



Michigan School Business Officials

A02-Human Resources for the Business Manager

Michigan School Business Officials
Annual Conference 2026

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Wednesday, April 22, 2026 | 9:20am – 12:20pm

PRESENTED BY: Hiring Solutions, LLC



Agenda

1. Introduction & Labor Market Overview - TS
2. Issues Facing Schools - MD
3. Talent Acquisition - RV
4. Pre-Employment Assessments - RV
5. Succession Planning - TS

6. Artificial Intelligence (A.I.) – RV
7. Compensation - TS
8. Onboarding - RV
9. Retention - RV
10. Major Laws & Regulations – TS



Introduction

In a competitive marketplace, “human capital is an organization’s only sustainable competitive advantage.” (Barney, J. 1991. Firm Resources and Sustained Competitive Advantage. Journal of Management, 17 (1), 99 – 120).

- Is working for a school system attractive to potential applicants?
- What are your current hiring practices?
- What recruiting tactics have been effective in making great hires?
- Who is responsible for Human Resource practices?



Hiring Statistics

Aberdeen Group Inc. / Human Capital Institute

In a recent study, 85% of HR executives state “the single greatest challenge in workforce management is creating or maintaining their companies’ ability to compete for talent”.

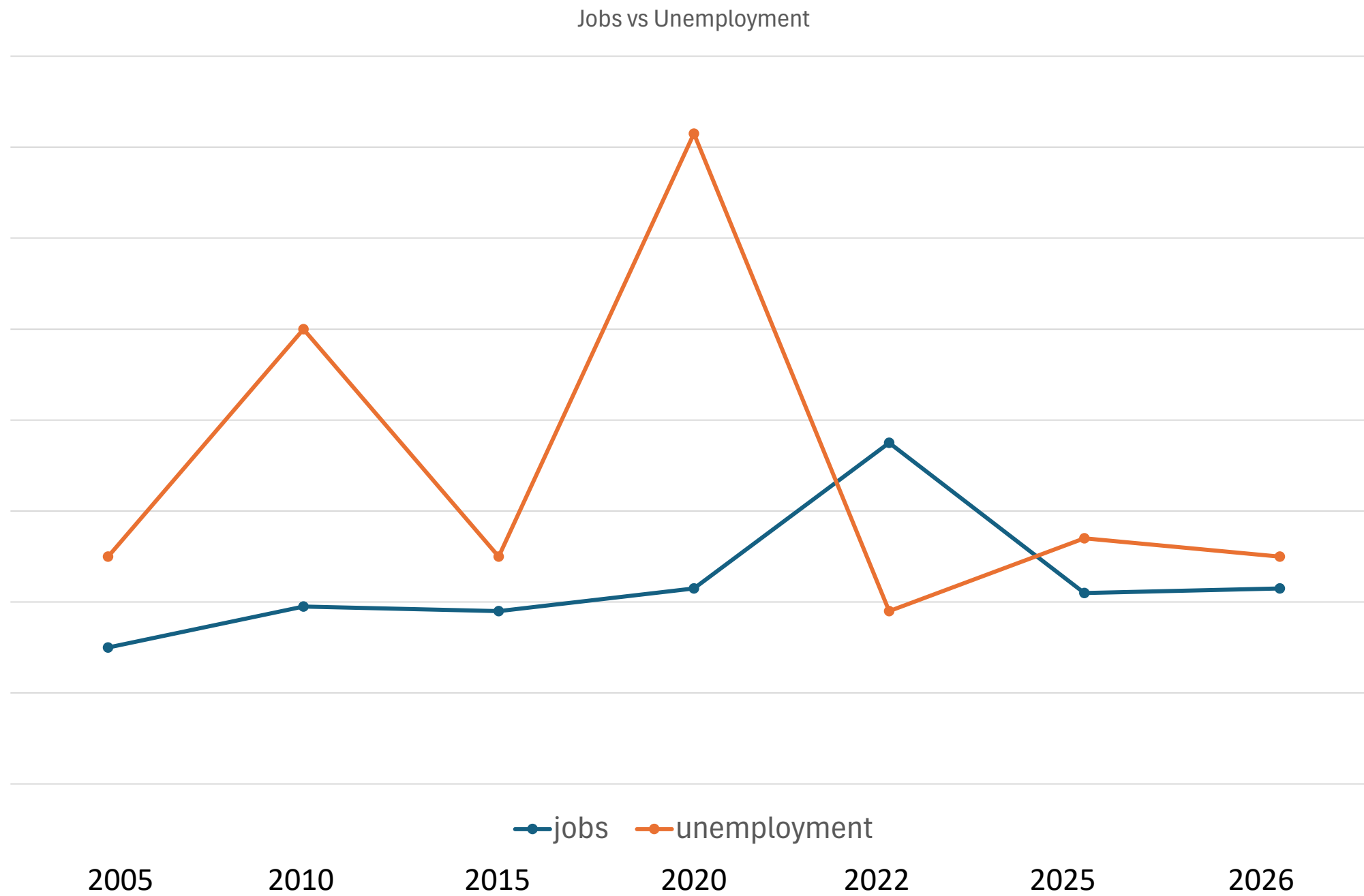
National Commission on Teaching and America’s Future

Teacher turnover costs the nation’s districts \$7 billion annually for recruiting, hiring and training.

Society of Human Resource Management (SHRM)

Recruiting via social media is growing with 84% of organizations using it currently and 9% planning to use it.

Current Environment



Some Perspective: Unemployment in Michigan

- **May 1933:** 24.9% (Great Depression)
- **July 2009:** 15.9% (Great Recession)
- **February 2020:** 3.5%
- **April 2020:** 23.6%
- **March 2026:** 5.0% (MI)
- **March 2026:** 4.3% (US)

Current Trends

- **Shifting demographics**
 - Low hire, Low quit – lowest since April 2020
 - Less mobility, lower turnover
 - Remote/hybrid models = more applicants
- **Talent shortages**
 - Slight easing in lack of qualified candidates
 - Competition with other organizations
- **Risk aversion** – changing jobs in this environment deemed too risky
- **Artificial Intelligence (AI) Impact**
- **Talent shortage mitigation**
 - Fit job to candidates not candidates to job
 - Hire for attitude, train for skills
- **Wage inflation – WorldatWork data**
 - Average salary increases for educational institutions in Michigan – 3.2% (2025 actual), 3.0% (2026 projected), salary range adjustments 2.0% (2025 actual), 1.0 (2026 projected)

2. Superintendent's Corner

Concerns

- Learning loss post-COVID
- Literacy focus
- Dissolution of DOE, new demands, future federal funding with strings attached, and-DEI
- Cell phones in classroom
- Student mental health, social media, and AI
- Retirements and attrition
- Safety
- Organizational culture, trust, transparency
- Negotiations
- Funding
- Communication with constituents
- Negative perception of public education, political fodder
- Board Member turnover



What makes your school a great place to work?

- The importance of “selling” an applicant.
- Crafting your district’s message!



Governance

State and Federal Laws, MDE/USDE Rules and Regulations, Federal and State Court Decisions

Board of Education Policy

Administrative Guidelines, Forms

Employee Handbook, Student Handbook, Athletic Handbook, Transportation Handbook, Student Code of Conduct

Freedom of Information Act (FOIA)

- What is FOIA?
 - Law of disclosure
 - Protected information
- What this means:
 - Upon proper notice, requires the disclosure for inspection or copying of most public records.
 - Predates email, texting, “tweets,” cell phones and other modern communication equipment.
 - Does not require the district to create reports or projections which did not exist prior to the request.



FOIA Timeline

- If you are unsure, obtain legal counsel.
- You have five days to reply but can extend to ten if needed.
- If denying a request, declare a reason
 - i.e. student names and addresses).
 - Provide the right to repeal your denial.
- Keep all requests and responses on file for one year.
- You can charge for employee time and for copies to assemble a response.
 - Advise the person in advance.
 - May request up to 50% in advance for a large request.



Public Employment Relations Act (PERA)

- Mandates that a public employer must bargain collectively with representatives of its employees
 - Must be selected by most of the employees in an appropriate unit
 - Can be voluntarily recognized
 - Typically, a union
- Can request information that must be compiled by the employer so the union can prepare or continue to bargain.
- Within 30 days, employer must provide:
 - Name, address, phone number
 - Classification
 - Work email
 - Hire date
 - Status (full/pt time)
 - ID #

These topics must be bargained.

- Collecting union dues (Janus decision still applies)
- Teacher placement
- Layoff and recall
- Teacher observations and evaluations
- Discipline and discharge decisions
- Merit pay
- Ineffective teacher notices
- Intergovernmental agreements

No longer prohibited:

- Increased pay/benefits before an agreement is reached
- Retroactive wages/benefits



3. Talent Acquisition

Employer Branding

“*Jobvite* polled over 1,600 talent acquisition professionals and found that the labor market continues to gain strength, that a shortage of skills is still recruiters' biggest challenge and that employer branding is forecast to take the biggest slice from the recruiting budget.” (*SHRM*)



Types of Job Seekers

Active Job Seekers:

Applicants who need a job and are actively looking for information about job openings.

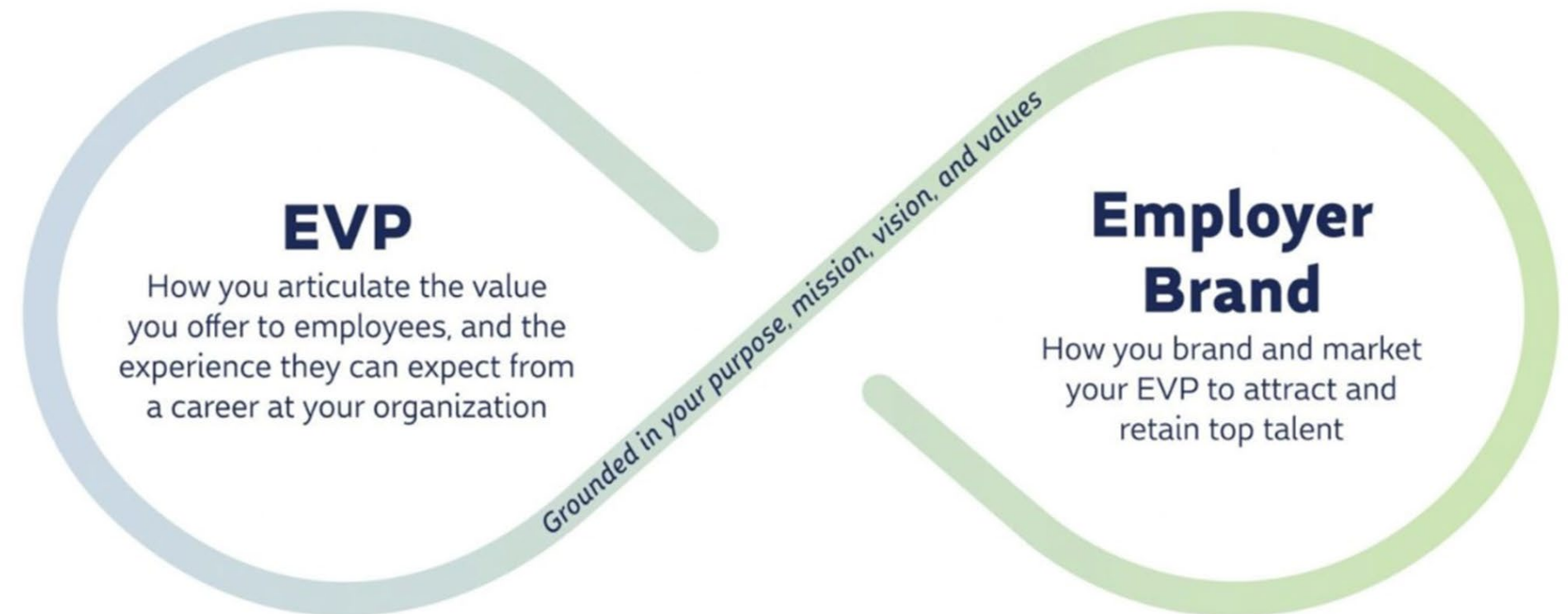
Passive Job Seekers:

Currently employed and are not actively seeking another job, but could be tempted by the right opportunity.

- Many highly qualified candidates are usually in this group
- Can be difficult to find these candidates and interest them in your job opportunity.
- 80% of successful candidates at HSLLC are passive job seekers.

What is your Employee Value Proposition (EVP)?

- The balance of rewards and benefits that are received by employees at work.
- Employer branding.
- What do your employees say?
 - Employee engagement/satisfaction survey.
 - Exit interviews.



EVP Example



November 7, 2022

Dear Prospective Finance Director:

It is my distinct pleasure to introduce you to the Watervliet Public School District! Our school district sits in the *Fruitbelt of Michigan* - Southwest Michigan's Berrien County. The City of Watervliet is a tight-knit community of 4,000 people located adjacent to scenic Paw Paw Lake in the Northeast corner of the county, right off of I-94, in close proximity to Kalamazoo, South Bend, Grand Rapids, and the splendor of Lake Michigan's beautiful Sunset Coast.

Watervliet Public Schools is a suburban/rural school of approximately 1,500 students that is well-regarded for its exceptional school culture, strong academic programs, competitive athletics, and a supportive community. Approximately 25% of our enrollment is derived from open enrollment with families from throughout the region making Watervliet their School of Choice. Our well-rounded programming boasts outstanding arts and athletics programs, close proximity to career-and-technical education programming, many post-secondary enrollment options, and a highly-regarded mathematics and science center at Andrews University.

In 2021, the Board of Education launched a new strategic plan that provides a vision and key goals that promises to make Watervliet School a premier district in our region. An executive summary of this plan is attached. Additionally, a new Watervliet Foundation for Excellence has formed to link community resources to district needs. This foundation has already delivered over \$1.2 million in benefits to our district. The district boasts stable finances with fund balances at or exceeding MSBO recommendations.

Given all this potential, we are seeking an ambitious, high-quality Finance Director to help us bring our ambitious strategic plan to life and to help our visionary Board accelerate our growth. We invite you to join us in these exciting and dynamic times and take advantage of this great opportunity. Please consider joining the Panther Team.

I look forward to meeting with you and discussing our future, together.

Sincerely,

Superintendent of Schools



Watervliet Public Schools 2021-2024 STRATEGIC PLAN

Working Together to Keep Us Together

VISION, MISSION, VALUES, AND BELIEFS

VISION

Watervliet Public Schools will be a premier district that challenges and empowers students and staff to achieve beyond their own expectations.

MISSION

Watervliet Public Schools empowers Panthers to adapt and grow intellectually and socially to be achievement-focused, successful, lifelong learners in an ever-changing world.

CORE VALUES

Watervliet identifies these prioritized Core Values that define the framework through which we direct our work:

1. High Expectations
2. Safe and Caring Environment
3. Respect for Self and Others
4. Perseverance (Grit)
5. Commitment
6. Trust
7. Innovation/Creativity
8. Engaged and Involved Community

BELIEF STATEMENTS

- We embrace high expectations and accountability for ALL Panthers
- We believe ALL Panthers deserve a safe, supportive, and nurturing learning environment.
- We believe ALL Panthers must be treated equitably and with respect.
- We believe ALL Panthers will strive to be their very best.
- We believe ALL Panthers can learn and will learn at different rates and in different ways and we believe that we are the agents that make it happen.
- We believe in partnering with our students, staff, parents, and our community to create an culture of learning and accountability
- We embrace change and strive to be lifelong learners.

HIGH-LEVEL GOALS AND TARGETS



GOAL ONE

Watervliet Public Schools will be an innovative leader in high-quality teaching and learning.

- A. High-quality, well-aligned, and standards-based learning framework
- B. A multi-tiered system of support that meets every learners' needs
- C. Promote reflective, critical thinking, and respect for all perspectives
- D. Access to technology that enables innovation and creativity
- E. A highly-effective and engaging culture for learning



GOAL TWO

Watervliet Public Schools will lead with exceptional extra-curricular programming that develops well-rounded leaders.

- A. Exceptional participation with sufficient offerings to meet the needs of all students
- B. *Panthers-First* philosophy where sportsmanship, commitment, camaraderie, and collaboration are valued, taught, and expected.
- C. Develop leadership skills and provide opportunities for the exercise of leadership on teams, in programs, and in the community.
- D. Excellent collaboration and communication with community leagues and recreation programs



GOAL THREE

Watervliet Public Schools will develop deep collaborative partnerships with our school community.

- A. Develop and nurture a Key Communicators Council with leaders from our community.
- B. Exceptional district and building-level parental engagement
- C. Build and maintain strong relationships with booster groups
- D. Promote and support the Watervliet Foundation for Excellence in Education
- E. Develop and promote relationships through corporate partnerships, grants, and outreach in the broader community



GOAL FOUR

Watervliet Public Schools will develop and support the infrastructure necessary to implement our strategic plan and realize our vision.

- A. Sustain enrollment to maximize the resources we have and can implement.
- B. Develop a capital improvement process and secure appropriate financing
- C. Continually maintain and improve facilities that allow for the development of excellence in all school endeavors.
- D. Develop and implement exceptional practices in budget and financial management to assure the effective use of resources
- E. Develop and implement effective communication and marketing plan

Current Strategy

- How do you attract applicants?
- What are your most common openings?
- What are the most difficult positions to fill?



Talent Acquisition- Best Practices Process

1. Up-to-date position description(s)
2. Identify and execute a successful sourcing campaign
3. Credential review
4. Telephone screens
5. On-site interviews
6. Assessments
7. Hiring department interview
8. Background / reference checks
9. Employment offer



Why use job descriptions?

- Legal reasons.
- Simplifies the hiring process.
- Provides guidelines for what is expected from the position.
- Communicates major duties and responsibilities.
- Basis for performance evaluations.
- Assists in benchmarking jobs for compensation purposes.
- Improves employee onboarding and development opportunities.



Social Media

- Established job boards like *LinkedIn*, *Indeed*, and *ZipRecruiter* continue to be a go-to resource for candidates.
 - Popular due to vast job listings, AI-powered matching systems, and user-friendly application processes.
 - Job seekers are no longer relying solely on these sites; they're diversifying their search strategies.
- Sites like *iHire* use machine learning and behavioral assessments to connect candidates with roles that align with their skills and career goals.
 - Provide a more tailored approach.
 - Makes it easier for job seekers to find roles that truly fit.
- When used together, AI and human expertise create a more effective hiring experience.

What This Means for Employers

To attract top talent in 2026, employers must meet candidates where they are. That means:

- Optimizing AI-driven opportunities and recruiting sites
- Strengthening social media recruiting strategies
- Enhancing company career pages for a seamless application experience
- Engaging with niche talent communities



Leverage All Avenues to Recruit Top Talent

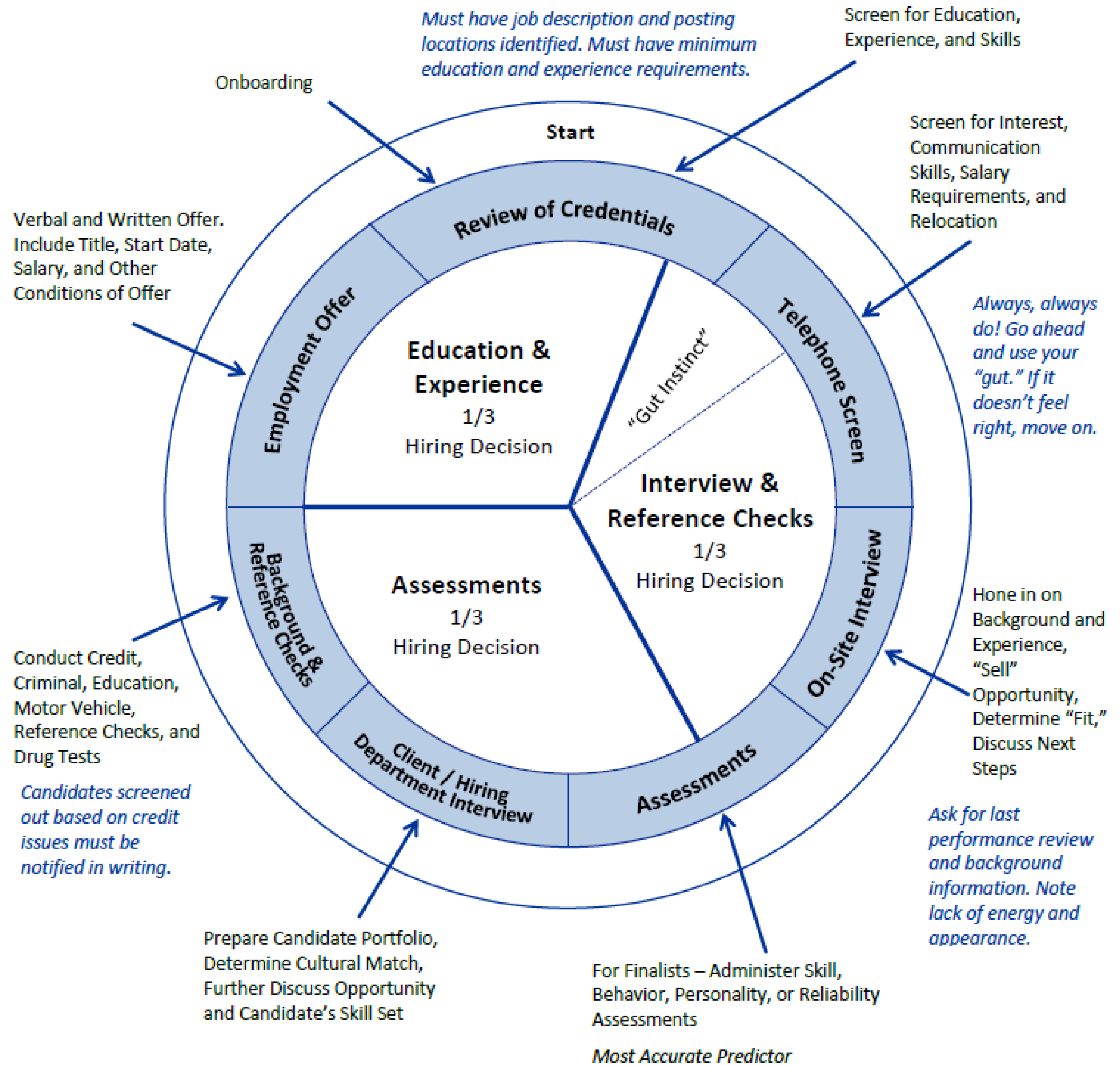
- Social Media and “Traditional Advertising.”
- Other resources:
 - Previous applicants
 - How did current employee find out about openings?
 - Networking with other / nearby school systems.
 - Previous applicant notification system.
 - Pure Michigan Talent Connect.
 - Community newsletter.
 - Internal referral program.
 - Associations (MSBO)



Position Advertising

Materials from Applicants	Specialized Job Boards	Referrals	Previous Success
<p>What materials do you require from the applicant?</p> <ul style="list-style-type: none"><input type="checkbox"/> Resume<input type="checkbox"/> Cover Letter<input type="checkbox"/> Performance Evaluation<input type="checkbox"/> Work Sample<input type="checkbox"/> References	<p>Industry-specific platforms and online communities are becoming hotspots for job seekers.</p> <p>Candidates are looking for more specialized job opportunities and networking spaces.</p>	<p>Internal employees may know about a potential candidate.</p> <p>Is there a reward system for successful referrals?</p>	<p>Where have previous employees come from and how did they learn about the position?</p>

What does a good process look like?



4. Assessments

Assessments

- What kind of assessments should I use?
 - Personality
 - Employee Reliability
 - Mental Acuity
 - Leadership
 - Skill (e.g. Microsoft Word / Microsoft Excel)
- Use assessments that tie closely to job duties or organizational values and only assess final candidates.
- Most accurate predictor when examining potential candidates.



Personality and Mental Acuity

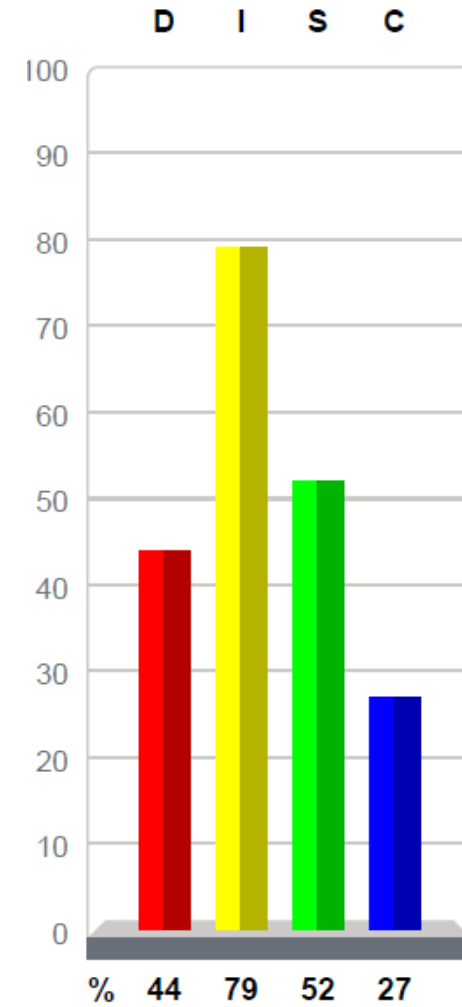
Mental Aptitudes		1	2	3	4	5	6	7	8	9	
Mental Acuity	Slow to Learn						[● - ● - ● - ● - ● - ● - ● - ● - ●]			9	Fast to Learn
Business Terms	Uninformed					[● - ● - ● - ● - ● - ● - ● - ● - ●]	6				Knowledgeable
Memory Recall	Unaware					[● - ● - ● - ● - ● - ● - ● - ● - ●]				9	Aware
Vocabulary	Limited					[● - ● - ● - ● - ● - ● - ● - ● - ●]		7			Strong
Numerical Perception	Imprecise						[● - ● - ● - ● - ● - ● - ● - ● - ●]		8		Accurate
Mechanical Interest	Indifferent				4						Interested

Personality Dimensions		1	2	3	4	5	6	7	8	9	
Energy	Restless					[● - ● - ● - ● - ● - ● - ● - ● - ●]	6				Calm
Flexibility	Flexible				[● - ● - ● - ● - ● - ● - ● - ● - ●]	6					Rigid
Organization	Disorganized	1			[● - ● - ● - ● - ● - ● - ● - ● - ●]						Planful
Communication	Reserved				[● - ● - ● - ● - ● - ● - ● - ● - ●]	5					Interactive
Emotional Develop.	Impatient					[● - ● - ● - ● - ● - ● - ● - ● - ●]	6				Tolerant
Assertiveness	Cooperative					[● - ● - ● - ● - ● - ● - ● - ● - ●]	6				Authoritative
Competitiveness	Team Player				[● - ● - ● - ● - ● - ● - ● - ● - ●]					9	Individualist
Mental Toughness	Sensitive				[● - ● - ● - ● - ● - ● - ● - ● - ●]				8		Tough
Questioning/Probing	Trusting				4	[● - ● - ● - ● - ● - ● - ● - ● - ●]					Skeptical
Motivation	Security					[● - ● - ● - ● - ● - ● - ● - ● - ●]				9	Recognition

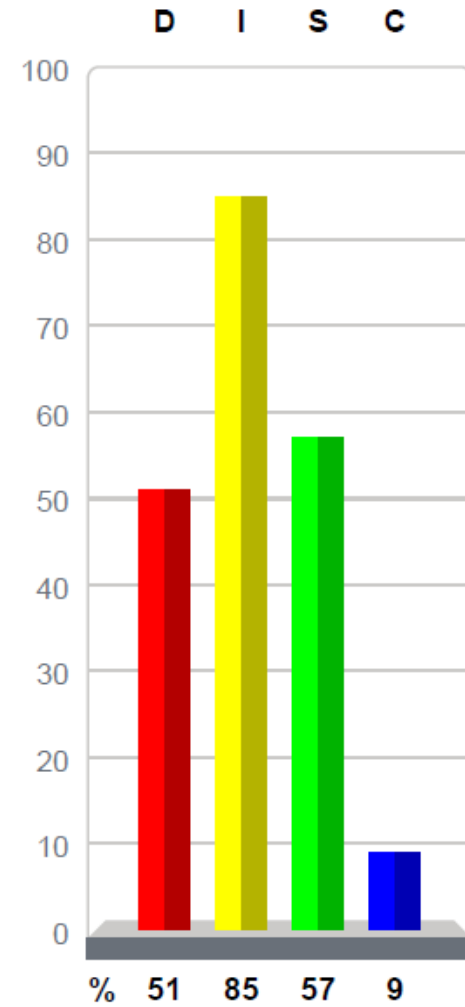
Validity Scales		1	2	3	4	5	6	7	8	9	
Distortion	Frank Answer	[● - ● - ● - ● - ● - ● - ● - ● - ●]					6				Exaggerates
Equivocation	Chose Alternate	[● - ● - ● - ● - ● - ● - ● - ● - ●]			4						Chose Middle

Leadership

Graph I



Graph II



Review and Selection

Guidelines:

- Use specific criteria based on the skills, knowledge and abilities identified in the job description.
 - What skills are transferable?
 - Could this candidate learn new skills?
 - How does this candidate fit into the organization's future?
- Assign weight to each criterion to objectively evaluate candidates.
- Look at the entirety of the candidate's application:
 - (1/3) - Interview / Reference Checks
 - (1/3) - Education / Experience
 - (1/3) - Assessments



5. Succession Planning

Why is This Such a “Hot Topic?”

- Difficult topic to discuss.
- Lack of internal employee development.
 - Managers feel employees are not ready.
 - Employees feel they don't have promotional opportunities.
- Increased Turnover
 - Retirements
 - Burnout
 - Pursue new career opportunities
 - Work-from-Home
 - More money



Current Trends

- Shifting demographics
 - Mobile society = higher turnover
- Increasingly specialized positions
 - Position-specific knowledge
- Talent shortages
 - Lack of qualified candidates
 - Competition with other organizations
- Economic instability
 - Limited resources/downsizing
- Reduced employee loyalty
 - “Job hopping” no longer a stigma



Examine and Evaluate Potential

The future may not be like the present or the past.

Trends

What trends could impact the organization?

Strategic Vision

What are the organization's strategic objectives and future incumbent requirements?

External Opportunities

How can you analyze external sources for talent?

Steps Involved in Succession Planning:

1	2	3	4	5	6	7
Identifying legal issues to consider.	Establishing present and future leadership roles and objectives.	Selecting key employees.	Evaluating the strengths, weaknesses and readiness for succession in key employees.	Planning for the individual development of and ways to retain key employees.	Identifying emergency positions without successors.	Planning for positions that cannot be filled internally.

Step 1: Identify Legal Issues

- When positioning employees for succession, avoid “like-me” approaches.
- Top-performing organizations rely on diverse workforces and leadership.
- Discrimination laws require inclusion of all qualified employee.



Step 2: Establishing Present and Future Leadership Roles and Objectives

Ask questions to assess what tomorrow's school district and roles may look like:

- How will the state of schools and the economy today affect the business operations of the next one to five years?
- Which operations are critical to the future of the district?
- Will workload change?
- Will staffing levels change?
- What skills and abilities will be needed?

Step 3: Selecting Key Employees

- The incumbents in key positions identify employees available for succession into their positions.
- Develop a profile of candidates:
 - A history of performance reviews and accomplishments, including years of relevant experience, education and credentials.
- Cross-departmental leadership/key decision-makers must be involved throughout the planning process to represent their selections and discuss concerns with one another.
- Temporarily or permanently close identifiable gaps in the event of an emergency replacement of a candidate in another department.
- Selection is based on available candidates.
 - Some available candidates will be ready, whereas some will not meet the demands of critical positions.
 - In some cases, no identifiable candidate will be available for succession.

Step 4: Evaluating the strengths, weaknesses and readiness for succession in key employees.

- Once you identify candidates for succession and the skills required for current and future succession, you can use assessment tools to determine skill deficiencies that may presently exist.
- Approaches include:
 - 360-degree surveys.
 - Leadership evaluations by an independent third-party consultant.
 - Existing performance review information and feedback from management.



Step 5: Planning for the Individual Development and Retention of Key Employees

- Create action plans for developing strengths and reducing weaknesses.
- Common action plans include:
 - Leadership development programs and skill-specific educational programs, such as finance for nonfinancial managers.
 - Internal mentoring program.



Develop a Plan to Train and Mentor Employees

Analyze Gaps

What gaps were uncovered when analyzing the work and people needed for the future and evaluating potential?

Supply & Demand

Determine current supply and anticipated demand.

Narrow Gaps

Internal employees should be provided with an Individual Development Plan (IDP) to narrow gaps between what the individual does now and what they must do in the future to function at a higher level of responsibility.

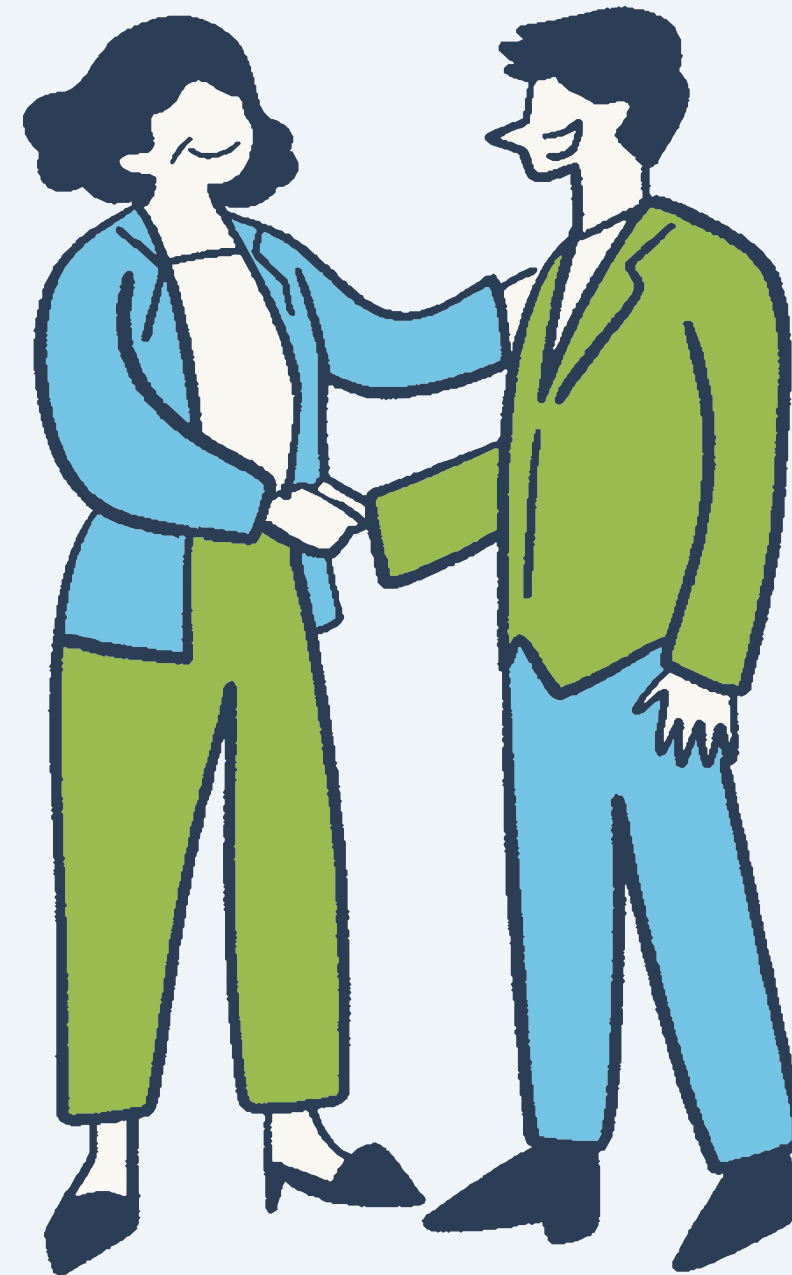
Step 6: Identifying Emergency Positions without Successors

- Emergency positions are those in which no successor is available or no successor with developmental potential exists.
- When a succession plan has a vacancy, the organizational operations may be at risk in the event of a departure.



Step 7: Planning for Positions That Cannot Be Filled Internally

- If no successor exists, the district will need to consider external recruitment strategies and develop a recruitment plan, and in the interim, consider cross-departmental succession opportunities.
- This situation can be beneficial in the way that it allows the employer to bring fresh and diverse talent into the district.



Keeping the Plan Current

- How will the plan be kept current?
- Develop a recurring time frame, whether semiannually or annually.
- Determine the effectiveness of the existing plan.
- Determine whether the current plan still meets the organizational objectives.
- Determine whether the candidates have changed and make necessary adjustments in the plan.
- Assess and develop new candidates.



10 Minute Break

6. Artificial Intelligence

Artificial Intelligence (AI)

Large Language Models (LLM's) access vast amounts of data & produces human like responses to input.



HR Implications

- A tool that can make HR applications more efficient and effective
- Access to data and communicate it in a natural, usable format
- Instant access to information from numerous sources
- Must have ways to ensure compliance with policies, regulations, laws, etc.
 - Organizations should have policies on appropriate uses
- Concerns about the effect on jobs
- Privacy and data concerns
- Information is not audited for accuracy and timeliness



Potential HR Uses

Job Descriptions

Policy Development

Employee Surveys

Interview Questions

Compensation Data

Employment Law

Onboarding

Model HR templates

Training & development

Lots more!



Developing Job Descriptions

- Creating job descriptions becomes a streamlined process.
 - Key details such as job title, responsibilities, qualifications, and any specific requirements
- Optimize job descriptions for search engines, enhancing visibility and attracting top talent.
- HR teams can focus on higher-value tasks, such as candidate engagement and talent development.



Conducting Employee Attitude Surveys

- AI can facilitate the design and implementation of employee attitude surveys and analyze responses to help foster a positive and supportive work culture.
 - Enabling HR teams to gather insights into employee satisfaction, engagement, and overall morale.
- Generating survey questions tailored to specific areas of interest
 - Work environment, leadership effectiveness, career development opportunities, etc.
- Analyze survey responses to identify:
 - Trends, strengths, and areas for improvement within the organization,
 - Inform strategic decision-making and employee engagement initiatives.



Generating Interview Questions

- AI can streamline the process of generating interview questions by automatically creating relevant and insightful questions
 - Based on input, including criteria such as job requirements, desired skills, and company culture.
- Tailored interview questions ensure candidates are assessed fairly across all stages of the recruitment process.



7. Compensation

Compensation

- Why is pay important?
- How do you determine new employee pay rates?
- How do you know where you stand in the market?
- What is your pay strategy?
- What are some of your most pressing compensation issues?
 - Pensions
 - Healthcare contributions



General Compensation Review

Medical, dental, vision,
prescription plans, and
flexible spending accounts.

Voluntary (19%)

Unemployment, workers
compensation, and social
security.

Mandatory (18%)

Vacation, holidays, personal
days, bereavement, and sick
leave.

Pay for time not worked (10%)

What is “Total Compensation?”

- Why is this important?
- Do you share this with employees?

What are your benefits as a percentage of payroll?

- 47%, according to SHRM.

Total Compensation

Total Reward Elements

Total Rewards are the policies, programs, and practices that provide employees with something of value in return for their contributions to the business objectives and goals of the organization.



Why conduct a labor market study?

1. **Internal Equity** - Appeals mechanism for employees.
 2. **External Equity** - Attract, retain, and motivate the best.
- What about position descriptions?
 - How frequently should one review their compensation structure?
 - Full scale review vs. benchmarking?
 - Types of pay systems:
 - Job Evaluation and Compensable Factors
 - Multiple tracks
 - Knowledge-Based Pay



Steps to conduct a labor market study:

1. Identify your pay policy (lead, match, lag).

2. What / how many labor sources will you use: similar organizations, other employers, published salary survey data.

3. Are your position descriptions up to date?

4. Match positions with data sources.

5. Benefits offset?

6. Compa-ratios and weighting to determine the competitive labor market rate. *Performance / longevity considerations?

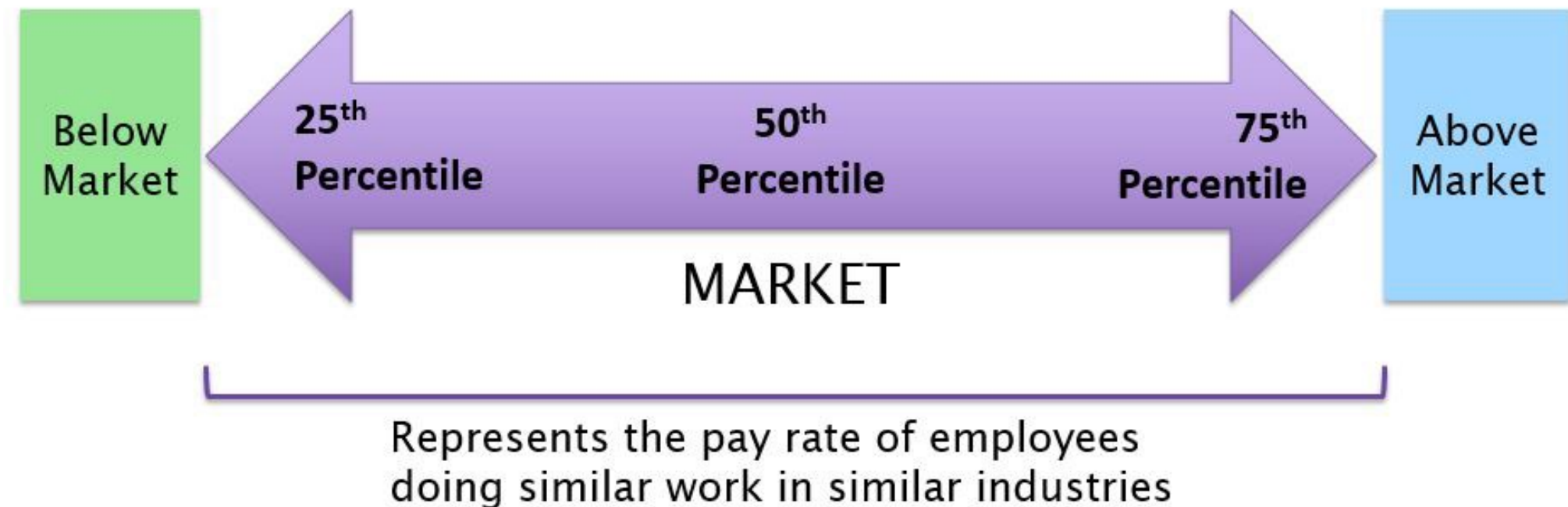
7. Salary ranges vs. steps.

8. When to recommend changes in pay.

Determining Salary Range Minimums and Maximums

- Example:

- Midpoint = \$50,000 and spread = 20%.
 - Minimum: $50,000 / 1.1 = \$45,455$.
 - Maximum: $\$45,455 * 1.2 = \$54,545$.
- Range = \$45,455 – 54,545.



SAMPLE: External Labor Market Study – Exhibit I

Labor Market Summary
Exhibit I
Competitive Labor Market Salaries

Competitive Labor Market Salaries																				
Position Title	(A) SAMPLE Current Salary	(B) Other School Districts													(C) Published Salary Data					
		Org 1	Org 2	Org 3	Org 4	Org 5	Org 6	Org 7	Org 8	Org 9	Org 10	Org 11	Org 12	Org 13	World@ Work	BLS	CompData	Salary.com	MSBO (Region 7)	
Director of Business and Operations	\$70,263	\$134,317	\$111,249*	\$102,500	\$63,500	\$84,480*	\$143,500	\$129,600	\$80,000			\$95,068		\$123,741	\$110,960	\$101,280	\$102,700	\$106,607	\$125,620	
Elementary School Assistant Principal	\$75,000		\$104,786			\$71,680*		\$91,901	\$78,000			\$95,188	\$90,177	\$100,756*				\$96,315		
Elementary School Principal	\$90,000		\$116,271*	\$88,773	\$97,500	\$107,520*	\$107,439	\$100,410	\$97,000	\$95,000		\$102,717	\$106,944	\$103,868*		\$104,070		\$105,258		
Food Service Director	\$35,000			\$62,500	\$45,000		\$86,992	\$78,977	\$32,424	\$55,000	\$38,480			\$37,579*	\$36,810	\$65,310	\$48,200	\$94,834	\$71,765	
High School Principal	\$92,250		\$129,389	\$97,841	\$115,000	\$103,219*	\$115,374	\$115,508	\$98,422	\$95,000	\$99,639	\$105,448	\$124,930	\$113,702*		\$104,070		\$105,258		
Middle School Dean of Students/District Athletic Director	\$96,153		102,024*	\$53,750	\$85,000	\$80,058*	\$100,170	\$91,309	\$42,488	\$95,000	\$95,613		\$95,057	\$101,916*		\$103,460		\$115,119		
Middle School Principal	\$102,748		\$125,369*	\$88,343	\$97,500	\$107,520*	\$106,566	\$100,410		\$95,000		\$92,882	\$128,333	\$110,034*		\$104,070		\$105,258		
Director of Transportation	\$58,984	\$72,024*	\$69,468*		\$60,000	\$81,688*	\$57,784	\$64,047		\$47,500	\$71,067			\$103,286	\$93,530	\$89,000	\$84,900	\$101,633	\$69,286	
Location Information:	SAMPLE, Michigan	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	Regional	National	Midwest	Statewide	Regional

Note:

- The Competitive Labor Market Average was calculated using a weighted approach: 70% from other school district data and 30% from published salary survey data.
- All data has been adjusted to align with the working days of █████ Community Schools.
- Data marked with an asterisk (*) has been aged to reflect current conditions.
- Data highlighted in green was excluded from calculations due to being identified as outliers and not comparable to other data points.
- Blank cells indicate no comparable data available.
- The data presented here is on an annual basis.

SAMPLE: External Labor Market Study – Exhibit II

Labor Market Summary Exhibit II

Competitive Labor Market Averages & CompaRatios

Competitive Labor Market Salary and CompaRatio					
Position Title	(A) SAMPLE	(B) Other School Employers	(C) Published Salary Data	(D) Competitive Labor Market Average	Market Average Compa-Ratio (A/D)
Director of Business and Operations	\$70,263	\$89,466	\$105,387	\$94,242	75%
Elementary School Assistant Principal	\$75,000	\$87,950	\$96,315	\$90,460	83%
Elementary School Principal	\$90,000	\$102,131	\$104,664	\$102,891	87%
Food Service Director	\$35,000	\$45,164	\$50,107	\$46,647	75%
High School Principal	\$92,250	\$105,915	\$104,664	\$105,540	87%
Middle School Dean of Students/District Athletic Director	\$96,153	\$94,016	\$109,290	\$98,598	98%
Middle School Principal	\$102,748	\$102,625	\$104,664	\$103,237	99%
Director of Transportation	\$58,984	\$65,447	\$81,062	\$70,132	84%

Note:

- The Competitive Labor Market Average was calculated using a weighted formula: 70% from other school district data and 30% from published salary survey data.

SAMPLE: External Labor Market Study – Exhibit III

Labor Market Summary

Exhibit III

Recommended Salary Ranges

Competitive Labor Market Range				
Position Title	Salary Range Minimum	Salary Range Midpoint	Salary Range Maximum	Width of Range
<i>Director of Business and Operations</i>	N/A	\$70,263	N/A	N/A
Competitive Labor Market Range	\$80,106	\$94,242	\$108,379	30%
<i>Elementary School Assistant Principal</i>	N/A	\$75,000	N/A	N/A
Competitive Labor Market Range	\$76,891	\$90,460	\$104,029	30%
<i>Elementary School Principal</i>	N/A	\$90,000	N/A	N/A
Competitive Labor Market Range	\$87,457	\$102,891	\$118,325	30%
<i>Food Service Director</i>	N/A	\$35,000	N/A	N/A
Competitive Labor Market Range	\$39,650	\$46,647	\$53,644	30%
<i>High School Principal</i>	N/A	\$92,250	N/A	N/A
Competitive Labor Market Range	\$89,709	\$105,540	\$121,371	30%
<i>Middle School Dean of Students/District Athletic Director</i>	N/A	\$96,153	N/A	N/A
Competitive Labor Market Range	\$83,808	\$98,598	\$113,388	30%
<i>Middle School Principal</i>	N/A	\$102,748	N/A	N/A
Competitive Labor Market Range	\$87,751	\$103,237	\$118,722	30%
<i>Director of Transportation</i>	N/A	\$58,984	N/A	N/A
Competitive Labor Market Range	\$59,612	\$70,132	\$80,651	30%

Note:
Salary ranges were calculated using the following formulas:

- Minimum = Midpoint – (Midpoint × 0.15)
- Maximum = Midpoint + (Midpoint × 0.15)

SAMPLE: External Labor Market Study – Exhibit IV

Labor Market Summary
Exhibit IV
 Average Employee Position in Recommended Range

Current (Salary Midpoint) Position in New Recommended Range	Position Title
Above Maximum	N/A
Above Midpoint	N/A
Below Midpoint	Elementary School Principal
	High School Principal
	Middle School Dean of Students/District Athletic Director
	Middle School Principal
Below Minimum	Director of Business and Operations
	Elementary School Assistant Principal
	Food Service Director
	Director of Transportation

Note:

- It is neither unusual nor unexpected for incumbents to be placed at different points within the recommended pay range. Community Schools should evaluate each position and incumbent individually to determine appropriate placement within the range, considering factors such as years of experience and performance.

SAMPLE: External Labor Market Study – Salary Schedules

Sample Salary Schedule Template

		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Level 1 - High School Principal	Base	\$89,709	\$92,400	\$95,172	\$98,027	\$100,968	\$103,997	\$107,117	\$110,331	\$113,641	\$117,050	\$120,561
	Longevity	\$2,691	\$2,772	\$2,855	\$2,941	\$3,029	\$3,120	\$3,214	\$3,310	\$3,409	\$3,511	\$3,617
Level 2 - Middle School Principal	Base	\$87,751	\$90,384	\$93,095	\$95,888	\$98,765	\$101,727	\$104,779	\$107,923	\$111,160	\$114,495	\$117,930
	Longevity	\$2,633	\$2,712	\$2,793	\$2,877	\$2,963	\$3,052	\$3,143	\$3,238	\$3,335	\$3,435	\$3,538
Level 3 - Elementary School Principal	Base	\$87,457	\$90,081	\$92,783	\$95,567	\$98,434	\$101,387	\$104,428	\$107,561	\$110,788	\$114,112	\$117,535
	Longevity	\$2,624	\$2,702	\$2,783	\$2,867	\$2,953	\$3,042	\$3,133	\$3,227	\$3,324	\$3,423	\$3,526
Level 4 - Middle School Dean of Students/District Athletic Director	Base	\$83,808	\$86,322	\$88,912	\$91,579	\$94,327	\$97,156	\$100,071	\$103,073	\$106,165	\$109,350	\$112,631
	Longevity	\$2,514	\$2,590	\$2,667	\$2,747	\$2,830	\$2,915	\$3,002	\$3,092	\$3,185	\$3,281	\$3,379
Level 5 - Director of Business and Operations	Base	\$80,106	\$82,509	\$84,984	\$87,534	\$90,160	\$92,865	\$95,651	\$98,520	\$101,476	\$104,520	\$107,656
	Longevity	\$2,403	\$2,475	\$2,550	\$2,626	\$2,705	\$2,786	\$2,870	\$2,956	\$3,044	\$3,136	\$3,230
Level 6 - Elementary School Assistant Principal	Base	\$76,891	\$79,198	\$81,574	\$84,021	\$86,541	\$89,138	\$91,812	\$94,566	\$97,403	\$100,325	\$103,335
	Longevity	\$2,307	\$2,376	\$2,447	\$2,521	\$2,596	\$2,674	\$2,754	\$2,837	\$2,922	\$3,010	\$3,100
Level 7 - Director of Transportation	Base	\$59,612	\$61,400	\$63,242	\$65,140	\$67,094	\$69,107	\$71,180	\$73,315	\$75,515	\$77,780	\$80,114
	Longevity	\$1,788	\$1,842	\$1,897	\$1,954	\$2,013	\$2,073	\$2,135	\$2,199	\$2,265	\$2,333	\$2,403
Level 8 - Food Service Director	Base	\$39,650	\$40,840	\$42,065	\$43,327	\$44,626	\$45,965	\$47,344	\$48,764	\$50,227	\$51,734	\$53,286
	Longevity	\$1,190	\$1,225	\$1,262	\$1,300	\$1,339	\$1,379	\$1,420	\$1,463	\$1,507	\$1,552	\$1,599

SAMPLE: Internal Labor Market & Classification Study – Compensable Factors


Compensable Factor: Group #2
 Labor Market and Classification Study


Points, Weight, and Level by Factor:


Compensable Factor	Relative Weight	Total Points	Minimum Point Value	Levels
I. Education	15%	150	25	5
II. Experience	25%	250	50	5
III. Fiscal Responsibility	10%	100	25	4
IV. Complexity	15%	150	25	5
V. Communication	10%	100	25	4
VI. Decision Making Authority	15%	150	25	4
VII. Interactions and Interpersonal Skills	10%	100	25	4
Total	100%	1000		


SAMPLE: Internal Labor Market & Classification Study – Factor Descriptions for Assigning Points:

Factor Descriptions for Assigning Points:

Factor I: Education			
Low	Level	Description	Points
	1	Associate's Degree or 2-year equivalent.	25
	2	Bachelor's Degree or 4-year equivalent.	50
	3	Bachelor's Degree or 4-year equivalent and extensive training or advanced certification / licensing.	100
	4	Master's Degree (or equivalent)	150
High			

Factor II: Experience			
Low	Level	Description	Points
	1	Requires less than 12 months of related experience.	50
	2	Requires one to three years of related experience.	100
	3	Requires three to five years of related experience.	150
	4	Requires five to seven years of related experience.	200
	5	Requires seven to ten years (or more) of related experience.	250
High			

Factor III: Fiscal Responsibility			
Low	Level	Description	Points
	1	Little to no responsibility for financial transactions.	25
	2	May have some responsibility for processing financial transactions, completing purchase orders, tracking financial transactions, or assisting with other financial matters.	50
	3	Manages or oversees the authorization of expenditures or assists with financial matters in accordance with established organizational policies and procedures. May be responsible for budget planning, monitoring budget adherence, and / or purchasing.	75
	4	Has significant responsibility for financial activities such as setting the budget, preparing or monitoring financial activities and managing other fiscal functions. The incumbent has the authority to make recommendations in the absence of detailed written procedures and often exercises independent judgement.	100
High			

Factor IV: Complexity			
Low	Level	Description	Points
	1	Tasks are multiple and focus more on single processes. Work is sometimes standardized and sometimes varied. Past experiences and available resources are used to identify issues and solve problems.	25
	2	Job duties allow for noticeable contributions to the organization and the incumbent employs multiple troubleshooting techniques to resolve situations.	50
	3	Tasks are multiple and diverse with some interrelationship across processes. Handles some unrelated functions and work requires the direct application of a variety of procedures and policies to solve challenging problems.	100
	4	Job duties and responsibilities are complex, varied, and require extensive analysis and problem-solving skills. Work tasks require the utilization of cross-functional teams to solve varied and complex problems.	150
High			

SAMPLE: Internal Labor Market & Classification Study – Factor Descriptions for Assigning Points cont.:

Factor V: Communication			
Low	Level	Description	Points
↓ High	1	Requires normal courteous interaction and basic interpersonal skills and tact to communicate. Basic written and verbal communication skills are required.	25
	2	Requires moderate interpersonal and communication skills to occasionally communicate with staff, clients, or the general public. Intermediate written and verbal communication skills are required.	50
	3	Requires advanced interpersonal and communication skills to establish and maintain relationships. Advanced written and verbal communication skills are required.	75
	4	Anticipates client needs and may troubleshoot highly sensitive or confidential issues. Expert written and verbal communication skills are required.	100

Factor VI: Decision Making Authority			
Low	Level	Description	Points
↓ High	1	Performs tasks and duties under direct supervision and uses well-defined policies and procedures. Work is reviewed by supervisor or upper management and there is limited opportunity for independent judgment and decisions making.	25
	2	Performs tasks and duties under general supervision and uses established policies and procedures with opportunity for some innovation. Chooses from a limited set of alternatives to solves problems and exercises occasional independent judgment.	50
	3	Performs duties within the scope of ABEM policies, procedures, and objectives. Uses judgment to achieve results when faced with an ambiguous situation. Uses independent judgment within accepted practices and guidelines.	100
	4	Develops objectives, general policies, and procedures for a specific program or functional area. Daily work does not require direction or review from supervision. Often solves complex problems and exercises independent judgment.	150

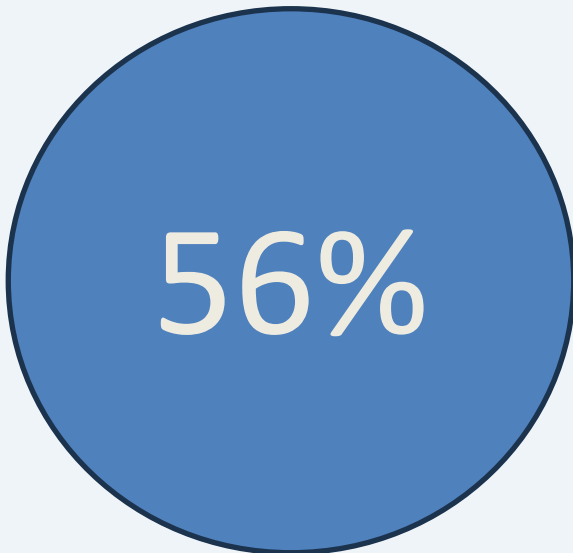
Factor VII: Interactions and Interpersonal Skills			
Low	Level	Description	Points
↓ High	1	Little to no interaction with staff, clients, or the general public external to ABEM. Any interactions are strictly transactional. Primarily participates in their immediate work group and is aware of the goals and one's contribution to them.	25
	2	Occasionally interacts with staff, clients, or the general public external to ABEM. Interactions are to clarify internal or external inquiries to ensure needs are met. Participates in their immediate work group by listening, commenting, and may offer suggestions on collaborative projects. May have some involvement with building and maintaining effective relationships.	50
	3	Leverages moderate to advanced inter and intrapersonal skills to cultivate internal and external relationships. Assesses and diffuses problems regularly and uses tact to handle difficult situations. During collaborative work, actively presents solutions to immediate and long-term problems while contributing and soliciting opinions that support group decisions. Is often involved in building and maintaining effective relationships.	75
	4	Interacts with high level contacts in multiple functional areas within ABEM, community, government, or media. Often and actively leads group problem solving activities and collaborative discussions. Encourages the group to think of innovative solutions and may lead the group in setting goals and monitoring progress. Is an integral part and may take the lead for building and maintaining effective relationships.	100

SAMPLE: Internal Labor Market Study – Compensable Factor Ranking by Position with Assigned Point Values

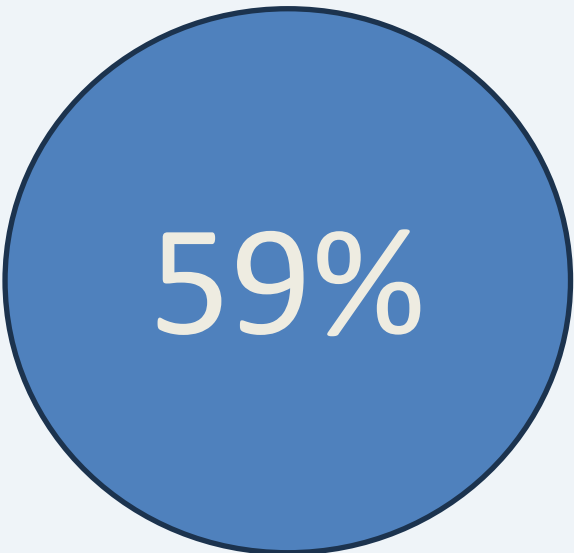
Group #2 Positions								
Position Title	Education	Experience	Fiscal Responsibility	Complexity	Communication	Decision Making Authority	Interactions and Interpersonal Skills	Total Points
Senior Meeting & Event Planner	50	200	100	150	100	150	100	850
Senior Examinations Administrator	50	200	100	150	100	150	100	850
Board Governance Administrator	50	200	50	100	100	100	75	675
Medical Affairs Administrator	50	200	50	100	100	100	75	675
Strategic Initiatives & SysTech Projects Administrator	50	200	50	100	100	100	75	675
Strategic Initiatives & Board Governance Administrator	50	200	50	100	100	100	75	675
Executive Administrator	50	200	50	100	100	100	75	675
Examination Development Specialist	50	150	50	150	100	100	75	675
Equipment and Facilities Specialist	50	150	75	150	75	100	75	675

8. Onboarding

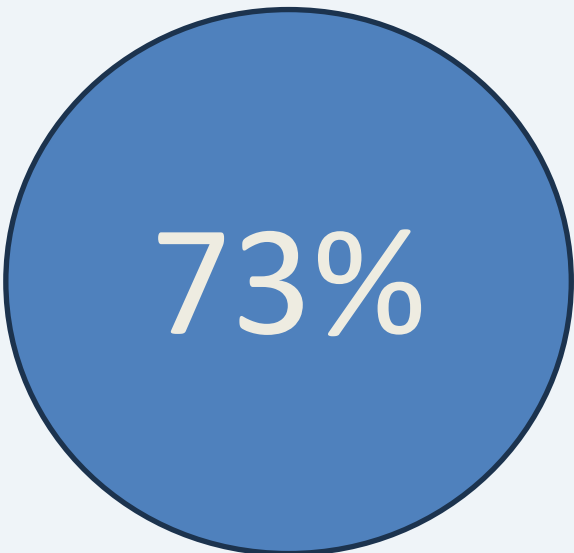
What do new hires want their first week on the job?



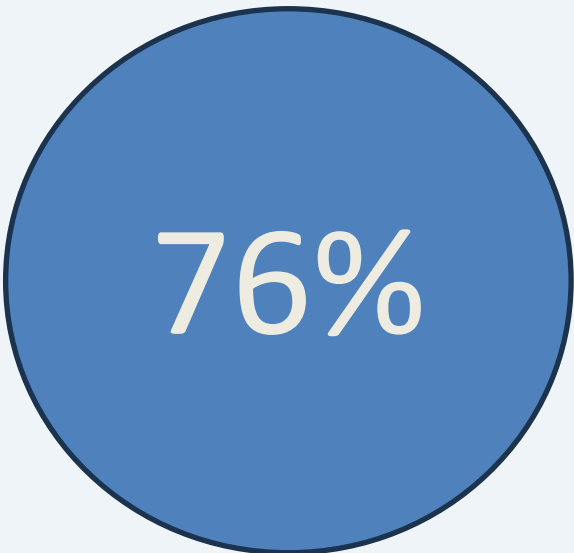
Mentorship



Tour, equipment,
and procedures



Review of
company policy



On the job
training

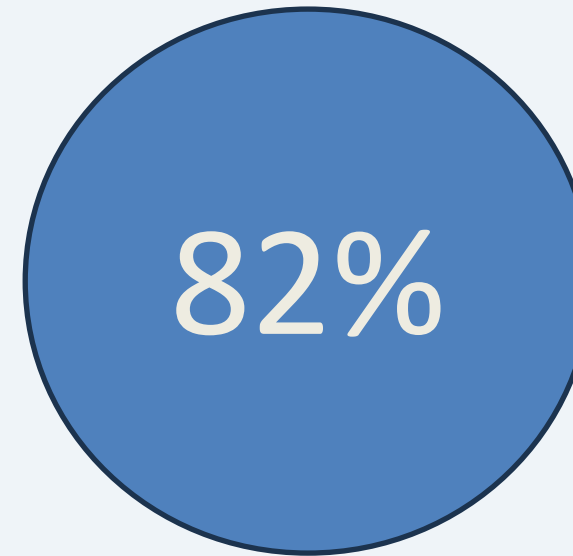
What is Onboarding?

- Provide employees with the knowledge and tools necessary to succeed in a new position.
- The bridge between the hiring process and productivity.
- Pre-employment through the end of the first year.
- Manager to take charge of the onboarding process.
- Employees are deciding if they like the company, culture, and position.

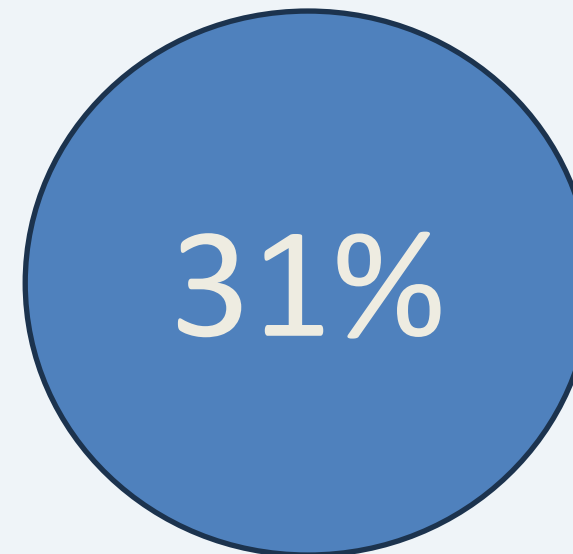


Importance

- Onboarding is crucial to ensure high retention.
- Successful onboarding programs can lead to:
 1. Higher job satisfaction
 2. Increased employee participation and performance
 3. Lower turnover rates within an organization



Improvement of new hire retention rate by companies with strong onboarding processes.



Employees that have quit a job within the first 6 months.

Goal of Onboarding

- Teach new hires about the mission, vision, values, and culture of the organization.
- Proper onboarding ensures that new employees fully understand their roles and how they relate to the organization's operations.

Assimilation

66% of companies with onboarding programs claimed a higher rate of successful assimilation of new hires into company culture.

Engagement

54% of companies with onboarding programs reported higher employee engagement.

Retention

69% of employees are more likely to stay with a company for three years if they experience a great onboarding process.

Recommended Approach

Day one	Month one	3-6 months	Year one	Moving forward
<ul style="list-style-type: none">- Set expectations and objectives- Make clear job duties and responsibilities- Clarify position of new hire with existing team- New hire orientation	<ul style="list-style-type: none">- Check-in to make sure the new employee is comfortable, happy, and engaged- Provide on-the-job training in a manageable flow- Assign a mentor	<ul style="list-style-type: none">- Conduct second check-in- Employees are deciding if the organization is the right fit for them- Show employee that you value their contributions to the organization- Cross-functional projects can introduce the employee to other departments	<ul style="list-style-type: none">- Fully productive at this point- Plan for future development- Show employee what their future looks like at your organization	<ul style="list-style-type: none">- Onboarding transitions into retention- Shift from on-the-job training to continuous development- Compensation conversation

9. Retention

Survey: Employees Who Recently Quit,

according to iHire

What reasons have your employees given for leaving their jobs in the past year? (Select all that apply.) *Figure 5*

	2025	2024
Personal reasons (health, family issues, etc.)	48.4%	51.4%
Received an offer for a job that better aligned with their career goals	42.5%	42.0%
Unsatisfactory pay	29.0%	36.3%
Burnout/stress	21.5%	22.1%
Unhappy with manager/supervisor	19.9%	20.0%
Other*	15.6%	16.8%
Toxic or negative work environment	13.4%	15.3%
Poor work/life balance	13.4%	12.7%
Their values didn't align with the company's	11.8%	N/A
Lack of growth or advancement opportunities	10.8%	11.3%
Lack of professional development opportunities	9.7%	11.0%
Concerns about job security/company stability	9.7%	5.5%
Poor company leadership	9.1%	10.8%
Unsatisfactory benefits	5.4%	8.9%

**Other responses included: moved/relocated, career change, wanted to work remotely, and retired.*

Top 10 Reasons Employees Leave,

according to iHire

Why did you leave your last job voluntarily? (Select all that apply.) *Figure 4*

	2025	2024
Other*	27.5%	21.7%
Toxic or negative work environment	26.8%	32.4%
Poor company leadership	24.2%	30.3%
Unhappy with manager/supervisor	22.8%	27.7%
Lack of growth or advancement opportunities	18.8%	15.0%
Personal reasons (health, family issues, etc.)	17.6%	18.7%
Poor work/life balance	15.5%	20.8%
Unsatisfactory pay	15.1%	20.5%
Burnout/stress	15.1%	19.2%
Concerns about job security/company stability	14.6%	11.9%
My values didn't align with the employer's	14.1%	N/A
Lack of professional development opportunities	12.9%	18.3%
Received an offer for a job that better aligned with my career goals	9.2%	12.3%
Unsatisfactory benefits	5.9%	11.1%

*Other responses included: contract ended, retired, moved/relocated, company closed, lack of hours, and career change.

Employee Retention

- Although modern perks like four-day workweeks and social/team-building activities are on many employees' wish lists, these survey results suggest employees are most likely to stay where they feel supported, secure, balanced, and able to advance their careers.
- Retention plans should cover these bases before diving into more progressive and creative tactics.
- Retaining employees requires more than competitive pay;
 - It demands a holistic approach that addresses culture, growth, flexibility, and engagement.
- While voluntary quits have declined, employees are staying out of economic caution, but also because of genuine satisfaction with their work environment, benefits, and career opportunities.



Employee Feedback & Retention

- Regularly soliciting employee feedback allows organizations to identify gaps and address issues early
- Common feedback methods include:
 - Pulse surveys
 - One-on-one meetings
 - Exit interviews
 - Stay interviews
- Exit interviews:
 - Provide valuable feedback from departing employees
 - Often occur too late to prevent turnover
- Stay interviews:
 - Offer proactive insight from current employees
 - Allow organizations to address issues before they impact retention

Does your company regularly conduct exit interviews? *Figure 16*



Does your company regularly conduct "stay" interviews? *Figure 17*



How Employers Are Improving Retention

- Employers were asked to identify the single most effective offering in retaining employees, aside from pay and monetary benefits.
- 8.1% of employers did “nothing” to improve retention in 2025.

Besides pay and monetary benefits, which of these do you believe is most effective in retaining employees? (Select one.) *Figure 14*

Flexible schedules (e.g., flex time, four-day workweek, etc.)	21.9%
Professional development opportunities/training/upskilling/reskilling	16.2%
Mission, vision, and values that resonate with employees	15.7%
Promotions/growth and advancement opportunities	13.8%
Generous paid time off (PTO)	8.6%
Remote or hybrid work	5.2%
Social/team-building activities	5.2%
Other*	4.8%
Wellness and/or mental health benefits	3.3%
None of these	2.9%
Support for parents (on-site childcare, childcare stipends, additional leave, etc.)	2.4%

**Other responses included: better training for management, positive work environment, support, and respect.*

The Top Five Perks That Retain Workers

(select all that apply)

1. Positive work environment (81.5%)
2. Health insurance (68.4%)
3. Commitment to a healthy work/life balance (63.9%)
4. 401(k) options/retirement plan (59.4%)
5. Professional development/upskilling opportunities (57.4%)

AI & Retention

- AI is becoming a larger part of the workplace and influencing retention strategies.
- Employee concern about job loss to AI remains relatively steady, with most still feeling secure.
- Employers are using AI more as a support tool than a replacement for employees
- Early uses of AI in retention include:
 - Analyzing engagement data
 - Personalizing learning and career development
- Most organizations have not yet adopted AI for retention, but growth is expected.
- Key takeaway: AI is an opportunity to enhance, *not replace*, the employee experience.

How concerned are you that your job will be replaced by AI in the next three years? *Figure 20*

	2025	2024
Extremely concerned	7.6%	6.8%
Very concerned	7.6%	6.5%
Somewhat concerned	18.3%	16.1%
Slightly concerned	13.8%	15.0%
Not at all concerned	52.7%	55.6%

How is your company currently using AI to improve retention? (Select all that apply.) *Figure 21*

We are not currently using AI for retention	79.5%
Analyzing employee engagement/feedback data	9.0%
Personalizing learning and career development opportunities	8.1%
Supporting employee recognition/rewards programs	6.2%
Monitoring workload and burnout risk	5.2%
Optimizing benefits/well-being offerings	5.2%
Matching employees to internal roles or projects (internal mobility)	4.8%
Predicting turnover risk (e.g., flight risk modeling)	2.4%
Other*	1.0%

*Other responses included: creating training guides, developing job descriptions, and establishing workflows.

How to Retain Employees in 2026

1. Focus on the Basics... Then Expand
2. Understand That Pay Raises Aren't the Magic Retention Solution
3. Nurture a Positive Work Environment
4. Solicit and Act on Employee Feedback
5. Eliminate Stagnation by Showing Employees Tangible Growth Opportunities
6. Consider utilizing AI for Help
7. Hire the Right Candidates in the First Place

10. Employment Law

Types of Employment Relationships:

Employee

Someone hired by another person or business for a wage or fixed payment in exchange for personal services, and who does not provide the services as part of an independent business; an employment contract can be explicit or implicit.

Independent Contractor

Performs services wherein the employer controls or directs only the result of the work.

Contingent Worker

Any job in which an individual does not have a contract for long-term employment:

- Temporary workers
- Leased workers
- Part-time and seasonal workers
- Unionized workers (e.g., hiring electricians for a project from a union hall)
- Outsourced work

Employment at Will

- Definition: either party can terminate the employment relationship at any time, for just cause, no cause, or any cause that is not illegal, with no liability if there is no contract for a definite term of employment.
- Following formal discipline and termination procedures whenever possible is still advised to help avoid discrimination and wrongful termination claims.
- Best used as a legal defense to keep the organization from being forced to follow its own policies inflexibly.
- Federal or state discrimination protection supersedes employment at will.



Labor Unions

- Legally representing workers, organizing employees and negotiating the terms and conditions of union members' employment.
- The conditions of employment are contained in a contract called a collective bargaining agreement or a collective employment agreement.



Laws & Regulations

TABLE 3-2 • Summary of Federal Laws Relevant to Staffing

Law or Executive Order	Who Is Covered	General Provisions	Further Information
Title VII of the Civil Rights Act of 1964	Private employers with at least 15 employees; labor unions; employment agencies; educational institutions; local, state, and federal governments	Prohibits discrimination based on race, color, religion, sex (both women and men), or national origin	http://www.eeoc.gov/policy/ http://www.eeoc.gov/facts/qanda.html http://www.dol.gov/oasam/regs/statutes/2000e-16.htm http://www.eeoc.gov/eeoc/history/35th/1990s/civilrights.html
The Civil Rights Act of 1991	Private employers with at least 15 employees; labor unions; employment agencies; educational institutions; local, state, and federal governments	Amended the Civil Rights Act of 1964 to provide the right to a jury trial for discrimination claims and provides monetary damages in cases of intentional employment discrimination. It introduced the possibility of emotional distress and punitive damages and limited the amount of jury awards.	https://www.eeoc.gov/eeoc/history/35th/1990s/civilrights.html https://www.eeoc.gov/laws/statutes/cra-1991.cfm
Executive Order 11246 of 1965 and Executive Order 11375 of 1967	Federal contractors with contracts exceeding \$10,000	Prohibits discrimination and establishes affirmative action to promote diversity in race, color, religion, sex, or national origin	https://www.dol.gov/ofccp/regs/compliance/ca_11246.htm https://www.dol.gov/ofccp/regs/statutes/eo11246.htm

TABLE 3-2 • Summary of Federal Laws Relevant to Staffing

Law or Executive Order	Who Is Covered	General Provisions	Further Information
Pregnancy Discrimination Act of 1978	Private employers with at least 15 employees; labor unions; employment agencies; educational institutions; local, state, and federal governments	Pregnancy, childbirth, or related medical conditions. (Defines pregnancy as a temporary disability that requires accommodation). Pregnancy, childbirth, and related medical conditions must be treated the same way as other temporary illnesses or conditions are treated. ³¹	www.eeoc.gov/facts/fs-preg.html
Americans with Disabilities Act (ADA) of 1990	Private employers with at least 15 employees; local, state, and federal governments	Qualified individual with or perceived as having a disability	http://www.eeoc.gov/policy/ https://www.ada.gov/ http://www.eeoc.gov/laws/types/disability.cfm
ADA Amendments Act (ADAAA) of 2008	Private employers with at least 15 employees; local, state, and federal governments	Instructs courts and employers to adopt a broad standard when determining whether an individual is considered disabled.	http://www.eeoc.gov/laws/statutes/adaaa_notice.cfm
Title II of the Genetic Information Nondiscrimination Act of 2008	Private employers with at least 15 employees; labor unions; employment agencies; educational institutions; local, state, and federal governments	Prohibits discrimination on the basis genetic information.	https://www.federalregister.gov/articles/2010/11/09/2010-28011/regulations-under-the-genetic-information-nondiscrimination-act-of-2008

TABLE 3-2 • Summary of Federal Laws Relevant to Staffing

Law or Executive Order	Who Is Covered	General Provisions	Further Information
Rehabilitation Act of 1973	Federal contractors with contracts exceeding \$2,500 must engage in affirmative action.	Individuals with a disability.	http://www.eeoc.gov/laws/types/disability.cfm
Age Discrimination in Employment Act of 1967	Private employers with at least 20 employees.	Protects people 40 years of age or older.	www.eeoc.gov/policy/adea.html http://www.eeoc.gov/laws/types/age.cfm
Immigration Reform and Control Act (IRCA) of 1986	Employers with at least four employees must verify the employment eligibility of everyone hired.	Citizens, U.S. nationals, and aliens authorized to work in the United States are eligible for employment.	https://www.eeoc.gov/eeoc/history/35th/thelaw/firca.html
Worker Adjustment and Retraining Notification Act (WARN) of 1988	Employers with at least 100 employees not including employees who have worked less than 6 months in the last 12 months and not including employees who work less than 20 hours per week.	Must provide 60 days advance notice of covered plant closings and covered mass layoffs of 50 or more people (excluding part-time workers).	www.doleta.gov/layoff/warn.cfm

TABLE 3-2 • Summary of Federal Laws Relevant to Staffing

Law or Executive Order	Who Is Covered	General Provisions	Further Information
The Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994	All members of the uniformed services (including noncareer National Guard and Reserve members, as well as active duty personnel)	Ensures that members of the uniformed services are entitled to return to their civilian employment after their service.	www.dol.gov/elaws/userra.htm
Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA) (Amended in 2002 by the Jobs for Veterans Act)	Any contractor or subcontractor with a contract of \$25,000 or more with the federal government	Prohibits discrimination against and requires affirmative action for disabled veterans as well as other categories of veterans.	https://www.dol.gov/ofccp/regs/compliance/vevraa.htm
Fair Credit Reporting Act of 1970 (reformed by the Consumer Credit Reporting Reform Act (CCRRA) of 1996)	Employers who conduct credit checks for employment purposes (e.g., if an employee handles money, which may require being bonded)	Employers must disclose in advance the company's intention to obtain a credit report and obtain written permission from the applicant or employee. The applicant or employee must receive a copy of the report and a written description of their rights under this Act before action is taken based on the report.	https://www.congress.gov/bill/104th-congress/house-bill/561 https://library.nclc.org/fcr/010406-0

Fair Labor Standards Act

Created in 1938 to establish regulations for:

- **Minimum Wage MI** - as of 2/21/2025 = \$12.48, 2026 = \$13.73, 2027 = \$15.00
- **Hours Worked** - number of hours which may be worked in a standard workweek. 40 (See Department of Labor Fact Sheet #22 for what constitutes “Hours Worked”)
- **Equal Pay** - prohibits more than discrimination.
- **Overtime Pay** - requires employers to pay at least time and a half to covered nonexempt employees who work more than 40 hours per week.
- **Record Keeping** - every employer must keep certain records for each nonexempt worker.
- **Child Labor** - minimum age requirement for youth to be employed outside of school hours (nonagricultural = 16, agricultural = 14).

Exempt vs. Nonexempt Summary

Exempt:

1. Do not need to track time.
2. Do not get paid for overtime.
3. Regularly supervise and have management responsibilities (i.e. hiring/firing authority and delegation of assignments).
4. Often exercise independent judgment with regard to matters of significance.
5. Are paid a salary.

Nonexempt:

1. Must track time.
2. Do get paid overtime.
3. Does not supervise or have management responsibilities.
4. Do not exercise independent judgment regarding tasks that have a substantial impact on the business.
5. Are typically paid hourly.

The Three Exemption Tests

Each position must pass all three tests to be considered exempt.

Salary Level/Basis:

Is the employee compensated on a salary basis at a rate greater than \$684 per week (\$35,568 annually)?

Job Duties

Is the employee's primary duty the performance of office or non-manual work directly related to the management or general business operations of the employer or the employer's customer?

Discretion and Independent Judgement:

Does the employee's primary duty include the exercise of discretion and independent judgment concerning matters of significance?

Common Exemption Categories:

1. Executive
2. Administrative
3. Professional
4. Computer/Technology
5. Outside Salespersons
6. Highly Compensated Employees



Equal Employment Opportunity Commission (EEOC)

What does this mean?

- Laws prohibiting workplace discrimination.
- Investigates complaints based on race, color, national origin, religion, sex, age, disability, etc...
- Stems from the National Civil Rights Acts of 1964.
 - In Michigan, it is the Elliot Larson Civil Rights Act.

What is the purpose?

- Prevent discrimination in hiring decisions.
- Prohibits harassment based on the protected classes mentioned above.



EEOC

Enforces the following federal statutes:

- Title VII of the Civil Rights Act of 1964
- The Age Discrimination in Employment Act of 1967 (ADEA)
- Pregnancy Discrimination Act of 1978
- Title I and V of The Americans with Disabilities Act (ADA) of 1990
- Sections 501 and 503 of the Rehabilitation Act of 1973
- Sections 102 and 103 of The Civil Rights Act of 1991
- The Equal Pay Act of 1963
- The Genetic Information Nondiscrimination Act of 2008 (GINA)

- The EEOC receives over 90,000 charges each year. Even companies with large, sophisticated staffing functions are vulnerable.
- The EEOC encourages and facilitates voluntary compliance through tailored programs to meet the needs of employers and through programs to educate the public on EEO laws.

Sexual Harassment

Title VII, Civil Rights Act of 1964 (Elliot Larson Civil Rights Act)

Definition:

- Prohibits harassment based on the protected classes mentioned previously.
- Harassment or assault?
- Quid pro quo versus hostile work environment.

Preventive Measures:

- Anti-Harassment Policy.
- Address issues immediately and thoroughly.
- Communicate actions and results.
- Maintain confidentiality when possible.

Employee Retirement Income Security Act (ERISA)

- What does this mean?
- What is the purpose?
 - Establishes a minimum standard for pension plans in private industry.
 - Provides rules on the federal income tax effects of transactions associated with employee benefit plans.
 - Enacted to protect the interests of employee benefit plan participants.
 - Requires disclosure of financial and other plan information to beneficiaries.
 - Establishes standards of conducts for plan fiduciaries.
 - Provides remedies and access to federal courts.



Family Medical Leave Act (FMLA)

- Federal statute that applies to employers with 50 or more employees.
- Medical certifications and circumstances.
- Provides healthcare coverage for 12 weeks in a year when the employee is off work for a qualifying event.
- Unpaid.
- Must have worked 1,250 hours in previous 12 months.
- May be taken intermittently.
- May use calendar, fiscal or rolling year.
- Employer has the right to run FMLA leave concurrent with sick leave, but not with workers comp.

FMLA Qualifies:

- Incapacitation due to pregnancy, prenatal medical care or child birth.
- To care for a child after birth, placement for adoption or foster care.
- Does not require a biological or legal relationship (2010 Wage and Hour Division clarification).
- To care for the employee's spouse, son, daughter, or parent who has a serious health condition.
- For a serious health condition that makes the employee unable to perform the employee's job.
- Military Family Leave.

Americans with Disabilities Act (ADA)

- Employee or employer may initiate (usually starts with a request for an accommodation from the employee).
- Employer asks for medical certification of the disability.
- Investigate the concern using an Independent Medical Exam (IME).
- Employer determines what is a “reasonable accommodation”.
- If the condition cannot be reasonably accommodated, result may be leave or disabled permanently—which may result in a lawsuit filed by employee.



Personnel Files

Should Be Included - Individual Personnel File:

- Application/Resume
- Current position description
- Employment contract
- Emergency contact information
- Certificates related to the position
- Handbook acknowledgement forms
- Direct deposit authorization
- Benefits enrollment forms
- Personnel change forms
- Commendations/disciplinary notices
- Performance evaluations
- Notices of termination, layoff, or leave of absence
- Records of property listed to the employee
- Training history
- Compensation records
- Attendance records (if applicable)

Confidential – Limited Access File:

- Medical records
- Investigation records
- EEO / invitation to self-identify a disability or veteran status
- Interview notes
- Employment test results
- Reference check notes
- Background check information
- Drug test results
- Child support/garnishment information
- Workers' compensation claims
- Request for employment/payroll verification

Employee Access to File

Bullard-Plawecki Employee Right To Know Act

- In Michigan:
 - Employers with 4 or more employees.
 - Upon written request, employers must allow employees to view their personnel records.
 - Employers are allowed to charge employees a reasonable copying fee.
 - "Personnel record" means a record kept by the employer that identifies the employee, and that is used relative to that employee's qualifications for employment, promotion, transfer, additional compensation, or disciplinary action.
- Employee's right to insert rebuttal
 - If employee disagrees with any information in personnel record and cannot reach an agreement with employer to remove or correct it, employee may submit a written statement explaining his or her position.

Public Access to File

- Representatives of government or law enforcement agencies, during their business, may be allowed access to file information.
- This decision will be made at the discretion of the Human Resource Department in response to the request, a legal subpoena, or a court order.



Workplace Safety

Before a claim occurs:

- Train supervisors and employees.
- Praise/celebrate safety.
- Ask MiOsha or a safety consultant to do a practice audit or conduct a training.
- Listen for issues.
- Talk to your employees.
- Add a mandate to report a workplace injury in your Handbook.



ESTA

Eligibility

- All employees are eligible to accrue paid sick time, including:
 - Full-time, part-time, seasonal, and temporary workers
- Not eligible:
 - Unpaid interns/trainees
 - Employees covered under the Youth Employment Standards Act

Accrual Details

- 1 hour of paid sick time for every 30 hours worked
- Paid time off (e.g., vacation, holidays, PTO) does not count as hours worked
- Accrual begins on first day of employment
- Sick time cannot be used until after 120 days of employment

THANK YOU!
WE ARE GLAD YOU ARE HERE.

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