction(s) or any crimes of which I have been convicted, my employment contract is voidable at the option of the school district.

**The cost of a Criminal Background Check for the State of Michigan and FBI is \$69 at Washtenaw ISD.**

I agree

Fingerprint results on file at another Michigan School District

-

# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	C. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Position Change_A. Brady.pdf Position Change_C. Jones.pdf Position Change_L. Davis.pdf Position Change_K. Higgins.pdf

Washtenaw ISD Position Change / Upgrade Form

The supervisor of the position should complete and sign this form if you are anticipating an upgrade /reclassification, title/duties change and/or a salary/market increase for the position. Please note that the final decision on classification of the subject position will be made by the Executive Cabinet and the Superintendent.

Change Requested

Please select all that apply

☒ Position/Classification change

☒ Wage/Salary Level

☐ Location/Assignment

☐ FTE

☐ Employment Group

☐ Work days

☐ Account Split

☐ Other

Employee Name:

Please enter the employee name, incumbent name, or "Vacant"

Aden Brady

Department

Technology

Supervisor

Solomon Zheng

Current Position Title

Technology /Intern

Recommended Position Title

Level 1 Support

Current Position Number

90.00.284.10

Recommended Position Number

90.00.284.05

Current Bargaining Unit

Unaffiliated

Recommended Bargaining Unit

Unaffiliated

Current Pay Rate/ Salary Level

\$15.00/hour

Recommended Pay Rate/ Salary Level

\$17.85/hour

Current FTE

1

Recommended FTE

1

Current Number of Work Days

4

Recommended Number of Work Days

5

Should the Current Position Remain?

Remain

Delete

Current Account 1

11.1.284.1510.000.00000.5900

Current Account 1 Split

25

Current Account 2

11.1.284.1510.000.00000.00000.5900

Current Account 2 Split

25

Current Account 3

22.1.284.1510.000.00000.00000.5900

Current Account 3 Split

24

Current Account 4

22.1.284.1510.000.00000.00000.5900

Supervisor

Solomon Zheng

Current Position Title

Technology /Intern

Recommended Position Title

Level 1 Support

Current Position Number

90.00.284.10

Recommended Position Number

90.00.284.05

Current Bargaining Unit

Unaffiliated

Recommended Bargaining Unit

Unaffiliated

Current Pay Rate/ Salary Level

\$15.00/hour

Recommended Pay Rate/ Salary Level

\$17.85/hour

Current FTE

1

Recommended FTE

1

Current Number of Work Days

4

Recommended Number of Work Days

5

Should the Current Position Remain?

Remain

Delete

Recommended Account 4 Split

25

Recommended Account 1

11.1.284.1510.000.96660.81020.0000

Recommended Account 1 Split

50

Recommended Account 2

11.1.284.1510.000.96660.81070.0000

Recommended Account 2 Split

50

Recommended Account 3

Recommended Account Split 3

Current Pay Rate/ Salary Level

\$15.00/hour

Recommended Pay Rate/ Salary Level

\$17.85/hour

Current FTE

1

Recommended FTE

1

Current Number of Work Days

4

Recommended Number of Work Days

5

Should the Current Position Remain?

Remain

Delete

Recommended Account 4

Recommended Account 4 Split

Current Location

Workspace/Desk Location

LCSYCS

Rational for Position Change

Briefly explain how this position has changed, giving concrete examples of the changes

Aden has been a valuable member of the team since starting as intern nearly a year ago. His work and dedication to the districts and the technology team make him a great fit for this new position where he can continue to grow his skills.

Current Pay Rate/ Salary Level

\$15.00/hour

Recommended Pay Rate/ Salary Level

\$17.85/hour

Current FTE

1

Recommended FTE

1

Current Number of Work Days

4

Recommended Number of Work Days

5

Should the Current Position Remain?

Remain

Delete

Recommended Account 4

Recommended Account 4 Split

Current Location

Workspace/Desk Location

LCSYCS

Rational for Position Change

Briefly explain how this position has changed, giving concrete examples of the changes

Aden has been a valuable member of the team since starting as intern nearly a year ago. His work and dedication to the districts and the technology team make him a great fit for this new position where he can continue to grow his skills.

Effective Date

Date new duties were assigned or changes made

08/11/2025

List Positions/Employees Performing Similar Work

Do you know of any other positions or employees assigned/performing work similar to that of this position in its new description? If so, please list position titles or names of incumbents

This position was previously held by Brandon Thacker.

Department Head Comments

Department Head

*Matthew Cook*

08/05/2025

Finance Approval

☒ Approve  
☐ Adjust, See Comments

Finance Comments

Work days are incorrect on form (5) y should be 230.

Finance

*SAP*

08/12/2025

Human Resources Approval

☒ Approve  
☐ Adjust, See Comments

Human Resources Comments

\$17.85/hour

Human Resources / Executive Admin Review

*CD Harmon Higgins*

08/07/2025

Superintendent Comments

Superintendent

*Naomi Norman*

08/28/2025





Rational for Position Change

Briefly explain how this position has changed, giving concrete examples of the changes

Dr. Jones is currently working in the role of Interim MISTEM Advisory Council Administrator, previously serving in the role of Coordinator of Mathematics and Science at WSD. She interviewed for the MISTEM Advisory Council Administrator position and stood out as the most qualified candidate. Dr. Jones has an extensive background in K-12 and higher education, serving as a professional development facilitator, curriculum lead, course and program developer, and adjunct instructor. She has demonstrated strong alignment with the key competencies required for this role, particularly in building collaborative relationships, understanding place-based learning, navigating, and utilizing a process- and data-driven leadership approach. She brings extensive experience in fostering partnerships across education, business, and community sectors, as well as a clear understanding of place-based learning and culturally responsive instructional approaches that connect students to their local environment and community issues. Moreover, she has experience in using data to inform decisions and drive continuous improvement. Dr. Jones holds a Ph.D. in Curriculum and Instruction, a Masters of Arts in Mathematics, and a Bachelors of Science in Mathematics. Bachelors of Science in Mathematics.

Effective Date

Date new duties were assigned or changes made

07/14/2025

List Positions/Employees Performing Similar Work

Do you know of/are you aware of any other positions or employees assigned/performing work similar to that of this position in its new description? If so, please list position titles or names of incumbents

MISTEM Region 2 Administrator - Scott Heister recently retired from this position

Department Head Comments

Department Head

Jennifer Banks

08/12/2025

Finance Approval

☒ Approve  
☐ Adjust, See Comments

Finance Comments

Finance

SAP

08/18/2025

Human Resources Approval

☒ Approve  
☐ Adjust, See Comments

Human Resources Comments

On 7/23/25, Supts approved placement at Gr 11, Step 5 (210 days). Received subsequent SCRIPT to update the days from 210 days to 230 days. Discussed at HR issues meeting on 8/14/25. Placement now, Gr 11, Step 5 (230 days).

Human Resources / Executive Admin Review

CD Harmon-Higgins

08/15/2025

Superintendent Comments

Superintendent

Naami Norman

08/28/2025

## **WASHTENAW INTERMEDIATE SCHOOL DISTRICT JOB DESCRIPTION**

**Job Title:** MISTEM Advisory Council Administrator  
**Department:** Achievement Initiatives  
**Reports to:** Director of Instruction  
**FLSA Status:** Full-time - Exempt, 230 Days  
**Prepared By:** Dr. Jennifer Banks  
Director of Instruction  
**Preparation Date:** March 21, 2025  
**Approved By:** Cassandra D. Harmon-Higgins, Esq.  
Executive Director HR and Legal Services  
**Approval Date:** March 28, 2025

**The WISD's Mission** is to educate, serve, and advocate with students, families, schools, and the community. We disrupt racial inequities, build just educational systems, and expand access for all learners. We value human potential while striving to support current and future generations of Washtenaw County to enrich as many lives as we possibly can.

**The WISD's Vision** is to be a leader in empowering, facilitating, and delivering high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.

### **SUMMARY:**

The MiSTEM Advisory Council Director leads the work of the Mathematics Science & Engineering collaboratives within the state MiSTEM Network. The Advisory Council Director will work to build collaborative partnerships that align collaborative activities to the statewide strategy and vision as articulated in the four pillars of the MiSTEM Advisory Council report to the state legislature. The Director will provide leadership across the state in creating a STEM culture, empowering STEM teachers, integrating business and education, and ensuring high-quality STEM experiences. This position will work with the state MiSTEM director's network to align and connect the work at the state level. The Director will be hired collaboratively by WISD and the MiSTEM Network Executive Director.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities.
- Demonstrates the ability to examine how his/her/their position (directly or indirectly) impacts educational inequities in student achievement outcomes.
- Engages in reflection and ongoing learning and development on critical concepts and terms identified in the Washtenaw ISD Educational Equity Policy including concepts such as cultural proficiency, racial equity, and systemic and structural inequities.
- Supports the development of a STEM culture within the mathematics and science & engineering collaboratives.
- Co-develops agendas and facilitate team meetings for mathematics and science & engineering collaboratives.
- Convenes and facilitate activities including the MiSTEM workgroups.
- Provides communication across the MiSTEM regions.
- Provides budget oversight.
- Identifies best practices and assesses their applicability to scaling up in STEM across the state.

- Works with mathematics and science & engineering advisory collaboratives to evaluate the effectiveness of STEM initiatives inclusive of multiple measures of data (minimally specific to student achievement data).
- **Partners and Collaborates with Business, Industries, and Universities:**
  - Develops and implements a multi-level communication campaign to equitably connect STEM stakeholders across the state.
  - Promotes the collaboration of business and education by fostering partnerships between educators and employers that might be evidenced by externships, internship placements, career fairs, talent showcases, and other events.
  - Collaborates and communicates with universities and business organizations (e.g. chambers of commerce, economic developers, Michigan Works!, etc.)
  - Identifies and develops innovative and impactful systems and experiences that integrate STEM employers with educational endeavors, so that needs and aims are well aligned.
- **Collaborates and Coordinates at the State Level:**
  - Pursues and leads programs that achieve state and regional goals.
  - Supervises team, manages budgets, evaluates, and reports on STEM education and talent pathway impact.
  - Coordinates the resources and progress of all advisory council grant funded education activities to demonstrate alignment with the state's goals.
  - Collaborates in the development of a statewide vision, strategy, and goals in concert with other regional and state-level stakeholders.
- Meets regularly with the regional and state-level stakeholders.
- Maintains regular predictable attendance.
- **Other duties as assigned.**

#### **SUPERVISORY RESPONSIBILITIES:**

- N/A

#### **QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **EDUCATION and/or EXPERIENCE:**

- Master's degree or equivalent certification or experience; STEM field focus preferred.
- Possesses successful teaching and/or facilitation experience preferred.
- Possesses strong leadership skills and experience.
- Possesses experience in education and business settings with a strong understanding of the challenges and opportunities within STEM education.
- Possesses expertise in pedagogy in STEM instruction and assessment.
- Possesses knowledge of the Michigan state standards and assessments.
- Possesses community engagement and or community-building experience.
- Possesses ability and experience in developing and managing networks.
- Possesses knowledge of the region and its stakeholders.

- Possesses a proven track record of applying principles and practices that support and maintain equity, social justice, and inclusion.

#### **LANGUAGE SKILLS:**

- Demonstrates ability to read and interpret documents such as grants, journal articles, governmental forms and handbooks and following instructions.
- Demonstrates ability to effectively present information and respond to questions from groups of educators, business leaders, college and University faculty, customers, and the general public.
- Demonstrates ability to facilitate effective group process.
- Exhibits ability to express self clearly, both orally and in writing.
- Exhibits effective communication, leadership, and management skills.

#### **INTERPERSONAL SKILLS:**

- Demonstrates ability to build rapport with others and to serve diverse publics.
- Demonstrates ability to coordinate and lead stakeholders toward consensus and action.
- Demonstrates ability to take the initiative, work well with others as a collaborative team member and exhibit good communication skills.
- Demonstrates ability to work effectively and collaboratively with other departments, agencies, and individuals.
- Exhibits adaptability to support and implement change.
- Demonstrates ability to lead and work among new and developing relationships with a variety of stakeholders.

#### **TECHNICAL SKILLS:**

- Demonstrates ability to use a personal computer (PC) in a networked environment to utilize the Internet and other electronic communication mechanisms such as video conferencing.
- Possesses knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database, and presentation software) is required.
- Demonstrates ability to design and facilitate effective meetings.
- Exhibits ability to multitask and meet deadlines.
- Demonstrates ability to organize, prioritize and work independently, as well as cooperatively with diverse groups.

#### **REASONING ABILITY:**

- Possesses a high proficiency in subject areas of reasoning, problem solving, organizational dynamics and emotional intelligence.
- Demonstrates ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Demonstrates ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

#### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to speak or listen. While performing the duties of this job, the employee is

regularly required to sit, walk and stand. The employee is occasionally required to bend and or twist at the trunk more than the average person. The employee is continuously repeating the same hand, arm or finger motion many times. The employee must occasionally lift and/or move up to 50 pounds such as books and training material. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings, districts, ISDs, and meetings held in various state locations is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

#### **ENVIRONMENTAL ADAPTABILITY:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is quiet to loud depending upon the activity in the particular part of the day. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

#### **FUNCTIONS OF POSITION DESCRIPTION:**

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. The WISD retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

The WISD is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

#### **TERMS:**

Contract, salary, and other employment conditions to be established by the Board of Education as reflected in the Non-Affiliated Staff Manual. Starting salary ranging (dependent upon experience) from \$100,025 – \$122,930.

#### **Washtenaw Intermediate School District is a drug-free workplace.**

It is the policy and commitment of the Washtenaw Intermediate School District not to discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information, sexual orientation or any legally protected characteristic, in its educational programs, activities, admissions, or employment policies in accordance with Title IX of the 1972 Educational Amendments, executive order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent state and Federal regulations.

Washtenaw ISD Position Change / Upgrade Form

The supervisor of the position should complete and sign this form if you are anticipating an upgrade /reclassification, title/duties change and/or a salary/market increase for the position. Please note that the final decision on classification of the subject position will be made by the Executive Cabinet and the Superintendent.

Change Requested

Please select all that apply

☒ Position/Classification change

☐ Wage/Salary Level

☐ Location/Assignment

☐ FTE

☐ Employment Group

☐ Work days

☐ Account Split

☐ Other

Employee Name:

Please enter the employee name, incumbent name, or "Vacant"

LaTasha Davis

Department

Special Education

Supervisor

Tracye Johnson

Current Position Title

El Special Education Teacher

Recommended Position Title

Flex Teacher

Current Position Number

20.71.122.03

Recommended Position Number

20.47.122.13

Current Bargaining Unit

Unit II

Recommended Bargaining Unit

Unit II

Should the Current Position Remain?

☐ Remain

☒ Delete

Current Account 1

22.1122.1240.140.0000.000000.3800

Current Account 1 Split

0

Current Account 2

Current Account 2 Split

Current Account 3

Current Account 3 Split

Current Account 4

Current Pay Rate/ Salary Level

MA30, Step 6 \$77,490.00

Recommended Pay Rate/ Salary Level

MA30, Step 6 \$77,490.00

Current FTE

1.0

Recommended FTE

1.0

Current Number of Work Days

185

Recommended Number of Work Days

185

Should the Current Position Remain?

☐ Remain

☒ Delete

Recommended Account 4

Recommended Account 4 Split

Current Location

Worksite/Desk Location

Progress Park

Recommended Location

Worksite/Desk Location

Progress Park

Rational for Position Change

Briefly explain how this position has changed, giving concrete examples of the changes

None

Current Account 4 Split

Recommended Account 1

22.1122.1240.140.0000.000000.3800

Recommended Account 1 Split

0

Recommended Account 2

Recommended Account 2 Split

Recommended Account 3

Recommended Account Split 3



Superintendent

Naomi Norman

09/28/2025

Finance Comments

Finance

SAP

08/27/2025

Human Resources Approval

☒ Approve

☐ Adjust, See Comments

Human Resources Comments

Human Resources / Executive Admin Review

CD Harmon-Higgins

08/21/2025

Superintendent Comments

Effective Date

Date new duties were assigned or changes made

08/25/2025

List Positions/Employees Performing Similar Work

Do you know of/are you aware of any other positions or employees assigned/performing work similar to that of this position in its new description? If so, please list position titles or names of incumbents

none

Department Head Comments

Department Head

Cherie Vanmatter

08/21/2025

Finance Approval

☒ Approve

☐ Adjust, See Comments

## WASHTENAW INTERMEDIATE SCHOOL DISTRICT JOB DESCRIPTION

**Job Title:** Flex Teacher  
**Department:** Special Education Services  
**Reports To:** Supervisor, Special Education Services  
**FLSA Status:** Exempt  
**Prepared By:** Deborah Hester-Washington  
Executive Director of Special Education  
**Prepared Date:** May 28, 2025  
**Revised Date:** August 21, 2025  
**Approved By:** Cassandra Harmon-Higgins, Esq.  
Executive Director of Human Resources and Legal Services  
**Approved Date:** August 21, 2025

**The WISD's Mission** is to educate, serve, and advocate with students, families, schools and the community. We disrupt racial inequities, build just educational systems, and expand access for all learners. We value human potential while striving to support current and future generations of Washtenaw County to enrich as many lives as we possibly can.

**The WISD's Vision** is to be a leader in empowering, facilitating, and delivering high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.

### SUMMARY

The Flex Teacher will provide educational and personal/social service for students with special needs which can include but is not limited to cognitive impairments, multiple impairments, emotional impairments and/or autism spectrum disorder. This position is responsible for following and expanding the planned educational program to enable students to benefit from educational experiences. This position provides instruction, encourages students, and manages the learning environment in a positive manner. This employee must be available for daily assignments; specific buildings/locations will be provided daily at or after 6:00 AM on scheduled days.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

- Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities.
- Demonstrates the ability to examine how his/her/their position (directly or indirectly) impacts educational inequities in student achievement outcomes.
- Engages in reflection and ongoing learning and development on critical concepts and terms identified in the Washtenaw ISD Educational Equity Policy including concepts such as cultural proficiency, racial equity, and systemic and structural inequities.
- Supports WISD vision and mission to enhance achievement for all students.
- Reports to the (identified) office upon arrival, check out at end of the workday.
- Meets and instructs assigned classes in the locations and at the times specified.
- Maintains an instructional environment which will be supportive of positive behavior and academic achievement for all students.
- Instructs individuals and groups in academic and behavioral skill areas as prescribed by the IEP which is communicated through the lesson plans.
- Maintains physical environment of the classroom
- Uses instructional technology.

- Cooperatively and collaboratively works with teacher assistants assigned to classroom.
- Adheres to District health and safety rules, policies, and procedures.
- Exhibits emotional stability, exercises good judgment, and makes decisions in accordance with board policies and administrative guidelines, with minimum supervision.
- Creates a classroom environment that is conducive to learning.
- Maintains accurate, complete, and correct records of the day.
- Plans, supervises and provides guidance for students, teacher assistants, and volunteers.
- Uses personal judgment and discretion in supervising the class.
- Assists students with any help they may need with their work.
- Ensures the classroom is organized after the day has commenced.
- Documents any discrepancies that may have occurred throughout the day.
- Follows lesson plans.
- Assists in other classrooms during prep time and/or breaks.
- Assists administrators in implementing the policies and procedures of the school to maintain a safe learning environment for students.
- Creates and maintains respect and fairness to all students and staff.
- Ability to address various learning techniques of students.
- Maintains student confidentiality.
- Ability to discipline students when necessary, following District policies.
- Represents the District in a professional manner by performing all job functions at a satisfactory or above level.
- Performs other related duties, including special projects, as required or requested, consistent with reasonable expectations for the position.
- Maintains regular predictable attendance.
- **OTHER RELATED DUTIES ASSIGNED.**

## **QUALIFICATIONS**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

## **EDUCATION and/or EXPERIENCE**

- Bachelor's/Master's degree in education.
- Experience with computer instruction and technology.
- Knowledge of skills/strategies in educating students with special needs.
- Demonstrated ability to implement behavior intervention strategies.

## **CERTIFICATES, LICENSES, REGISTRATIONS**

- Must meet Michigan Department of Education teacher certification.

## **LANGUAGE SKILLS:**

- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret information including periodicals and professional journals.
- Ability to effectively present information and respond to questions from groups of educators, parents, students, and the general public.
- Ability to follow lesson plans, IEP's and other related correspondence.

- Ability to expand upon existing lesson plans for students if needed.
- Ability to direct the activities of others to execute student IEP goals.
- 

#### **TECHNICAL SKILLS:**

- Ability to integrate technology into the everyday workflow is necessary.
- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Ability to use computer technology for research, data management, communications and other instruction.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communication mechanisms.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.

#### **MATHEMATICAL SKILLS:**

- Ability to apply the concepts of basic math consistent with the duties of this position.

#### **REASONING ABILITY:**

- Highly proficient in subject areas of reasoning, problem-solving, organizational dynamics and emotional intelligence.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

#### **INTERPERSONAL SKILLS:**

- Interact with co-workers, administration, students, parents, and the community in a positive, supportive, and cooperative ways.
- Skills and desire to work in a collaborative team with others.
- Ability to build rapport with others and to serve diverse publics.
- Ability to take initiative; work well with others as a collaborative team member and exhibit effective communication skills.
- Ability to work creatively and skillfully with students.
- Ability to demonstrate initiative and understanding in working with students, staff, and parents/guardians.

#### **PHYSICAL DEMANDS:**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds such as books and teaching material or when assisting in student interventions. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

#### **ENVIRONMENTAL ADAPTABILITY:**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is quiet to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety and well-being of students. The employee is exposed to infections at a greater risk than the average person. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

#### **FUNCTIONS OF POSITION DESCRIPTION:**

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. The WISD retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

The WISD is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodation to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodation with the employer.

#### **TERMS:**

This position is subject to terms, conditions, and calendar of the Master Agreement between the District and Unit II AFT Local 3760. Starting salary ranging (dependent upon experience) from \$52,016 - \$104,872.

#### **Washtenaw Intermediate School District is a drug-free workplace.**

*It is the policy and commitment of the Washtenaw Intermediate School District not to discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information, sexual orientation or any legally protected characteristic, in its educational programs, activities, admissions, or employment policies in accordance with Title IX of the 1972 Educational Amendments, executive order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent state and Federal regulations.*

Washtenaw ISD Position Change / Upgrade Form

The supervisor of the position should complete and sign this form if you are anticipating an upgrade /reclassification, title/duties change and/or a salary/market increase for the position. Please note that the final decision on classification of the subject position will be made by the Executive Cabinet and the Superintendent.

Change Requested

Please select all that apply

☒ Position/Classification change

☐ Wage/Salary Level

☒ Location/Assignment

☐ FTE

☐ Employment Group

☐ Work days

☐ Account Split

☐ Other

Employee Name:

Please enter the employee name, incumbent name, or "Vacant"

Krista Higgins

Department

Special Education

Supervisor

Sarah Igonin

Current Position Title

Teacher - High Point YA SXI

Recommended Position Title

Teacher - Milan Local Based Classroom

Current Position Number

20.47.122.01

Recommended Position Number

20.41.122.01

Current Bargaining Unit

Unit II

Recommended Bargaining Unit

Unit II

Should the Current Position Remain?

☒ Remain

☐ Delete

Current Account 1

22.1122.1240.190.0000.06147.2400

Current Account 1 Split

0

Current Account 2

Current Account 2 Split

Current Account 3

Current Account 3 Split

Current Account 4

Supervisor

Sarah Igonin

Current Position Title

Teacher - High Point YA SXI

Recommended Position Title

Teacher - Milan Local Based Classroom

Current Position Number

20.47.122.01

Recommended Position Number

20.41.122.01

Current Bargaining Unit

Unit II

Recommended Bargaining Unit

Unit II

Should the Current Position Remain?

☒ Remain

☐ Delete

Current Account 4 Split

Recommended Account 1

22.1122.1240.120.0000.05641.1400

Recommended Account 1 Split

0

Recommended Account 2

Recommended Account 2 Split

Recommended Account 3

Recommended Account Split 3

Current Pay Rate/ Salary Level

Step 9 - Masters \$77,701

Recommended Pay Rate/ Salary Level

Step 9 - Masters \$77,701

Current FTE

1.0

Recommended FTE

1.0

Current Number of Work Days

185

Recommended Number of Work Days

185

Should the Current Position Remain?

☒ Remain

☐ Delete

Current Account 4 Split

Recommended Account 4 Split

Current Location

Worksite/Desk Location

High Point - YA SXI Room 42

Recommended Location

Worksite/Desk Location

Milan Local Based Classroom

Rational for Position Change

Briefly explain how this position has changed, giving concrete examples of the changes

Krista applied for the position, interviewed, and was chosen by the interview committee.



Finance Comments

Finance

SAP

08/12/2025

Human Resources Approval

☒ Approve

☐ Adjust, See Comments

Human Resources Comments

Lateral transfer; no change(s) in compensation.

Human Resources / Executive Admin Review

CD Harmon-Higgins

08/11/2025

Superintendent Comments

Effective Date

Date new duties were assigned or changes made

08/18/2025

List Positions/Employees Performing Similar Work

Do you know of/are you aware of any other positions or employees assigned/performing work similar to that of this position in its new description? If so, please list position titles or names of incumbents

Department Head Comments

Department Head

Deborah Hester-Washington

08/08/2025

Finance Approval

☒ Approve

☐ Adjust, See Comments

## **Washtenaw Intermediate School District Position Description**

**Job Title:** Teacher of Students with Cognitive Impairments – Local-Based Classroom  
**Department:** Special Education Services  
**Reports To:** Supervisor, Special Education Services  
**FLSA Status:** Exempt  
**Prepared By:** Deborah Hester-Washington  
Executive Director of Special Education  
**Prepared Date:** July 16, 2025  
**Approved By:** Cassandra Harmon-Higgins, Esq.  
Executive Director of Human Resources and Legal Services  
**Approved Date:** July 16, 2025

**The WISD's Mission** is to educate, serve, and advocate with students, families, schools and the community. We disrupt racial inequities, build just educational systems, and expand access for all learners. We value human potential while striving to support current and future generations of Washtenaw County to enrich as many lives as we possibly can.

**The WISD's Vision** is to be a leader in empowering, facilitating, and delivering high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.

### **SUMMARY:**

The teacher of students with cognitive impairments is responsible for the instructional program and implementation of activities for the students in the assigned classroom. The teacher is also responsible for the coordination of the activities of the assigned teaching assistant and support staff providing services for students in the assigned area.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities.
- Demonstrates the ability to examine how his/her/their position (directly or indirectly) impacts educational inequities in student achievement outcomes.
- Engages in reflection and ongoing learning and development on critical concepts and terms identified in the Washtenaw ISD Educational Equity Policy including concepts such as cultural proficiency, racial equity, and systemic and structural inequities.
- Supports WISD vision and mission to enhance achievement for all students.
- Demonstrates excellent customer service.
- Provides and coordinates the instructional program for students in the assigned area of responsibility.
- Assesses students' achievement and develops instructional strategies to meet individual educational needs of students in the assigned area of responsibility.
- Implements developmentally appropriate curriculum and strategies for students assigned to the classroom.
- Participates in Multidisciplinary Evaluation Team (MET) meetings and prepares reports for assigned students.
- Participates in Individualized Education Program Team (IEPT) meetings and prepares draft/proposed IEP's based on individual student needs.
- Participates in the implementation of health care procedures in accordance with administrative operating procedures.
- Coordinates and implements behavior intervention plans in accordance with District policy, administrative operating procedures and state/federal rules and regulations.
- Works cooperatively and communicates with District and constituent district staff, students, and

parents/guardians.

- Participates in physical education activities as required for students in the assigned area of responsibility.
- Demonstrate operational knowledge of Internet and Web-related technologies
- Demonstrates skills and comfort using the latest instructional online tools and technology
- Maintains accurate attendance records and appropriate reports.
- Prepares and implements daily lesson plans using District approved curriculum that meets the State of Michigan benchmark standards and consistent with each student's IEP.
- Participates in staff meetings, in-service activities, staff development/special programs, school improvement teams and planning committees as appropriate to the assignment.
- Regularly documents student progress using assessment tools, monitoring through observations/evaluation and/or collecting data.
- Develops opportunities for students to interact with the general education population.
- Develops opportunities for students to participate in Community Based Instruction.
- Designs and implements class wide and individual Positive Behavior Intervention and Support Plans.
- Develops and implement behavior management plans and functional behavior assessments.
- Supervises students in classroom as well as the activities assigned to classroom staff.
- Confers with parents, teaching assistants, related service providers and administration regarding student educational progress.
- Confers with staff regarding program development for individualized educational plans.
- Assist students in the pool for Aquatic Therapy sessions.
- Maintains accurate records in a manner consistent with state and federal law as required by the District and local educational agency, including monthly caseload reports.
- Participates in school improvement activities (i.e., curriculum development committee, classroom team meetings, school improvement committee).
- Establish and maintain open communications with parents, staff, administration and outside agencies
- Performs billing functions for Medicaid reimbursement.
- Attends regularly scheduled staff meetings.
- Adheres to District health and safety rules, policies and procedures.
- Keeps a safe and hazard free work environment.
- Exhibits emotional stability, exercises good judgment and makes decisions in accordance with board policies and administrative guidelines, with minimum supervision.
- Regular and predictable attendance.
- **OTHER DUTIES MAY BE ASSIGNED.**

#### **SUPERVISORY RESPONSIBILITIES:**

- Teaching Assistant staff.

#### **QUALIFICATIONS:**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

#### **EDUCATION and/or EXPERIENCE:**

- Minimum of an earned Bachelor's Degree.
- Demonstrated successful student teaching experience required; two years of experience preferred.
- Must be able to use "Non-Violent Crisis Intervention" techniques and other behavior strategies, which are used frequently in this classroom.
- Possesses experience with computer instruction and technology.
- Experience working in a virtual online instructional setting

- Possesses the skills and desire to work in a collaborative team with others.
- Possess knowledge and awareness of community agencies and services.
- Ability to demonstrate initiative and understanding in working with students, staff and parents/guardians.
- Ability to work creatively and skillfully with students.

#### **CERTIFICATES, LICENSES, REGISTRATIONS:**

- Valid Michigan teacher's certificate with necessary endorsement(s) to teach cognitively impaired, required

#### **LANGUAGE SKILLS:**

- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret information.
- Ability to effectively present information and respond to questions from groups of educators, students, and the general public.
- Ability to read, analyze and interpret periodicals and professional journals.
- Ability to write lesson plans, IEP's and other related correspondence.

#### **TECHNICAL SKILLS:**

- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communications mechanisms, such as email conferencing or messaging boards.
- Ability to use online instructional tools and technology.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.
- Ability to use computer technology for research, data management, communications and other instruction.

#### **MATHEMATICAL SKILLS:**

- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

#### **REASONING ABILITY:**

- Highly proficient in subject areas of: reasoning, problem solving, organizational dynamics and emotional intelligence.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

#### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit, walk and stand. The employee is occasionally required to bend and or twist at the trunk more than the average person. The employee is continuously repeating the same hand, arm or finger motion many times. The employee is frequently required to talk or hear. Demonstrated physical stamina necessary for assisting with lifting and moving students up to 26 years of age. The employee must occasionally lift and/or move up to 50 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to

other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

**ENVIRONMENTAL ADAPTABILITY:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is quiet to loud depending upon the activity in the particular part of the day. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

**FUNCTIONS OF POSITION DESCRIPTION:**

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. The WISD retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

The WISD is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

**TERMS:**

Position subject to terms, conditions, and calendar of the Master Agreement between the District and Unit II AFT Local 3760. Starting salary ranging (dependent upon comparable experience) \$52,016 - \$104,872.

**Washtenaw Intermediate School District is a drug-free workplace.**

*It is the policy and commitment of the Washtenaw Intermediate School District not to discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information, sexual orientation or any legally protected characteristic, in its educational programs, activities, admissions, or employment policies in accordance with Title IX of the 1972 Educational Amendments, executive order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent state and Federal regulations.*

# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	D. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	New Position_Apprentice Teacher.pdf New Position_Instructional Technology Specialist.pdf



## New Position Recommendation

Position Title:	Apprentice Teacher position
FTE:	100
# of Workdays/Year:	185
Salary:	80% of BA Step 2
Worksite:	
Bargaining Unit:	Non-Bargaining
Department:	Special Education

## **WASHTENAW INTERMEDIATE SCHOOL DISTRICT JOB DESCRIPTION**

**Job Title:** Apprentice Teacher  
**Location:** **WISD - Progress Park**  
**Department:** Special Education Services  
**Reports To:** Tracye Johnson, Special Education Principal  
**FLSA Status:** Non-Exempt  
**Prepared By:** Traci Talley, Legal Assistant  
**Prepared Date:** August 6, 2025  
**Approved By:** Cassandra D. Harmon-Higgins, Esq.  
Executive Director of HR and Legal Services  
**Approved Date:** August 11, 2025

**The WISD's Mission** is to educate, serve, and advocate with students, families, schools, and the community. We disrupt racial inequities, build just educational systems, and expand access for all learners. We value human potential while striving to support current and future generations of Washtenaw County to enrich as many lives as we possibly can.

**The WISD's Vision** is to be a leader in empowering, facilitating, and delivering high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.

### **SUMMARY:**

The role of an apprentice teacher is to learn how to become an effective teacher while working directly with students and a mentor teacher to help provide high quality, mission aligned education for students. The position is for one (1) full school year. Apprentice teachers are enrolled in coursework with Talent Together, leading to Michigan teacher certification..

Through authentic practice alongside a qualified mentor teacher, an apprentice teacher's role is to learn and develop in the practice of teaching. Apprentice teachers will be coached and developed by a mentor teacher, whose classroom they are assigned to.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Shows continual progress on competencies as outlined in on-the-job learning standards.
- Helps maintain a safe, secure, and healthy educational environment in the classroom.
- Works with a mentor teacher to implement curricula, including developing and/or customizing lesson plans, delivering lessons, analyzing student work, and assessing student progress towards academic standards.
- Engages with the students to actively facilitating their learning with gradually increasing instructional responsibilities with the support of a mentor teacher from the mentor teacher over the course of the year.
- Works with the mentor teacher to develop and practice communication with families in accordance with district, state and federal expectations and requirements.
- Reports abuse or neglect as a mandated reporter.
- Completes coursework and training as directed by Talent Together.
- Participates in all required district professional development and other meetings as required by your supervisor.
- Complies with all IEPs, 504s, and other legally required plans for students.
- **Performs other related duties as assigned.**

### **SUPERVISORY RESPONSIBILITIES:**

- N/A

### **QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations shall be made to enable individuals with disabilities to perform the essential functions.

- **Participant of Talent Together.**

- Remains employed by the WISD for the duration of the apprenticeship.
- Maintains participation in Talent Together; meets all attendance and professional conduct requirements as established by Talent Together and the WISD.
- Maintains a minimum grade point average as required by Talent Together.
- Passes the Michigan Test(s) for Teacher Certification.
- Continues to complete competencies as scheduled by the on-the-job training schedule.
- Commits to learning about and implementing the mission and vision of the district and certification program.

**LANGUAGE SKILLS:**

- Effective positive communication skills.
- Demonstrates ability to orient parents, school staff and administrators to the needs of students..
- Demonstrates ability to design and implement educational programs appropriate for students.
- Demonstrates ability to explain and demonstrate appropriate teaching techniques.
- Demonstrates ability to read, analyze and interpret information including periodicals and professional journals.
- Demonstrates ability to effectively present information and respond to questions from groups of educators, students, and the general public.
- Demonstrates ability to write lesson plans, IEP's, and other related correspondence.
- Demonstrates ability to direct the activities of others to execute student IEP goals.

**TECHNICAL SKILLS:**

- Demonstrates ability to integrate technology into the everyday workflow is necessary.
- Demonstrates ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Demonstrates ability to use computer technology for research, data management, communications, and other instruction.
- Demonstrates ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communication mechanisms.
- Demonstrates knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database, and presentation software) is required.

**MATHEMATICAL SKILLS:**

- Demonstrates ability to apply the concepts of math consistent with the duties of this position.

**REASONING ABILITY:**

- Demonstrates a high proficiency in subject areas of reasoning, problem solving, organizational dynamics and emotional intelligence.
- Demonstrates ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Demonstrates ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**INTERPERSONAL SKILLS:**

- Be committed to conflict resolution work with other staff members.
- Demonstrates ability to build rapport with others and to serve diverse publics.
- Demonstrates ability to take initiative; work well with others as a collaborative team member and exhibit good communication skills.

- Demonstrates ability to work creatively and skillfully with students.
- Demonstrates ability to demonstrate initiative and understanding in working with students, staff, and parents/guardians.
- Possesses skills in parent consultation and working with diverse populations within the community and home settings.
- Demonstrates ability to consult effectively with teachers, parents, administrators, and other professionals.
- Demonstrates ability to demonstrate empathy and understanding for families of various cultural backgrounds.

#### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

#### **ENVIRONMENTAL ADAPTABILITY:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is quiet to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety and well-being of students. The employee is exposed to infections at a greater risk than the average person. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

#### **FUNCTIONS OF POSITION DESCRIPTION:**

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. The WISD retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

The WISD is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

#### **TERMS:**

Full-time – 37.5 hours/week; 185 days during the 25/26 SY (per the WISD Calendar). Salary and other employment condition are set forth by the Board of Education. This is a Non-Bargaining Unit position and is Unaffiliated. Starting salary is 80% of the compensation provided on the BA, Step 1 lane of the Unit II CBA. Benefits commensurate with unaffiliated personnel, including paid sick time off, and healthcare.

**Washtenaw Intermediate School District is a drug-free workplace.**



It is the policy and commitment of the Washtenaw Intermediate School District not to discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information, sexual orientation or any legally protected characteristic, in its educational programs, activities, admissions, or employment policies in accordance with Title IX of the 1972 Educational Amendments, executive order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent state and Federal regulations.

**New Position Recommendation**

Position Title:	Instructional Technology Specialist
FTE:	100
# of Workdays/Year:	230
Salary:	See above.
Worksite:	
Bargaining Unit:	Non-Affiliated
Department:	Technology

## **WASHTENAW INTERMEDIATE SCHOOL DISTRICT JOB DESCRIPTION**

**Job Title:** Instructional Technology Specialist  
**Department:** Technology and Data Services  
**Reports to:** LEA Director of Technology  
**FLSA Status:** Non-Exempt  
**Prepared By:** Matthew Cook,  
Chief Information Officer  
**Preparation Date:** August 13, 2025  
**Approved By:** Cassandra Harmon-Higgins  
Executive Director, Human Resources and Legal Services  
**Approval Date:** August 14, 2025

**The WISD's Mission** is to educate, serve, and advocate with students, families, schools, and the community. We disrupt racial inequities, build just educational systems, and expand access for all learners. We value human potential while striving to support current and future generations of Washtenaw County to enrich as many lives as we possibly can.

**The WISD's Vision** is to be a leader in empowering, facilitating, and delivering high-quality, boundary-spanning, educational system that educates all children through an equitable, inclusive, and holistic approach.

### **SUMMARY**

Position is responsible for supporting the professional growth and development of all teachers to facilitate learning and independent application of effective instructional technology practices. In addition, Position provides support through planning, modeling, co-teaching, training, and data analysis across all content areas. Position plans and conducts professional development based on assessed building and/or teacher needs. Position functions within the Technology Department as a district-wide staff developer and curriculum specialist.

The role also includes coordinating the implementation, upkeep, and training of educational technology platforms and data systems. This includes facilitating data literacy and analysis for instructional decision-making for instructional leaders and staff. Position will shepherd and support innovation initiatives while collaborating with staff and administrators. Position will engage in continuous improvement through effective reporting and communication practices.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Demonstrates a strong commitment to equity, social justice, and inclusion in all practices and position responsibilities.
- Demonstrates the ability to examine how his/her/their position (directly or indirectly) impacts educational inequities in student achievement outcomes.
- Engages in reflection and ongoing learning and development on critical concepts and terms identified in the Washtenaw ISD Educational Equity Policy including concepts such as cultural proficiency, racial equity, and systemic and structural inequities.
- Assists teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

- Collaborates with instructional staff regarding effective use of technology tools and resources to systematically collect and analyze pertinent data, interpret results and communicate findings to improve instructional practice.
- Coaches teachers in, and models the use of tools for teaching and learning, to support and extend student learning as well as expand opportunities for professional development for teachers and administrators.
- Introduces teachers to new technology practices, materials and instructional strategies that have been adopted by the District to increase student achievement.
- Works collaboratively and communicates effectively with district-level instructional supervisors to evaluate, select, and implement technology enhanced learning experiences that align to the District's learning objectives and portrait of a graduate.
- Identifies technology integration competencies among instructional staff, in collaboration with school administrators, and delivers appropriate coaching, training, and resources to support the professional growth of individuals.
- Evaluates results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.
- Provides training to teachers in the use of current technology to meet curriculum goals.
- Provides training to teachers in computer competencies as directed by the MITECH Standards.
- Models and promotes digital citizenship by facilitating safe, healthy, legal, and ethical use of digital information and technologies.
- Takes ownership of education learning platforms and serves as the District expert for the management, use, and analysis of the tools chosen by the District (such as Clever, assessment platforms, and education technology products).
- Gathers District student assessment data for analysis and provides this actionable information to staff and holds regular and predictable meetings for coaching staff on how to understand results.
- Creates and updates District documentation surrounding instructional use of technology and data analysis best practices.
- Engages in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to implement the MITECH and ISTE Standards-S (students) and ISTE Standards-T (teachers).
- Provides outstanding customer service.
- Acts as a REMC 16 Liaison to the REMC organization.
- Supports the Technology team as needed.
- Maintains regular, predictable attendance.
- Performs Other Duties as Assigned.

## **SUPERVISORY RESPONSIBILITIES**

N/A

## **QUALIFICATIONS**

To perform this job successfully an individual must be able to perform each essential duty satisfactorily. Alternative requirements that may be appropriate and acceptable to the Board of Education may be considered. The requirements listed below are representative of the knowledge skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## **EDUCATION AND/OR EXPERIENCE**

- Bachelor's degree in education supplemented by specialized computer courses and 3 to 5 years of experience; or any equivalent combination of training and experience which provides the required skills, knowledge, and abilities.
- Possesses ability, training and experience supporting personal computing devices, classroom instructional technology equipment, and instructional operating systems including associated productivity and internet-based tools.



## **LANGUAGE SKILLS**

- Demonstrates ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates ability to write routine reports and correspondence.
- Demonstrates ability to speak effectively before groups of customers or employees of an organization.

## **INTERPERSONAL SKILLS:**

- Demonstrates excellent customer service and communication skills with a client-centered focus.
- Demonstrates ability to build rapport with others and to serve diverse publics.
- Demonstrates ability to work effectively and collaboratively with other departments, agencies, and individuals.
- Demonstrates ability to take the initiative, work well with others as a collaborative team member and exhibit good communication skills.
- Demonstrates ability to train others in the classroom or office in the use of various hardware and applications.

## **TECHNICAL SKILLS**

- Demonstrates proficiency in the use of a personal computer in a networked environment to utilize the Internet and other electronic communications mechanisms such as email, etc.
- Demonstrates excellent knowledge of productivity applications (such as word processing, spreadsheets, database, and presentation software) and other technology to support efficient and effective office operation is required.
- Demonstrates ability to read and interpret technical procedures, governmental regulations, and forms.
- Demonstrates ability to comprehend and explain the mechanical and electrical recommendations of vendors/contractors and to evaluate those recommendations in the long-term best interest of the District.
- Demonstrates ability and willingness to learn new instructional technology, data best practices and administrative applications.
- Understands how to pull data from the various instructional technology and curriculum platforms in use by the District.

## **MATHEMATICAL SKILLS**

- Demonstrates ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- Demonstrates ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

## **REASONING ABILITY**

- Demonstrates ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Demonstrates ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl; and talk or hear. The

employee must frequently lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to adjust focus.

## **ENVIRONMENTAL ADAPTABILITY**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

## **FUNCTIONS OF POSITION DESCRIPTION**

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills, and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. The WISD retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

This position description is not a contract for employment.

The WISD is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

## **TERMS**

Contract, salary and other employment conditions to be established by the Board of Education as reflected in the Non-Affiliated Staff Manual. Starting salary ranging (dependent upon experience) from \$63,970 - \$78,620.

## **Washtenaw Intermediate School District is a Drug-Free Workplace.**

It is the policy and commitment of the Washtenaw Intermediate School District not to discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information, sexual orientation or any legally protected characteristic, in its educational programs, activities, admissions, or employment policies in accordance with Title IX of the 1972 Educational Amendments, executive order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent state and Federal regulations.

# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	E. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Resignation_C. Roberts.pdf



TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Cassandra Harmon-Higgins, Esq. Executive Director of Human Resources

DATE: September 9, 2025

RE: Resignation Notification

Attached please find Colette Roberts letter of resignation, effective September 2, 2025. Kristin has been employed with the WISD since October 2, 2017, first as a Teaching Assistant and most recently as a Music Therapist.

The Administration recommends that the Board accepts Colette's letter of resignation. We wish her well in her future endeavors.

CC: Cherie Vannatter, Deputy Superintendent  
Brian Marcel, Associate Superintendent  
File



**From:** [Tracye Johnson](#)  
**To:** [Nicole Hubler](#)  
**Cc:** [Deborah Hester-Washington](#); [Cassandra Harmon-Higgins](#)  
**Subject:** Fw: School year update  
**Date:** Tuesday, August 19, 2025 4:57:48 PM  
**Attachments:** [image.png](#)

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Please see the resignation email for Colette Roberts.

Kind regards,

***Dr. Tracye Johnson***

Principal, Progress Park  
tjohnson@washtenawisd.org  
Office: (734) 994-3340



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**From:** Colette Roberts <croberts@washtenawisd.org>  
**Sent:** Tuesday, August 19, 2025 4:55 PM  
**To:** Tracye Johnson <tjohnson@washtenawisd.org>  
**Subject:** School year update

**Hi Tracye et al,**

I hope your school year is off to a great start!

I am writing to let you know that I have had another opportunity just come up with my current hospice job that would allow me to work there full time. I apologize for the timing as I was planning to return for the full 25-26 school year but I was just notified today that I would have this opportunity, so this email will serve as my 2 weeks notice.

Thank you so much, I will deeply miss the students and being at the WISD where I have been since 2017! I hope that if opportunities arise in the future that I will be considered and we might have the possibility to collaborate again as well as potentially being able to come visit sometime and see the students!

Thank you so much. Take care,

Coley Roberts

# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	F. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Board - Memo Laurel Manor 2025 August.pdf Laurel Oct and Nov 2025 Learning Labs.pdf



DATE: September 3, 2025

TO: Naomi Norman, Superintendent; Jennifer Banks, PhD; WISD Board of Education

FROM: Dawn Stewart Ph.D., Supervisor of Instructional Supports

SUBJECT: Laurel Manor Contract – Tri County Culturally Responsive Mathematics Institute

We are requesting to contract with Laurel Manor Banquet and Conference Center in Livonia, Michigan, for an amount not to exceed \$22,244.88 to provide facility rental, setup, A/V, and meals for two Learning Labs scheduled on October 21, 2025 and November 18, 2025, sponsored by the Tri-County Culturally Responsive Mathematics Institute.

The Learning Labs are designed to transform classroom practices through professional learning focused on culturally responsive math instruction. We previously contracted with Laurel Manor in August 2025 for the Teaching to Liberate Educators Conference (\$18,633.74). With this additional contract, the total cost will be \$40,878.62, which exceeds the board approval threshold.

All expenses are fully funded by the 23h Improving Mathematics Teaching and Learning grant and will have no impact on the general fund. Featured scholars include Dr. Christopher Emdin, and sessions will serve educators from Washtenaw, Wayne, and Oakland counties.

For any questions, please contact Dawn L. Stewart, Ph.D.



## **WASHTENAW INTERMEDIATE SCHOOL DISTRICT CONTRACTED SERVICES AGREEMENT - COMPANY**

This agreement is made this 10th day of September 2025 by and between Washtenaw Intermediate School District, hereinafter referred to as WISD or District, and Laurel Manor Banquet & Conference Center - Rachel Bocek, hereinafter referred to as Contractor.

It is the intention of the parties hereto to enter into an Agreement defining the nature and extent of the duties to be performed by the Contractor, the place where the services are to be performed and the time limitation on the performance of the duties.

### **SECTION I – SCOPE OF SERVICES**

Now, therefore, in consideration of payment to the Contractor of the sums specified in Section II, the Contractor does hereby agree as follows:

1. The Contractor shall commence performance of the duties in Section I, Number 2 no earlier than October 21, 2025. Once this contract is implemented, the ending date for providing services shall be November 18, 2025.
2. The Contractor agrees to perform the following duties and any necessary tasks incident to full performance of the described duties:

#### **Description of Services:**

**Duty 1:** Provide facilities for the Tri-County Culturally Responsive Learning Lab Kickoff, including the Aspen and Laurel rooms, Suite 2, and the lobby, along with audio-visual support, and food services for approximately 75 attendees on **October 21, 2025** from 7:00 a.m. until 3:30 p.m. as outlined in the attached Laurel Manor document (highlighted in green.)

**Duty 2:** Provide facilities for the Tri-County Culturally Responsive Learning Lab Kickoff, including the Aspen and Laurel rooms, Suite 2, and the lobby, along with audio-visual support, and food services for approximately 75 attendees on **November 18, 2025** from 7:00 a.m. until 3:30 p.m. as outlined in the attached Laurel Manor document (highlighted in pink.)

3. The Contractor shall provide, at the request of WISD, periodic progress reports detailing the tasks accomplished and the tasks remaining to be accomplished to complete full performance of the Contractor's duties as described.
4. Prior to any work being completed on WISD grounds, individuals working for the Contractor **may be required** to undergo a criminal background check by having fingerprints scanned electronically and submitted to the Michigan State Police. A list of all such employees must be provided to WISD by the Contractor as **Attachment A**. The Contractor will be responsible for payment of the fingerprinting service. (The proper forms must be obtained by the HR Department. Specific written exemption of the fingerprint requirement must be provided by the WISD Executive Director of Human Resources and Legal Services, in compliance with School Safety Legislation and WISD Board Policy).



5. The Contractor must also comply with Public Act 131 of 2005, which details the procedure to follow if the Contractor, or any individuals working on behalf of the Contractor, has/have been charged with a crime listed under Section 1535a (1) of the Michigan School Code, or a violation of a substantially similar law of another state, a political subdivision of this state or another state, or of the United States.

## **SECTION II -COMPENSATION**

WISD does hereby agree as follows:

1. The maximum consideration for the Contractor's services as described in Section I shall be up to **\$ 22,244.88** including all related expenses, including travel expenses outlined in Section III.
2. The Contractor shall submit an invoice describing the services, including dates and hours of work, for part payment of the contract price not more frequently than once per month. The contractor shall submit an invoice requesting payment no more than thirty (30) days after the work has been performed. Invoices submitted after this date may not be paid.
3. The Contract is retained by WISD only for the purposes and to the extent sent forth in this Agreement, and the Contractor's relationship to WISD shall, during the life of this Agreement, be that of an independent contractor. As such, WISD agrees that the Contractor shall be free to dispose of such portion of his/her entire time, energy, and skill during regular business hours that s/he is not obligated to devote to WISD in such manner as the Contractor sees fit. The Contractor shall not be considered as having an employee status or as being entitled to participate in any plans, arrangements, or distributions by WISD pertaining to or in the connection with any fringe, pension, bonus or similar benefits for the WISD's regular employees. WISD will not withhold or pay any sums, state, federal or local taxes, FICA, Michigan School Employees Retirement, MESC insurance, or worker's compensation insurance, unless required by law. The Contractor agrees to hold WISD harmless for the payment of such sum, interest, penalties or costs in the collection of same. Nothing in this agreement shall be construed to interfere with or otherwise affect rendering of services by the Contractor in accordance with its professional judgment.
4. The contractor has not been debarred, excluded or disqualified<sup>1</sup> under the non-procurement common rule, or otherwise declared ineligible from receiving Federal funds, contracts, certain subcontracts, and certain Federal assistance/benefits.
5. WISD acknowledges that the Contractor has no responsibility for the supervision of any WISD personnel in carrying out his/her contractual functions, and any recommendations made by the Contractor (other than in treating patients whom s/he has examined,) will require independent judgment of WISD prior to being effectuated.
6. WISD agrees that the Contractor shall have access to WISD premises at such time as is necessary for the Contractor to perform the above-described tasks. However, WISD may require at least one week's prior notice relating to the use of certain facilities.
7. In compliance with federal requirements, payments shall be made to a vendor on a reimbursement basis for services delivered; not as a prepayment.
8. WISD agrees to promptly pay the invoices submitted by the Contractor upon verification of the rendering of the services and within 30 calendar days from receipt in the WISD's Business Office.
9. WISD agrees to report to the Internal Revenue Service all amounts paid or reimbursed for services of the Agreement in conjunction with the legal requirements.

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<sup>1</sup> Verified via the government System for Award Management (SAM) website: <https://www.sam.gov/portal/SAM/#1>

### **SECTION III – OTHER CONSIDERATIONS**

1. All expenses for travel and mileage as a result of rendering the services identified in Section I are the responsibility of the Contractor. However, WISD may ask the Contractor to incur travel expenses not foreseen prior to the execution of this contract. If this occurs, WISD pre-approved travel costs associated with this Contract will be paid by WISD at a rate to be determined by WISD. Such travel expenses must be submitted under the guidelines established by WISD, including expense submission dates and inclusion of detailed receipts.
2. Nothing in this Agreement shall be considered to create the relationship of employer and employee between the parties at any time during the life of this Agreement.
3. The WISD shall retain ownership interest in any of the following three (3) circumstances:
  - i. The WISD expressly directs the Contractor to create a specified work (electronic or otherwise) or the work is a specific requirement of the contract;
  - ii. Any documents (electronic or otherwise) created and or developed by the Contractor while under contract with the WISD; or
  - iii. The Contractor voluntarily transfers the copyright, in whole or in part to the WISD in the form of a written document signed by said Contractor.
4. Either party may terminate this Agreement by giving the other 30 days advance written notice.
5. WISD may change the duties of the Contractor as above described, but such change shall not be a substantial alternation of the Contractor's duties, nor can such change be made without the input of the Contractor.

### **SECTION IV – INSURANCE COVERAGE**

In the event that the Contractor uses motor vehicles in the course of performing the services above described, the Contractor shall provide to WISD proof of public liability insurance and property damage insurance in such sums as shall be deemed appropriate by WISD.

The Contractor shall maintain at his/her own expense during the term of this Contract, the following insurance:

- 1.) Workers' Compensation Insurance with Michigan statutory limits of Employers' Liability Insurance with a minimum limit of \$500,000 each accident;
- 2.) Comprehensive General Liability Insurance with a combined single limit of \$1,000,000 each occurrence, \$1,000,000 aggregate, for bodily injury and property damage. The policy shall include blanket contractual and liability and personal injury coverage.

The Contractor understands that WISD's liability insurance policies may not afford any coverage for any work associated with this contract. Therefore, the Contractor agrees to hold WISD harmless 1) for any sum related to the cost of liability insurance, 2) from any and all liabilities, claims, liens, demands and costs, of whatsoever kind and nature, and 3) from any associated attorney fees, arising out of the performance of the work described in Section I. The Contractor shall obtain and provide proof of public liability insurance in such sums as shall be deemed appropriate by WISD unless specific written exemption is provided by the Assistant Superintendent, Business Services. Neither party shall be responsible for any action or inaction of the other party or its officers, agents, or employees, nor for insurance costs or legal fees, related thereto.

## SIGNATURES

The Contractor acknowledges by his/her signature that he/she has read the Agreement and understands same and agrees this contract constitutes the total agreement between the parties and that anything not included in this contract is expressly excluded.

Agreed to on \_\_\_\_\_, 2025

\_\_\_\_\_  
Rachel Bocek, Laurel Manor Banquet & Conference Center

DATE \_\_\_\_\_

\_\_\_\_\_  
Dawn Stewart, Supervisor of Instructional Supports, Achievement Initiatives  
Washtenaw Intermediate School District

DATE \_\_\_\_\_

# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	G. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Lease Renewal for WCC 250902.pdf WCC-WISD Room Rental Lease Agreement 2025-2027.pdf





To: Naomi Norman and Members of the Board of Education

From: Tanner Rowe, Director of Operations

Date: September 2, 2025

Re: Lease Renewal – Washtenaw Community College Young Adult

The administration recommends that the WISD Board of Education authorize the administration to execute the lease agreement with Washtenaw Community College (WCC) with rent totaling \$66,936.48 for the two-year term.

Our Washtenaw Community College Young Adult (WCC YA) program has been at WCC since 2003. The WCC YA program currently occupies three (3) classrooms, TI 129, TI 130, and TI 132, for a total of 1,768 square feet, located within the Technology and Industrial Building.

Washtenaw Community College has offered Washtenaw ISD a rental agreement for a two (2) year term at a rate of \$18.65 per square foot, or \$2,748 per month for the first year. The rental rate will increase at a rate of 3% annually. The new lease agreement (attached), which would commence on September 1, 2025, includes utilities, operational and custodial services. The lease does include an option to renew.

## **LEASE AGREEMENT For Instructional Space**

This Memorandum Witnesses: That the Washtenaw Community College hereinafter designated as Landlord, does hereby let and lease to Washtenaw Intermediate School District, 1819 S. Wagner Road, Ann Arbor, Michigan, hereinafter designated as the Tenant, the following described premises in Ann Arbor, County of Washtenaw, Michigan:

(3) Classrooms – TI 129, TI 130, and TI 132 consisting of 1768 square feet total to be used and occupied for satellite classroom space for students of Tenant.

1. Initial Term. This lease shall commence the 1<sup>st</sup> day of September, 2025 and end on the 31<sup>st</sup> day of August, 2027. With the consent of the Landlord, Tenant shall have the right to renew this Lease for an additional term of one (1) year to commence immediately upon the expiration of the initial term hereof, provided that at the time of exercise, tenant is not in default under any of the terms hereof. This option to renew must be exercised by August 1, 2027.
2. Lease Payments. The annual rental for the term shall be \$18.65 per-square feet for the first year of the term with a 3% increase each year thereafter for said premises upon delivery hereof for 2025-2027. Payment terms are Net 30. Provided, in case any rent shall be due and unpaid by the invoice due date or default be made in any of the covenants herein contained, then Landlord reserves the right to terminate this lease agreement and thereby revoke Tenant's right to occupy the space.
3. Description of Services. During the term period, including renewals and extensions if any, the Landlord will provide the following Support Services to the Tenant. The Landlord and the Tenant agree that the Tenant shall have no right to exercise direction and control related to the management of safety, risk, and labor matters involving any College employees used in performing the Landlord's responsibilities and duties under this Agreement.
  - A. Landlord shall provide utilities, operational service, and custodial services.
  - B. Landlord shall be responsible for the maintenance of the above designated leased rooms, provided, however, that Tenant shall requisition such building repairs and Landlord shall then provide such repairs.
  - C. Landlord shall purchase and pay for fire and extended coverage insurance against damage to the premises, and Tenant shall purchase similar insurance coverage for the supplies and equipment belonging to Tenant and located in the leased room.
  - D. All supplies and equipment not part of a regular classroom will be furnished by Tenant.
  - E. Tenant must comply with the Landlord's emergency procedures to safeguard the

health and safety of its staff and students and to provide that the safety of the staff and students of Landlord are not interfered with.

- F. This Lease includes furniture for the rental space.

4. General Provisions:

- A. Severability. If any provision in this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Agreement. If any provision of this Agreement shall be or become in violation of any local, state or federal law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.
- B. Successors and Assigns. The terms and provisions of this Agreement are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.
- C. Indemnification. Tenant agrees to indemnify and hold Landlord harmless from any liability for damages to any person or property in, on or about the leased premises from any cause whatsoever; and Tenant will carry property damage and public liability insurance, naming Landlord as an additional insured in the respective amount of \$1,000,000 and \$100,000 Landlord and Tenant and all parties claiming under them hereby mutually release and discharge each other from all claims and liabilities arising from or caused by any hazard covered by insurance in connection with the property on or activities conducted on the demised premises, to the extent of such coverage, regardless of the cause of the damage or loss, to the extent permitted by existing insurance coverage. Tenant shall provide Landlord with a copy of the insurance policy or policies acquired by the Tenant pursuant to this paragraph. It is the express intent of this paragraph that Tenant shall indemnify Landlord from any and all liability for injury or damage caused by or occurring to the staff, students or property of Tenant.
- D. Entire Agreement. Except as specifically provided in this Agreement, this Agreement sets forth the entire agreement between the Tenant and the Landlord with respect to the subject matter of this Agreement. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Agreement.
- E. Non-Waiver. Except as provided herein, no term or provision of this Agreement shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default

by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

- F. Governing Law. This Agreement shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.
- G. Counterparts. This Agreement may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.
- H. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.
- I. No Third-Party Rights. This Agreement is made for the sole benefit of the Tenant and the Landlord. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

NOW, THEREFORE, in consideration of the foregoing, the parties mutually agree to the following:

- A. To use and occupy the said premises only for the purpose for which they are let.
- B. To keep the premises in accordance with all police, sanitary and other regulations imposed by any government authority.
- C. To observe all reasonable regulations and requirements of underwriters concerning the use and conditions of the premises tending to reduce fire hazards and insurance rates and not permit nor allow any rubbish, waste material or products to accumulate on the premises.
- D. That Tenant will not assign this lease nor sublet the premises nor any part thereof without the consent of the Landlord thereto endorsed hereon in writing.
- E. To keep the premises, including the equipment and fixtures of every kind and nature, during the term in as good repair and at the expiration hereof yield and deliver up the same in like condition as when taken, reasonable wear thereof and damage by the elements excepted.
- F. That in the event Tenant shall hold over after the expiration of the term demised for a sufficient period of time to create a renewal of this lease by operation of law, that

any renewal or future right of possession not evidenced by an instrument in writing, executed and delivered by the Landlord, shall be a tenancy from calendar month and for no longer term.

- G. If the demised premises become wholly or partially untenable through damage or destruction by fire or other cause, Landlord shall have the option to terminate this Lease, and upon election to terminate, the Lease shall become void.

The Landlord covenants: That the Tenant, on payment of the rental at the time and in the manner aforesaid and performing all of the foregoing covenants, shall and may peacefully and quietly have, hold and enjoy the demised premises for the term aforesaid.

Landlord and Tenant hereby approve and agree to comply with and be bound by of the terms and conditions of this Contract.

**WASHTENAW  
COMMUNITY COLLEGE**

**WASHTENAW INTERMEDIATE  
SCHOOL DISTRICT**

By: \_\_\_\_\_  
Terry Barnes  
Its: Vice President & Chief Financial Officer

By: \_\_\_\_\_

Date: \_\_\_\_\_, 2025

Date: \_\_\_\_\_, 2025



# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	H. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Bridge Team Custodial Recommendation.pdf WISD Outreach Clark Rd Bridge Team Clinic.pdf



TO: Naomi Norman, Superintendent; WISD Board of Education

FROM: Shantell Gordon, Facilities Assistant

DATE: September 2, 2025

SUBJECT: Bridge Team Suites/ Clark Rd – Custodial

The administration recommends that the WISD Board of Education authorize the administration to execute the service proposal with Pioneer Services for janitorial services at 4870 Clark Rd. for an annual service cost not to exceed \$28,416 for the one (1) year term.

On July 21, 2025, a Request for Proposals for custodial services was issued to four (4) vendors. In response, we received three (3) complete proposals. After careful evaluation, Pioneer Services Inc. emerged as the vendor offering the most comprehensive and cost-effective plan for routine and restorative janitorial services.

Pioneer Services Inc. is a familiar and trusted partner, having provided custodial services for several WISD programs, including High Point School, Dexter Young Adult, and Ann Arbor Young Adult. Their performance at these sites has been consistently exemplary, marked by professionalism, reliability, and attention to detail. Pioneer has also expressed a clear commitment to maintaining high service standards should they be selected to serve the Bridge Team Suite at this time.

Given their proven track record, commitment to quality, and the strength of their proposal, the administration believes entering into a service agreement with Pioneer Services Inc. is in the best interest of the district.

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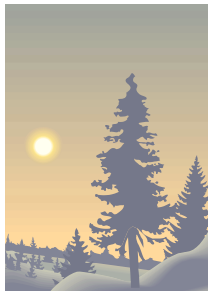
# COMMERCIAL JANITORIAL SERVICES PROPOSAL

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Prepared especially for:

Washtenaw Intermediate School District  
Bridge Clinical Team Outreach  
4870 Clark Rd., Suites 4/5  
Ypsilanti, MI 48198

Prepared by:



## PIONEER SERVICES, INC.

---

Ann Arbor, MI 48103

Phone: 734-368-6000

E-mail: [drpanes@hotmail.com](mailto:drpanes@hotmail.com)

## SERVICE SCHEDULE AND TERMS

Janitorial service for 4870 Clark Rd., Ypsilanti, MI 48198

### Routine Service Schedule

Service 5 days per week, year-round (except for school holidays and closures). Service to continue through summer. Service is performed Monday-Thursday and once per weekend (between Friday evening and Sunday evening).

### Monthly Service (in addition to routine service)

Clean HVAC vent covers

Perform high dusting

Clean light lenses (to be performed quarterly)

### Annual Restorative Service (performed on mutually agreed upon dates)

Clean all interior and exterior windows

Clean windowsills and blinds

Deep clean laminate flooring

Clean all baseboards

Spot clean walls and kitchen cabinet fronts

Extract all carpeted areas

Supplies and Equipment WISD to provide all trash liners, cleaning chemicals, soap, and paper products, Suprox for carpet extraction, sweeping/mopping equipment, and supplies. WISD to supply and service a commercial upright vacuum with hose attachment. Pioneer Services to supply and service all other flooring maintenance equipment and window cleaning products and equipment.

**We hereby propose furnishing material and labor - complete in accordance with the above specifications and those listed in the Scope of Work, for a total of twenty-eight thousand four hundred sixteen dollars (\$28,416.00) per year.**

**Contract term- 12 months beginning 9/1/25 through 8/31/26. This contract includes restorative work to be completed prior to the beginning of the 2026/27 school year.**

**Monthly invoices of \$2,368 are to be submitted at the beginning of each month. Invoice to be processed and paid within 45 days. This agreement may be terminated by either party, with cause, upon a sixty-day written notice to the other party.**

### Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and are hereby accepted.

You are authorized to do the work as specified. Payment will be made as outlined above.

Date of Acceptance: \_\_\_\_\_ Signature: \_\_\_\_\_

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# SCOPE OF WORK

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Service 5 days per week, year-round (except for school holidays and closures). Service to continue through summer. The scope of work includes areas within Suites 4 & 5 only.

## **Kitchenette, Common Areas, and Office Spaces**

Clean and disinfect all high touch surfaces daily\*  
Refill soap and paper towel dispensers as needed daily  
Clean and disinfect sink, faucet, and counters (as accessible) daily  
Spot-clean main entry door glass daily  
Empty trash and replace liners as needed  
Dust mop hard flooring daily  
Spot mop hard flooring daily  
Mop hard flooring weekly  
Spot-vacuum carpeting daily  
Vacuum carpeting weekly  
Turn lights off and lock suite entry door daily upon completion of work  
Report any maintenance needs via email or text

## **Bathrooms (only include the two bathrooms within the suite)**

Refill soap, paper towel, and toilet paper dispensers as needed daily  
Clean and disinfect toilets, sinks, counters, and mirrors daily  
Clean and disinfect door handles/knobs and light switches daily  
Empty trash and replace liners daily  
Sweep and mop floors daily  
Turn lights off when work is complete daily  
Report any maintenance needs via email or text

\*High touch surfaces include- door handles, push plates, light switches, and conference tables



# Coversheet

## Superintendent's Recommendations

<b>Section:</b>	VII. Consent Agenda
<b>Item:</b>	I. Superintendent's Recommendations
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	MBK Continuous Improvement Board Memo 2025.pdf



TO: Naomi Norman, Superintendent & the WISD Board of Education

FROM: Jamall Bufford, WMBK, Supervisor

DATE: September 3, 2025

RE: MBK Continuous Improvement Capacity Grant

I'm recommending that the WISD board accept a grant from the MBK Alliance behalf of Washtenaw My Brother's Keeper (WMBK). The term of the grant is one year for a total of \$25,000. We plan to use the grant for Lumi literacy tool subscriptions, data analysis and survey administration (including youth stipends), breakfasts/programs, planning meetings and trips (food and transportation), swag and promotions, and strengthening our programs for participant needs.

WMBK plans to utilize the grant funds to continue to uplift and empower young men of color through social-emotional support, and through workforce development opportunities. Specifically, WMBK shall provide services to establish one or more of the cradle to career pathways of success for young men of color in, including using tools such as cross-sector partnerships, holding space for intergenerational connection, community-based planning and advocacy to transform the lives of boys and men of color.

Please feel free to contact me with any questions about the work of WMBK or this funding.

# Coversheet

## B. Retainer Newsletter

<b>Section:</b>	XI. Administrative Reports
<b>Item:</b>	B. B. Retainer Newsletter
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	August_2025_School_Law_Notes.pdf



# SCHOOL LAW NOTES

AUGUST 28, 2025

## Student Issues

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JEFFREY J. SOLES	CRISTINA T. PATZELT
MICHAEL D. GRESENS	PHILIP G. CLARK
CHRISTOPHER J. IAMARINO	PIOTR M. MATUSIAK
RAYMOND M. DAVIS	JESSICA E. MCNAMARA
MICHELE R. EADDY	RYAN J. MURRAY
KIRK C. HERALD	ERIN H. WALZ
ROBERT A. DIETZEL	MACKENZIE D. FLYNN
KATHERINE WOLF BROADDUS	KATHRYN R. CHURCH
DANIEL R. MARTIN	MARYJO D. BANASIK
JENNIFER K. STARLIN	CATHLEEN M. DOOLEY
TIMOTHY T. GARDNER, JR.	KELLY S. BOWMAN
IAN F. KOFFLER	BRIAN D. BAAKI
FREDRIC G. HEIDEMANN	AUSTIN W. MUNROE
RYAN J. NICHOLSON	

GORDON W. VAN WIEREN, JR. (OF COUNSEL)

LISA L. SWEM (OF COUNSEL)

ROY H. HENLEY (OF COUNSEL)

BRADFORD W. SPRINGER (OF COUNSEL)

**THRUNLAW.COM**

**EAST LANSING**

**NOVI**

**WEST MICHIGAN**

## Section 504 and IDEA Back-to-School Reminders

The beginning of the school year is a great time to review your Section 504 and Individuals with Disabilities Education Act (IDEA) policies and procedures with faculty and staff to ensure compliance. Below are three back-to-school reminders about these important laws related to the education of students with disabilities.

### Students New to Your School or Building

IDEA-eligible students who transfer to your school at the beginning of the year are entitled to a free appropriate public education (FAPE), including services comparable to the services in the student's previous IEP, until the school either:

- (1) adopts the IEP from the previous school; or
- (2) develops, adopts, and implements a new IEP within 30 school days.

If the student transfers from out-of-state, the school, at its option, may also choose to conduct an initial evaluation to ensure that the student meets Michigan special education eligibility criteria.

For a student who transfers with an existing Section 504 plan, the new school may either:

- (1) adopt the previous school's Section 504 plan; or
- (2) conduct an evaluation and develop a new Section 504 plan if the 504 team determines the student continues to meet eligibility criteria.

If appropriate, the school may implement the previous school's Section 504 plan during the pendency of the evaluation but it is not required to do so.

Relatedly, for those students with disabilities who are transitioning to a new building (e.g., from middle school to high school), staff should familiarize themselves with each incoming student's IEP or Section 504 plan. For Section 504 students, it is not unusual for Section 504 accommodations to be location- or personnel-specific or for the Section 504 plan to include supports that the new staff may not be accustomed to providing. A thorough review by relevant staff of a student's Section 504 plan *before* the start of school can minimize implementation problems for staff.

### Child Find

Commonly referred to as the school's child find obligation, both the IDEA and Section 504 require schools to "identify, locate, and evaluate" students whom the school suspects may have a disability. Because child find is a school's affirmative duty, school officials may not wait for the student's parent or guardian to request a Section 504 or IDEA evaluation if staff suspect the student may have a disability requiring special education, related services, accommodations, or other supports. Similarly, school officials may not use the school's

Multi-Tiered System of Supports (MTSS) process as a required “first step” before a necessary special education or Section 504 evaluation.

Accordingly, school officials should remind staff at the beginning of the school year to look out for “red flags” that may indicate that a student may have a disability. Examples of child find “red flags” include, but are not limited to: the implementation of MTSS interventions for a student year after year with limited or no progress shown; a student with significant attendance or truancy issues; student behavioral issues that regularly result in the school calling parents to pick up their student early from school, sending the student to a time away, or repeated use of in-school suspension; or recommendations that a student’s school day be shortened or the student be moved to virtual programming due to the student’s behavior.

Additionally, the U.S. Department of Education’s Office for Civil Rights, which is the enforcement agency for Section 504, opined that a student with an ADHD diagnosis is presumed to be a student with a disability under Section 504 unless there is evidence to the contrary. Staff who spot any of these types of “red flags” should promptly refer the matter to the school’s special education department or Section 504 coordinator.

#### *Discipline*

When a student engages in behavior that violates the student code of conduct, the school’s procedural requirements are numerous, especially for students with disabilities. The beginning of the school year marks a good time for administrators to review the disciplinary protections afforded to students with disabilities to ensure that your school has a solid process in place for identifying and tracking disciplinary removals.

Notably, a day of removal for IDEA disciplinary purposes is not limited to suspensions and expulsions. Rather, a removal is any action taken by school personnel in response to student behavior that excludes the student for at least part of the school day and the student does not:

- (1) continue to participate or make progress in the general education curriculum;
- (2) receive IEP-required instruction or services; and
- (3) participate with the student’s nondisabled peers as required by the student’s IEP.

A disciplinary removal may also include a pattern of office referrals, repeatedly sending the student home early, or moving the student to virtual programming because of the student’s behavior. Failure to keep track of both formal and “informal” disciplinary removals may result in untimely manifestation determinations and other compliance issues.

To learn more about these and other legal protections for students with disabilities, join Thrun’s special education attorneys for our Special Education Law Boot Camp webinar series beginning September 23, 2025. To register, please visit [www.ThrunLaw.com/calendar/list](http://www.ThrunLaw.com/calendar/list).

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### **Proceed with Caution: Applied Behavior Analysis Therapy for Students by Outside Providers**

Increasingly, parents are either removing their students from school for all or part of the school day to receive Applied Behavior Analysis (ABA) therapy from outside providers or requesting that their student’s outside ABA provider be allowed to work with the student at school during the school day. Considerations for such arrangements are discussed below.

#### *MDE & MDHHS Guidance*

In January 2025, MDE and MDHHS issued [\*Guidelines for the Provision of Applied Behavior Analysis \(ABA\) in Public Schools\*](#), which addresses various issues encountered by schools related to the provision of ABA therapy at school. The Guidelines cover ABA fundamentals and the various ways ABA providers deliver their services.

The Guidelines also address what schools should consider when parents request that a private ABA therapist work with their student at school during the school day. Critically, schools are *not* required to allow a student’s outside service provider into the school to provide ABA therapy.

For parents who choose to remove a student from school to participate in private ABA therapy, the Guidelines, consistent with MDE’s September 2022 [\*Shortened School Day\*](#) guidance, remind school officials that a school day for a student with an IEP should be no shorter than a school day for a student without a disability. The Guidelines state that “a school district must never be expected to reduce a student’s school day because of a physician statement, prescription, or parent request so the student can attend private ABA therapy.” Further, the guidance reminds school officials to follow their school’s attendance and truancy procedures for these students.

#### *IDEA Considerations*

The IDEA requires schools to provide eligible students with a FAPE, which includes the provision, supervision, and direction of needed special education and related services. Before deciding whether to allow a student’s outside ABA provider to work with a student at school, school officials should consider whether the student requires ABA services to receive a FAPE. If ABA



services are necessary, or if a parent requests that ABA be provided for and paid by the school, the school should convene an IEP Team meeting to determine if the student requires school-based ABA therapy for FAPE. If the IEP Team determines that school-based ABA therapy is not necessary for FAPE, the parent should be provided prior written notice that reflects that the option was considered and rejected.

If school officials determine that a student needs school-based ABA therapy to receive FAPE, the school is responsible for providing and funding the service. The school may contract with or employ a qualified provider of its choice and is not required to contract with the student's outside service provider.

If contracting with an outside provider, the contract should address:

- student confidentiality/FERPA;
- liability insurance for the outside service provider;
- financial arrangements;
- job description, including an explicit description of the provider's role;
- school's supervisory structure and communication channels applicable to the provider;
- school's training requirements for the provider;
- adherence to school and district policies and procedures; and
- screening and background checks.

School officials should also review any applicable collective bargaining agreements to ensure that the third-party contract does not infringe on a bargaining unit's scope of work.

Unintended consequences for the student and the school may result from allowing an outside ABA provider to come into school and provide a student with services. We recommend that school officials review the above-referenced Guidelines and then consult with legal counsel before permitting such services at school during the school day.

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### **IEP Considerations: Implementation and Documentation**

With the new school year, school officials should take the opportunity to remind staff of their role in implementing students' IEPs and maintaining adequate documentation to prove implementation. The IDEA and related rules and regulations require schools to implement IEPs with fidelity, and failure to do so may result in legal liability. Reminding staff of their IEP implementation responsibilities and providing them

with the tools to efficiently track implementation can avoid issues and ensure students receive the required services and accommodations.

Building administrators, teachers, case managers, service providers, and other instructional staff should be mindful of the following legal requirements and best practices:

- (1) Ensure that every IDEA-eligible student has a current IEP in place at the start of the school year and that all staff working with the student have access to the student's IEP and are informed of their specific IEP implementation responsibilities. Develop an efficient method to transmit IEPs (or specific information from IEPs) to staff who have implementation responsibilities. For example, case managers could send IEPs (or the "IEP At a Glance") to staff via email with the expectation that staff review all documents before the beginning of the school year and require an acknowledgment of receipt. Further procedures should be developed to address schedule changes, staff reassignment, and mid-year hires so that any staff member responsible for implementing a student's IEP receives a copy and understands their obligations. In the event of litigation, these procedures will help prove compliance.
- (2) Before the school year starts (or as early in the school year as possible) and at any time there is a change in staffing, confirm that the providers assigned to deliver IEP services to a student are qualified to do so.
- (3) Make sure that IEP services, including transportation, are implemented at the beginning of the school year. If a state or due process complaint is filed alleging a failure to provide FAPE, the school may be at a disadvantage if provider logs demonstrate that services were not provided at the start of the school year. Similarly, remind service providers that they are responsible for providing the service minutes established in the IEP regardless of staff absences and holidays. Staff should be reminded to pay close attention to the language of the IEP, including any designated ranges or explanations for how services will be delivered during shortened weeks and shortened months. The minimum amount of service reflected in the IEP must be provided and documented.
- (4) Encourage questions from staff and build in training time to ensure that supplementary aids and services are properly implemented.

- (5) Provide implementation checklists and logs to staff responsible for providing supplementary aids and supports so that periodic IEP compliance checks can be completed. Identified areas of non-compliance should be addressed by the IEP Team. Logs and checklists should be easy to use and should not create unnecessary burdens for staff. Early school staff training on use of these tools should emphasize the importance of tracking and maintaining this documentation.
- (6) Encourage teachers and providers to communicate IEP and implementation concerns to the student's case manager or special education director or supervisor when concerns arise. Assure them that the school would rather learn of a problem as early as possible so that the situation can be addressed immediately, rather than waiting until the next annual IEP Team meeting after significant compensatory education may already be owed.
- (7) If a student is transitioning to a new building, or staff has transferred between buildings, take the time to check in with the new provider to confirm their service lists are accurate and they are aware of every student who needs service in their building or is on their caseload.
- (8) Ensure that all teachers include critical IEP implementation information in their substitute plans so that students receive their services and accommodations even during provider absences. A school may violate the IDEA if a substitute teacher is unaware of a student's specific needs and fails to provide the student's required services and accommodations.

Recent state complaints and due process hearing decisions demonstrate that MDE and administrative law judges expect to see written documentation of IEP implementation. Accordingly, we recommend that school officials start the year off strong by establishing clear IEP implementation and documentation expectations and providing helpful tools to make this important responsibility easier for all staff.

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## Department of Justice Issues Diversity Initiatives Guidance

On July 29, 2025, the U.S. Department of Justice (DOJ) issued a [memorandum](#) that places restrictions on Diversity, Equity, and Inclusion (DEI) programs for federally funded entities, including educational institutions.

The DOJ memo initially identifies certain practices as “prohibited,” but the memo subsequently clarifies

that its purpose is to describe “best practices” and “non-binding suggestions” to help educational institutions “mitigate the legal, financial, and reputational risks associated with unlawful DEI practices and fulfill their civil rights obligations.”

The memo highlights a “non-exhaustive” list of unlawful practices, such as offering race-based scholarships, as well as “internships, mentorship programs, or leadership initiatives that reserve spots for specific racial groups, regardless of intent to promote diversity.” It further prohibits hiring and recruitment strategies that use racial proxies or euphemistic terms to promote diversity (e.g., prioritizing applicants from “underrepresented groups”). The DOJ instructs educational institutions to evaluate candidates based on “skills and qualifications” rather than “demographic-driven criteria.”

DEI training is not expressly barred, but the memo warns against certain practices in diversity training that create a “hostile environment” for participants. Examples of prohibited practices include dividing participants into groups based on race or gender and stereotyping or demeaning individuals based on protected characteristics, including suggesting that certain groups are inherently privileged. Further, the memo states that employees and students must be permitted to opt out of any diversity training with no negative consequences.

According to the memo, educational institutions cannot restrict facility use based on protected characteristics (e.g., student study lounges or faculty lounges reserved for members of a particular race or gender). Yet, it clarifies that this restriction does not apply to single-sex facilities reserved for women or girls, such as bathrooms, showers, and locker rooms. Likewise, the memo expresses the general view that compelling women to share intimate spaces with men or allowing men to compete in women's sports “would typically be unlawful.”

Again, the memo is *not* legally binding. Rather, it offers a set of “best practices” that align with the current administration's position on federal civil rights law. When considering the “best practices” outlined in the memo, school officials must also be sure that they follow state law. In particular, the Michigan Constitution, Article I, Section 26, expressly prohibits schools from discriminating against or granting preferential treatment to any individual or group based on race, sex, color, ethnicity, or national origin. Further, the Michigan Elliott-Larsen Civil Rights Act (ELCRA) prohibits schools from discriminating against employees, students, and others based on religion, race, color, national origin, age, sex, sexual orientation, gender identity or expression, height, weight, familial status, or marital status. For those school officials who are unsure about the legality of any school policy or

practice in light of this DOJ memo, and its relation to both the Michigan Constitution and the ELCRA, we recommend that you contact a Thrun attorney for assistance.

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### Potential Pitfalls of Misclassifying Employees as Independent Contractors

Although treating a worker as an independent contractor may appear to offer cost-savings, employee misclassification can expose employers, including schools, to significant financial liability and scrutiny from state and federal agencies. Before classifying a worker as an independent contractor, school officials should carefully review and understand the tests used to determine whether an independent contractor classification is appropriate.

#### Applicable Tests

Michigan courts apply a four-factor variation of the U.S. Department of Labor's (DOL) economic realities test to determine whether a worker is economically dependent on the employer. The test analyzes the totality of the parties' relationship, and no single factor is controlling. However, economic dependency suggests an employer-employee relationship. Michigan's economic realities test considers the following factors in determining whether a worker is properly classified as an independent contractor or an employee:

- (1) *Control of a worker's duties.* If the employer sets the work schedule, supervises work performance, or limits the worker's ability to work for others, these factors weigh in favor of an employer-employee relationship. However, exercising control to ensure compliance with applicable federal, state, or local law does not lead to an inevitable conclusion that a school controls a worker's duties.
- (2) *Payment of wages.* If an employer sets the worker's pay rate, determines pay intervals, withholds payroll taxes, and issues wage statements, these practices support that an employer-employee relationship exists.
- (3) *Right to hire, fire, and discipline.* If an employer possesses the unilateral authority to recruit, terminate, or impose disciplinary measures on a worker, this factor weighs heavily in favor of an employer-employee relationship.
- (4) *Extent to which the work performed is an integral part of the potential employer's business.* This factor considers whether the function the worker performs is critical, necessary, or central to the employer's

principal business. If so, this factor weighs in favor of the worker being an employee.

Please note that different entities use different independent contractor tests. For example, the IRS uses a more comprehensive 20-factor test rather than the economic realities tests used by Michigan courts or the DOL. Regardless of the test, the more control that an employer exercises over a worker, the more likely that an employer-employee relationship exists with that worker.

#### Risks of Misclassification

Importantly, schools that misclassify employees as independent contractors risk being reported, among other places, to the IRS, the DOL, and the State of Michigan. Employee misclassification may also be discovered by an agency audit.

Misclassification poses significant risks, including potential federal tax liability, missed Office of Retirement Services contributions, and potential minimum wage and overtime liability under the Fair Labor Standards Act. Treating a worker as an independent contractor when the worker is in fact an employee may also trigger liability under various employee benefit statutes, including the Affordable Care Act, the Family and Medical Leave Act, the Americans with Disabilities Act, and the Michigan Earned Sick Time Act. To reduce the risk of incurring penalties for making a misclassification, school officials should exercise caution when designating a worker as an independent contractor. For example, an independent contractor who provides counseling services to students on a full-time basis could be classified as an employee if that contractor works the full school year and school officials direct the contractor on how and when to complete tasks. Likewise, coaches who are selected and supervised by a school official may not be true independent contractors under Michigan's economic realities test. If you are unclear about a worker's employee or independent contractor status, please contact your Thrun labor and employment attorney for assistance.

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### Back to Basics: Teacher IDPs

Individualized development plans (IDPs) play a vital role in helping school officials evaluate probationary teachers and tenured teachers exhibiting disciplinary or performance deficiencies.

The Teachers' Tenure Act requires that all probationary teachers receive an IDP developed by an "appropriate" administrator in consultation with the teacher. Revised School Code Section 1249 also mandates that schools implement IDPs for all teachers in their first year of probation in the employing school.

and for any teacher (tenured or probationary) who received a “developing” or “needing support” rating on their most recent year-end performance evaluation. Even an “effective” teacher may have an IDP to address performance deficiencies, unless a collective bargaining agreement limits the administration’s authority to issue IDPs in such circumstances.

While the law does not provide a particular IDP form, Section 1249 requires that a school post on its website a description of the process used to create IDPs. The process must give the teacher a meaningful opportunity to provide input on the IDP’s development. Because the school has final discretion over the IDP’s contents, the school is not required to incorporate the teacher’s input into the finalized IDP.

An IDP must include specific performance goals to assist the teacher with improving effectiveness and must identify training that helps the teacher meet those goals. A manageable IDP typically contains three to five goals, corresponding steps to meet those goals, and a description of the teacher’s and administrator’s responsibilities. The IDP must designate a specific time during which the teacher must make progress toward the goals that may not exceed 180 days. Administrators should document the teacher’s progress toward meeting their IDP goals throughout the school year.

Section 1249 also requires a midyear progress report for teachers in their first year of probation and teachers who received a “developing” or “needing support” rating in their most recent year-end evaluation. The midyear progress report must align with the IDP.

Administrators should obtain the teacher’s signature on the IDP and midyear progress report. If the teacher refuses to sign the document, we recommend that the administrator sign and date the document and write “refused to sign” on the teacher’s signature line. The teacher should receive a copy of their IDP, and a copy should be placed in the teacher’s personnel file.

At the end of the school year, or at least by September of the following school year, administrators should meet with each probationary teacher, as well as with each tenured teacher who received a “developing” or “needing support” rating on the most recent year-end performance evaluation, to develop an IDP.

A teacher’s IDP is relevant to many other parts of the performance evaluation system, including the midyear progress report, professional development, coaching, and observations. The year-end evaluation for any teacher or administrator who has an IDP should clearly indicate whether IDP goals were met.

Because a collective bargaining agreement (CBA) is no longer prohibited from including provisions that address teacher evaluations, school officials should

review the applicable CBA to ensure compliance with any terms that apply to IDPs. If the CBA is silent on teacher evaluation procedures, school officials should refer to board policy that has been updated to include RSC Section 1249’s 2024 amendments. For Thrun Policy Service subscribers, Policy 4403 (“Performance Evaluation”) addresses teacher evaluations, including IDPs and midyear progress reports.

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## Construction Contract Foundations

Cracks in a school construction contract’s foundation can lead to costly disputes, project delays, and unexpected financial burdens. This article highlights key construction contract pitfalls and offers recommendations for securing legally compliant, favorable contract terms.

### *Indemnification*

For Michigan public schools, indemnification is typically a one-way street. Indemnification means reimbursing another party for losses, damages, or liabilities claimed by a third party. Although construction managers, architects, and contractors often seek to include mutual indemnification provisions in their contracts, Michigan case law makes clear that public schools lack explicit legal authority to indemnify third-party contractors in most circumstances.

On the flip side, a school should be indemnified for damages that arise from a contractor’s or construction professional’s negligence or contract breach. Because of litigation costs, we strongly recommend including indemnification provisions that allow the school to recover attorney fees in the event of a dispute. In the absence of such a provision, attorney fees are likely unrecoverable, which may dissuade a school from pursuing a valid claim.

### *Construction Supervision*

Construction supervision is a critical, yet often overlooked, aspect of construction contracts. It is required by two Michigan laws: the Occupational Code and the School Building Construction Act (SBCA). The Occupational Code requires that materials and completed phases of construction be reviewed “under the direct supervision of a licensed architect or licensed professional engineer.”

The SBCA, previously required an architect, engineer, or other “qualified person” (i.e., construction manager) to supervise school construction projects. Whether this requirement still applies, is less clear due to recent legislative amendments. As reported in our [July 2024 edition of School Law Notes](#), Governor Whitmer signed into law Public Act 67 of 2024 (PA 67),



which amended the SBCA. PA 67 removed the SBCA's express requirement that an entity supervise a construction project, but the SBCA still refers to the responsibilities of the "person supervising construction." This suggests that the SBCA continues to require construction supervision.

The Michigan Attorney General previously issued opinions that an entity cannot both construct *and* supervise a project because it creates an inevitable conflict of interest (i.e., the entity is evaluating its own performance). In light of this concern, we continue to suggest that schools contract with independent project supervisors, such as construction managers or owner's representatives, to ensure the school's interests are adequately represented and protected.

#### *Delay Damages*

Standard-form construction contracts often include contractor-friendly delay damages, which allow a contractor to recover monetary damages from a project owner for delays. This poses a significant risk for public schools, as delays caused by the actions or inactions of a school's consultant or even another contractor could be attributed to the school.

For example, if one contractor delays the project, it could result in extra equipment rental costs and overtime expenses for other contractors. Without a "no-damages-for-delay" provision, a contractor may be able to recover those costs from the school. There may not be enough money in the project fund to cover those costs, particularly in a project's later stages, leaving a delayed contractor with a possible claim to other school funds.

#### *Additional Services*

Standard-form consultant contracts may include an "additional services" provision, which refers to any work that a consultant performs outside the base contract scope that entitles them to additional compensation beyond the base fee. Consultant contracts should be closely reviewed to determine when a consultant can charge extra fees.

Though some situations may warrant additional compensation via change order, school officials should understand when that would occur, a reasonable estimated cost, and require written authorization before any additional services are performed and charged. A good rule of thumb is that a consultant's base fee should cover all services necessary to complete the originally planned project (i.e., a project with no additional owner-directed work scope).

#### *Drawings and Diagrams*

It is crucial for an architect contract to expressly authorize a school's permission or license to use the drawings and specifications even after the architect

stops providing services, either by project completion or termination, *without* paying an additional fee. Future consultants will need those documents to complete, modify, or add to the project. Because a school pays the architect to prepare the drawings and specifications for the project, the architect agreement should grant the school an irrevocable right to use them.

#### *Procurement and Legal Counsel*

Although not required by Michigan law, issuing a request for proposal to select construction consultants may allow a school to state its terms upfront, and have bids submitted under the condition of those terms. Additionally, school officials should review board policy, as it may in some cases require that consultant services be formally bid out. To protect the school's interests, school officials should contact legal counsel early in the project's planning stages to assist with both the selection process and contract preparation.

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### **2026 Election Dates and Deadlines**

A school may place millage and bond proposals on the ballot for the three regular election dates each year (four in a presidential election year), as well as certain petition initiative election dates. The 2026 regular election dates available for voting on millage or bond proposals are:

May 5  
August 4  
November 3

A certified copy of the school board resolution approving ballot language for millage or bond proposals must be filed with the school's election coordinator (typically, the county clerk) at least 12 weeks before the chosen election date (e.g., for the May 5, 2026 election, the filing deadline is 4:00 p.m. on February 10, 2026).

School officials should note that the filing deadline is absolute. A resolution filed even a few minutes after the 4:00 p.m. deadline will be rejected by the election coordinator.

A school's registered electors may circulate petitions to place a millage or bond proposal on the ballot on a date other than the regular election dates listed above. Petitions bearing enough signatures must be filed at least 12 weeks before the applicable election date. For 2026, the available petition initiative "floater" election dates are the following Tuesdays:

January 6, 13, 20, 27  
February 3, 10, 17, 24  
March 3, 10, 17, 24, 31  
June 16, 23, 30  
September 15, 22, 29  
December 15, 22, 29



The 2026 regular and “floater” election dates may be used to seek voter approval for any of the following:

- millage renewal;
- restoration/override of Headlee reduction to existing millage;
- new millage, such as sinking fund, recreational, special education, vocational education, or regional enhancement; or
- bonds.

For a new bond issue that a school would like qualified under the School Bond Qualification and Loan Program, school officials should contact their bond attorney at least six months before the selected election date to schedule a preliminary qualification (PQ) meeting with the Department of Treasury. For the May 2026 election, Treasury’s availability for PQ meetings is filling up fast. We recommend that school officials plan accordingly and contact a Thrun attorney to schedule a PQ meeting as soon as possible.

Importantly, after the PQ meeting, Treasury requires 30 days to review a school’s PQ application. Treasury has previously granted exceptions to the 30-day requirement on a case-by-case basis to enable a school board to approve its PQ application at a regularly scheduled board meeting. Treasury has indicated that exceptions put such a strain on its internal processes that, going forward, no further exceptions to the 30-day requirement will be granted. A PQ meeting should be scheduled as early as possible to accommodate Treasury’s 30-day review window and coordinate with the board’s regular meeting schedule. A school board should also be prepared to call special meetings when necessary to comply with the Treasury’s timelines for the preliminary qualification process.

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### Reminder: October 1 Is Fall Count Day

The student count days for the 2025-26 school year are October 1, 2025 and February 11, 2026. The October 1 count day is approaching quickly and 90% of a school’s per-student state aid is based on that day’s membership count.

MDE has not yet issued the 2025-26 Pupil Accounting Manual (PAM), but the most recent PAM requires school officials to ensure that:

- each student is enrolled on or before the count day;
- student schedules on count day and attendance records match;
- attendance records identify the teacher, class, hour, and dates of instruction;
- attendance records, including computer-generated records, are signed by the teacher of record;

- computer-generated records are verified, signed, and dated weekly by the teacher of record;
- attendance records, whether electronic or handwritten, are easily readable;
- the school maintains *one* official attendance record;
- attendance marks and excused/unexcused absences comply with school policy; and
- each instructor is certified and endorsed to teach the assigned content and grade or otherwise holds a substitute teaching permit or other MDE-issued authorization.

A school must demonstrate that it has satisfied *all* legal requirements to be eligible for state aid reimbursement for a counted student. Failure to follow pupil accounting rules and requirements may prompt MDE to reduce a school’s student count, thereby reducing state aid.

Each year, several schools are faced with a potential state-aid reduction for failing to comply with the PAM. Those situations often involve simple and avoidable errors, such as students not being instructed by a properly certificated teacher (or by an individual with a substitute permit or other MDE authorization) or a teacher of record neglecting to sign attendance records. Other common mistakes include:

- counting students who do not meet Revised School Code Section 1147 age requirements (e.g., at least age 5 by September 1 of the school year of enrollment *or* at least age 5 by December 1 of the school year of enrollment if the student’s parent or legal guardian provides the school with written notice of their intent to enroll the student);
- allowing shared-time students to take classes that are not available to all students, not taught by a certified teacher, or are “core classes” as interpreted by MDE; and
- failing to properly document student attendance.

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### Reminder: School Safety Drill Requirements

Michigan’s Fire Prevention Code (FPC) requires each general powers school district, intermediate school district, and public school academy operating any of grades K through 12 to conduct fire, tornado, and lockdown drills.

#### 2025-26 Requirements

During the 2025-26 school year, a school must, at a minimum, conduct the following drills:

- 5 fire drills, with at least 3 held by December 1, and the other 2 conducted during the remainder of the school year with a reasonable interval between the drills;
- 2 tornado drills, with at least 1 held in March; and
- 3 lockdown drills, with at least 1 conducted by December 1, and at least 1 after January 1.

One of the drills listed (either fire, tornado, or lockdown) must take place “during either lunch or recess period, or at another time when a significant number of the students are gathered but not in a classroom.” By September 15, the school’s chief administrator (i.e., the superintendent) must provide a list of the scheduled drill days to the county emergency management coordinator.

#### *Lockdown Drills*

During a lockdown drill, students and staff must be restricted to the interior of the school building. The drill must include security measures that are appropriate to “an emergency,” such as the release of a hazardous material or the presence of a potentially dangerous individual in or near the school building.

The school board must seek input from school administration and local public safety officials on the nature of the drills. State and local police may, but are not required to, participate.

#### *Rescheduling Drills*

The FPC allows a school’s chief administrator to reschedule a safety drill due to conditions not within the control of school authorities (e.g., severe storms, fires, epidemics, utility power unavailability, water or sewer failure, or health conditions, as defined by public health authorities). A canceled safety drill must be rescheduled to occur within 10 school days after the original date, and the school’s chief administrator must notify the county emergency management coordinator of the rescheduled date.

#### *Posting*

Within 30 school days after conducting a safety drill, school officials must post documentation on the school’s website that the drill occurred. The school’s website must display this information for at least three years. Documentation must include the:

- school name;
- school year;
- drill date, time, and type;
- number of completed drills to date for that drill type;
- school principal’s or designee’s signature acknowledging the drill; and
- name of the person who conducted the drill, if not the school principal.

Failing to conduct the required safety drills is a violation of the FPC and is punishable as a misdemeanor. The upcoming September 15 scheduling deadline is fast approaching. Be sure to also contact the county emergency management coordinator about recommended practices for conducting drills.

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### **Preamble & Pupils: Constitution and Citizenship Day in Michigan Public Schools**

September 17 is federal Constitution Day and Citizenship Day, commemorating the signing of the U.S. Constitution. Educational institutions that receive federal funds are required to hold an educational program about the U.S. Constitution for their students on that date. While firework celebrations are not required, school officials should consider providing instruction on the Constitution and citizenship on September 17, or they may contact their county bar association to ask if local attorneys are available to present on these topics. Additionally, a variety of resources for schools are available online, including from [the National Archives](#), [the State Bar of Michigan](#), and [the Smithsonian Museum of American History](#).

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## Schedule of Upcoming Speaking Engagements

Thrun Law Firm attorneys are scheduled to speak on the legal topics listed below.

For additional information, please contact the sponsoring organization.

[www.thrunlaw.com/calendar/list](http://www.thrunlaw.com/calendar/list)

Date	Organization	Attorney(s)	Topic
September 5, 2025	Shiawassee RESD	Michele R. Eaddy	Section 504 Training
September 9, 2025	MASPA	Lisa L. Swem	Employee First Amendment Speech Rights
September 11 & 12, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Policy Implementation Meetings
September 12, 2025	SEAOC	Michele R. Eaddy	Special Education Law Update
September 17, 2025	MSBO	Mackenzie D. Flynn Kelly S. Bowman	Developing and Managing RFPs: Contracts
September 18, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Labor Webinar Series – Employee Evaluations: What You Need to Know
September 18, 2025	Calhoun ISD	Robert A. Dietzel	Hot Topics in Special Education
September 18, 2025	MASA	Michele R. Eaddy Ryan J. Nicholson	Effective Board Policies: Development, Adoption, Implementation
September 23, 2025	MASSP	MaryJo D. Banasik Austin W. Munroe	Probationary Pitfalls: Navigating Teacher Evaluations and Non-Renewals Webinar
September 23, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Special Education Law Boot Camp Webinar Series – Comprehensive Webinar
September 24, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	2020 Title IX Regulations Comprehensive Training Webinar
September 24, 2025	Muskegon Area ISD	Robert A. Dietzel	Student Discipline & Seclusion/Restraint
September 26, 2025	Ottawa Area ISD	Robert A. Dietzel	Legal Issues Related to Dyslexia
October 1, 2025	MNA	Lisa L. Swem	Keynote: Lessons Learned Over the Years of Bargaining
October 2, 2025	MNA	Katherine Broaddus	No Settlement in Sight – What Now?
October 3, 2025	MNA	Robert A. Dietzel	Legal Update
October 3, 2025	MNA	Timothy T. Gardner, Jr.	Salary Schedule Lane Changes – Parameters and Process
October 3, 2025	MNA	Raymond M. Davis	Reduction in Force



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Date	Organization	Attorney(s)	Topic
October 7, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Special Education Law Boot Camp Webinar Series – Maneuvering Through the Maze of Special Education Discipline
October 7, 2025	MSBO	Philip G. Clark	Prevailing Wage: What's Old is New Again
October 7, 2025	MSBO	Kirk C. Herald Mackenzie D. Flynn	Everything You Want (and Don't Want) to Know about Energy Improvement Projects
October 8, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Superintendent Survival Guide Webinar
October 10, 2025	Branch ISD	Robert A. Dietzel	Legal Update
October 21, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Special Education Law Boot Camp Webinar Series – Developing Legally Compliant IEPs = FAPE For Kids
October 22, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	2020 Title IX Regulations Comprehensive Training Webinar
October 22, 2025	Charlevoix-Emmett ISD	Robert A. Dietzel	Section 504
October 24, 2025	UP Special Education Conference	Robert A. Dietzel	Special Education Update
October 25, 2025	MASB	Cathleen M. Dooley	Effective Board Policies: Development, Adoption and Implementation
October 28, 2025	MASSP	Kelly S. Bowman Brian D. Baaki	Managing Information Requests: FERPA, Subpoenas, and Legal Best Practices
November 4, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Special Education Law Boot Camp Webinar Series – LRE and Placement: Considering the Full Continuum
November 6, 2025	#Talking AAC 2025	Michele R. Eaddy	Legal Update
November 18, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Special Education Law Boot Camp Webinar Series – The Devil's in the Docs and Data!



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November 19, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	2020 Title IX Regulations Comprehensive Training Webinar
November 20, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Thrun Labor Webinar Series – CBA Summary: Grievances & Collective Bargaining
November 20, 2025	Mecosta-Osceola ISD	Michele R. Eaddy	Special Education Legal Update
December 4 & 5, 2025	Thrun Law Firm, P.C.	Thrun Attorneys	Policy Implementation Meetings