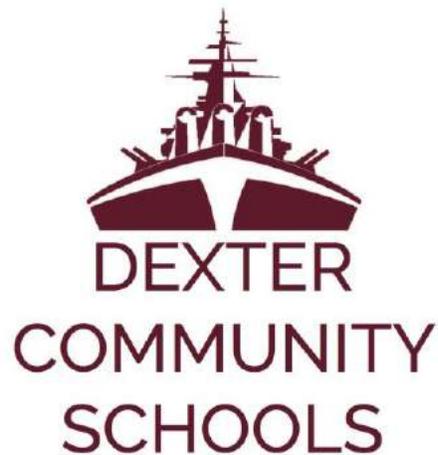


BOARD OF EDUCATION MEETING PACKET

October 10, 2022

7:00pm

Bates Boardroom



Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is time for public participation during the meeting as indicated in the agenda below. Upon request to the Superintendent the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.

BOARD MEETING AGENDA

A. CALL TO ORDER

1. Roll Call

B. MEETING MINUTES (9/26/2022)

C. APPROVAL OF AGENDA

D. SCHOOL PRESENTATIONS

1. Creekside Lobby Student Design (This may include a short walk over to Creekside Lobby)

E. PUBLIC PARTICIPATION (up to ~30 minutes/max 5 per person)

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent
 - a. Staff & Student Engagement Surveys Oct 10 - 21
2. Board President
 - a. Ed Foundation Rivalry
3. Student Representatives

G. CONSENT ITEMS

1. Personnel – Request for Leave

H. ACTION ITEMS

1. WISD Special Education Parent Advisory Committee Representatives
2. Emergency Fence Repair Funding
3. Emergency Asphalt Repair Funding
4. Purchase of Dump Truck
5. Purchase of Dump Truck Equipment

I. DISCUSSION ITEMS

1. Transportation Update
2. MASB Assembly Resolutions
3. Facilities Updates and Upcoming Projects/Bids

J. PUBLIC PARTICIPATION (up to ~15 minutes/max 3 per person)

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. Nice Job Notes (June-August)
2. EFD Rivalry Flier

M. CLOSED SESSION – none

N. ADJOURNMENT

CALENDAR

*October 24 – 6:00pm-6:45pm Board Community Chat - Bates Boardroom

*October 24 – 7:00pm Board Meeting - Bates Boardroom

Public Participation Policy 0167.3: Those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and address and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting.

**BOARD MEETING NOTES
OCTOBER 12, 2022**

A. CALL TO ORDER

1. Roll Call.

B. MEETING MINUTES

Your packet includes meeting minutes from 9/26/2022.

- * An appropriate motion might be, "I move that the Board of Education approve the minutes from 9/26/2022 as presented/amended."

C. APPROVAL OF AGENDA

1. Approval of Agenda.

Board policy provides that the Superintendent of Schools shall prepare an agenda for all Board meetings as directed by the President of the Board of Education.

- * An appropriate motion might be, "I move that the Board of Education approve the agenda as presented/amended."

D. SCHOOL PRESENTATIONS

1. Creekside Lobby Student Design.

Last year, Denise Dutcher's students did a "Tiny Houses" project that was featured in a [Making Waves article](#) in June. As a spinoff of that unit, students designed and ordered custom furniture to make the Creekside lobby more welcoming. A brief trip across the street is tentatively planned to give an overview of the project.

E. PUBLIC PARTICIPATION (full guidelines at link)

Each speaker is allotted a maximum of 5 minutes for a total of 30 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and district of residence and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting nor yield their time to another speaker. The Board does not respond to comments during the meeting. Those wishing to receive a personal response from the Board or Superintendent must complete a [public comment form](#) available at the meeting entrance and on our website.

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent
 - a. Staff & Staff Engagement Survey
2. Board President
 - a. Ed Foundation Rivalry
3. Student Representatives

G. CONSENT ITEMS

Consent Items are typically approved in bulk.

- * An appropriate motion might be, "I move that the Board of Education approve the consent items in bulk."

BOARD MEETING NOTES
OCTOBER 12, 2022

1. Personnel - Request for Leave.
Your packet contains a request for leave from teacher Liz Melvin from approximately March 2023 through the end of the 2022-2023 school year.
- * [If separated] An appropriate motion might be, "I move that the Board of Education approve Liz Melvin's request for leave from approximately March 2023 through the end of the 2022-2023 school year."

H. ACTION ITEMS

1. Approval of WISD Special Education Parent Advisory Committee Representatives.
Your packet includes a memorandum regarding the appointment of parent representatives to the Washtenaw intermediate School District Parent Advisory Committee.
- * An appropriate motion might be, "I move that the Board of Education appoint parents Katie Stepaniak and Traci Husse to serve individual two-year terms on the WISD Special Education Parent Advisory Committee as the DCS representatives and Jennifer Guest and Anne Scruggs to serve as alternates for future openings for the WISD PAC during this two-year term."
2. Emergency Fence Repair Funding.
Your packet includes a summary from Principal for Operations Craig McCalla regarding unanticipated repairs to the fencing at Al Ritt.
- * An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$6,760 to be allocated from the Committed Fund Balance – Facilities, Equipment, & Maintenance – for the emergency repair of the Al Ritt fence by Novi Fence."
3. Emergency Asphalt Repair Funding.
Your packet includes a summary from Principal for Operations Craig McCalla regarding emergency repairs to the asphalt in the Bates parking lot.
- * An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$3,950 to be allocated from the Committed Fund Balance – Facilities, Equipment, & Maintenance – for the completed emergency asphalt repair in the Bates parking lot by Nagle Paving Company."
4. Purchase of Dump Truck.
This evening's packet includes a memo from Craig McCalla recommending the purchase of a work truck from the Committed Fund Balance - Facilities, Equipment, & Maintenance.
- * An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$72,270.00 to be allocated from the Committed Fund Balance – Facilities, Equipment, & Maintenance – for the purchase of one Ford F550 Chassis Super Cab from Versalift Midwest, LLC."

BOARD MEETING NOTES
OCTOBER 12, 2022

5. Purchase of Dump Truck Equipment.
This evening's packet includes a memo from Craig McCalla recommending the 2017 Bond funds purchase of equipment for the work truck on this evening's agenda.

* An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$35,708.00 to be allocated from the 2017 bond funds for the purchase of the equipment for the Ford F550 Chassis Super Cab from Versalift Midwest, LLC."

I. DISCUSSION

1. Transportation Update.

The Board previously discussed a district contingency plan to be used in the event that the transportation department is ever in a position where they cannot staff all the Dexter routes. This would involve scheduled potential outage weeks where families would know in advance that they might not have busing that week. Each route would have three weeks scheduled off at different times over the whole school year. If transportation is staffed during a route's scheduled outage week, the route might not be canceled or might only be canceled for some days that week. District staff have reviewed feedback from the previous board discussion. Principal for Operations Craig McCalla will update the Board on the current status of those plans.

2. MASB Assembly Resolutions.

The MASB Annual Assembly will be Thursday, Oct. 20th at 7pm at the Grand Traverse Resort. There are a considerable number of amendments the assembly will be voting on. A compilation of resolutions is included in your packet. Board members received the resolutions at the September 26, 2022 meeting and should bring any concerns for discussion this evening. This discussion will inform Dexter delegates Mara and Elise regarding the Board's stance on the various issues so they will know how to vote.

3. Facilities Update & Upcoming Bids and Projects.

Craig McCalla will share an update regarding facilities work in progress and upcoming bids and projects.

J. PUBLIC PARTICIPATION (up to ~ 15 minutes/max 3 per person)

Each speaker is allotted a maximum of 3 minutes for a total of 15 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and district of residence and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting nor yield their time to another speaker. The Board does not respond to comments during the meeting. Those wishing to receive a personal response from the Board or Superintendent must complete a [public comment form](#) available at the meeting entrance and on our website.

K. BOARD COMMENTS

BOARD MEETING NOTES
OCTOBER 12, 2022

- L. INFORMATION ITEMS**
 - 1. Nice Job Notes (June-August)
 - 2. EFD Rivalry Flier

- M. CLOSED SESSION – *none planned***

- N. ADJOURNMENT**

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
SEPTEMBER 26, 2022**

A. CALL TO ORDER – 7:00pm

1. Roll Call

Members Present: Daniel Alabré, Brian Arnold, Elise Bruderly, Mara Greatorex, Jennifer Kangas, Dick Lundy, Melanie Szawara, Student Representatives Will O’Haver and Griffin Patel

Members Absent: none

Administrative & Supervisory Staff: Ryan Bruder, Craig McCalla, Mollie Sharrar, Christopher Timmis, Hope Vestergaard

WWBDAMA: Davey LeBlanc, Maria Green

Guests: Megan Meeker, Jennifer Murray, Kevin Creech, Charissa Keller

B. MEETING MINUTES

Melanie Szawara made a motion to approve the meeting minutes from 9/12/2022 as presented. Brian Arnold seconded the motion. **Motion Carried (unanimous).**

C. APPROVAL OF AGENDA

Elise Bruderly made a motion to approve the agenda as amended. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

D. SCHOOL PRESENTATIONS

1. Executive Director of Instruction Ryan Bruder walked the Board through 2021-2022 M-STEP results by grade. The presentation will be posted online with the packet.

E. PUBLIC PARTICIPATION

1. Kevin Creech commented on the data presentation, financial reports, and stated he didn’t think it was a good idea for sitting board members to like candidate posts on social media.

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update.

a. Dr. Timmis:

- Reminded the Board and Community that the District will be doing a Gallup Survey of staff and students between October 10th and 24th. Later, a community survey will also be conducted. Dr. Timmis will send a letter to all families and staff notifying them of the poll.
- Shared an essay by Jamie Vollmer about the history of public education in the United States. It outlined ever-increasing expectations for public schools by decade, and emphasized that no time has been added to the school calendar in spite of the increased expectations.
- Shared a Fall 2022 Legislative Update. This will also be posted with the packet.

2. Board President - none

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
SEPTEMBER 26, 2022**

3. Student Representative Update.

Will O'Haver and Griffin Patel reported that HS schedule issues have been ironed out; spirit week is starting with Homecoming on Friday; the Pride of Dexter (marching band) will be performing at the Chelsea Marching Band Exhibition on Wednesday 9-28-22.

G. CONSENT ITEMS

Melanie Szawara made a motion that the Board of Education approve the consent items in bulk. Jennifer Kangas seconded the motion. **Motion Carried (unanimous).**

1. Personnel - New Hires.

The Board of Education hired Megan Ray as a paraeducator and offered probationary teaching contracts for the 2022-2023 school year to Meghan Buckler and Amy Robke.

2. Budget Report. The Board of Education received the August 2022 budget report.

H. ACTION ITEMS - none

I. DISCUSSION ITEMS

1. Update and Discussion of Strategic Plan and School Improvement Process.

Dr. Timmis shared with the Board ongoing plans for school improvement based on the strategic plan adopted in March 2022. Interested staff are joining focused work groups such as the DELTA Team (Dexter Leaders, Teachers, and Administrators) and four PLCs (professional learning communities) based on strategic plan elements. The work groups will meet regularly after school to work on learning goals and school culture.

2. Transportation Update.

Principal for Operations Craig McCalla shared contingency plans for dealing with the bus driver shortage that has reached a critical turning point in Dexter (and many surrounding communities). In order to be proactive, the district is proposing scheduled rolling bus outages for no more than two routes at a time. The tentative plan would be to inform families ASAP of three weeks spread out throughout the school year when, if transportation is not fully staffed, busing would not be available. This would allow families to plan alternative transportation, and distribute the burden fairly throughout the district. In the event that transportation is fully staffed, all bus routes would run as usual. If only some days are affected during a given week, the buses would run on the days when transportation is fully staffed. The transportation department and drivers have been involved in the planning and are on board. Board members asked clarification questions and discussed suggestions. Details are still being worked out and the District is still discussing ways to help families navigate this possibility.

**DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
SEPTEMBER 26, 2022**

3. MASB Assembly Resolutions.

Board members had an opportunity to discuss the many resolutions to be considered at the MASB Delegate Assembly October 20th. This item will return for further discussion at the October 24th BOE meeting. At that time, trustees can provide input for voting delegates Mara Greatorex and Elise Bruderly.

J. PUBLIC PARTICIPATION - none

K. BOARD COMMENTS

1. Community Chat Update. One community member showed up and got answers to their questions.
2. Facilities Committee Update. The committee met September 13th to discuss Bond Series 2 projects.
3. Brain Arnold appreciated the M-STEP information
4. Daniel Alabr  suggested that perhaps other sports might be recognized briefly during the Homecoming halftime show in future years.

L. INFORMATION ITEMS

1. Draft Facilities Committee Minutes 9-13-2022

At approximately 9:07pm, Melanie Szawara made a motion that the Board of Education move into closed session for the purpose of discussing the Superintendent's quarterly evaluation. Jennifer Kangas seconded the motion. **Motion Carried (unanimous).**

M. CLOSED SESSION

At approximately 9:50pm, the Board returned from closed session.

N. ADJOURNMENT

At approximately 9:51pm, President Mara Greatorex adjourned the meeting.

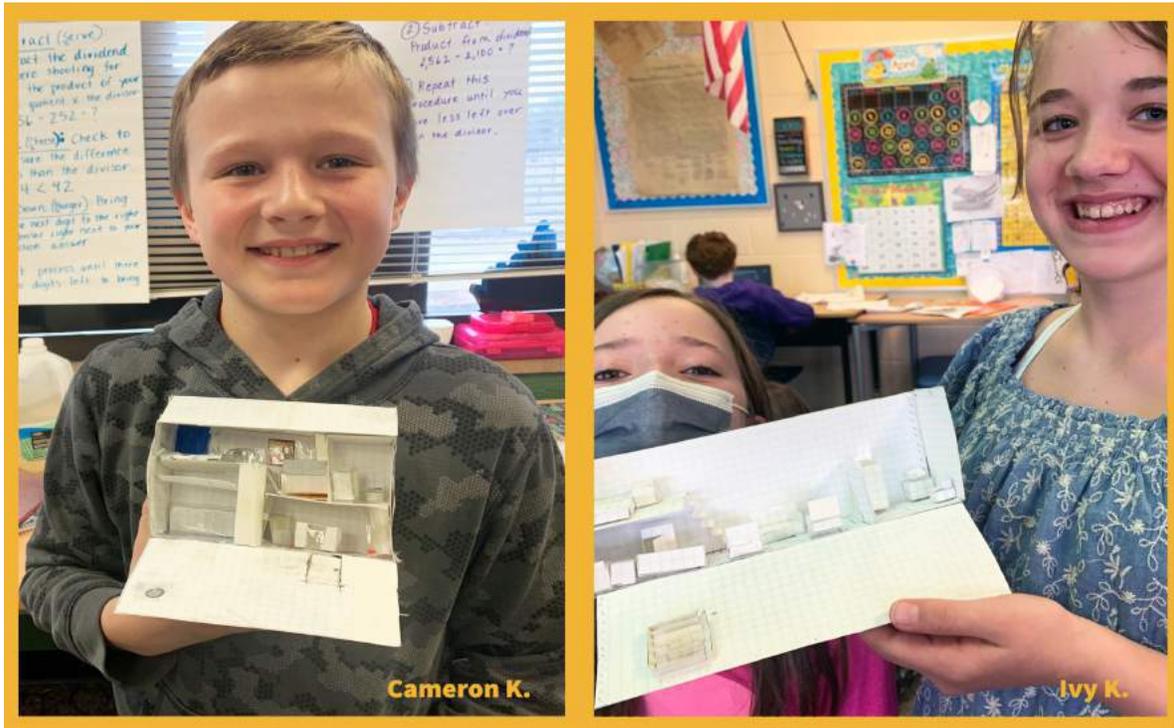
MINUTES/hlv

Jennifer Kangas
Secretary, Board of Education

MAKING WAVES AT DCS



Tiny Houses: A Fun, Hands-on Math Project



In May 2021, long-time Creekside teacher Denise Dutcher moved out of her traditional classroom role into a new position providing personalized and competency-based math support for students and teachers. “I work with teachers and students all over the building,” Dutcher says, “supporting those that need math help, as well as providing “extra” math for students needing enrichment.” Students come to her classroom for one-on-one help, but she also facilitates project-based lessons for small groups or even entire classrooms. “I am a resource for teachers to accentuate the learning happening in the classroom,” Dutcher says, “we work together to bring math to life.”

One of these real-life math lessons is a group project entitled Tiny Houses. Students research tiny houses (downsized living spaces with a small floor area), interview a potential client, create a blueprint, then build a to-scale 3D model of their design. Students in several Creekside classrooms (Brown, Brown/Melvin, and Glover/Suppes, Shipley/Breitner) have participated in this project, with amazing results. Through interviews with their client (Dutcher’s daughter, Maddie), students determine the details such as house size, budget, decorating style, features, needs, etc. Their initial blueprint requires students to determine floor area, volume, and surface areas prior to building their 3D model.

This project provides a very authentic experience for students; they tell Dutcher that talking to a grown-up makes them feel like a grown-up working in a real-life situation. And, a group of enterprising students took this project to the next level, designing to-scale furniture for their tiny house. These four sixth-grade girls were so excited about their furniture, they started thinking about how they could use these designs in their school. They chose the Creekside lobby as a potential area needing a furniture upgrade, and designed tables, stools and benches for this location. Creating a design proposal, the girls presented their idea to Creekside Principal Tammy Reich, who agreed the lobby could use some new flexible furniture. Reich granted them funds to work with designer John Carpenter from Dew-El (a Holland, MI company that helps schools create flexible, collaborative learning environments) to furnish the area. Furniture based on these students' designs is being built and will be installed in August.

In addition to Tiny Houses, Creekside students have the opportunity to work on other fun, hands-on math projects with Dutcher, such as creating a new business and designing a dog park. A group of students recently presented their dog park concept to Dexter City Council. So, keep your eye out - we may be seeing the fruits of these student-driven ideas out and about in our community!

Dutcher's impact as a "helper teacher" (as the kids call her) is already showing impressive results. Working to reach all learners on all platforms, Dutcher is helping students achieve mastery in math skills while enjoying the process and applying their learning into awesome projects to benefit their community. "The kids are always excited," Dutcher says. "We're diving deeper into these math concepts, and they don't even realize they are learning because they're having fun doing it."



Elizabeth Melvin

September 27, 2022

Dear Dexter Board of Education,

I would like to request a maternity leave of absence effective around March 17, 2023, my due date. Barring any unforeseen circumstances, I plan to return to work for the start of the 2023-2024 school year. Thank you for your consideration of my growing family.

Sincerely,

Elizabeth Melvin
8th Grade Teacher
Mill Creek Middle School

MEMORANDUM



DEXTER
COMMUNITY
SCHOOLS

From: Anne Nakon, Director of Special Education

Re: Nomination of Dexter Parents to WISD Special Education Parent Advisory Committee

Date: 10/7/2022

Parent involvement in a child's education is valued in every public school. This involvement takes many forms at differing levels. One of the many opportunities for involvement in the education of our students is through the Washtenaw Intermediate School District's Parent Advisory Committee (PAC). The WISD PAC serves an important advisory role in the county's Special Education plan. Dexter Community Schools is responsible for appointing two representatives to the PAC for 2-year terms. The PAC meets one night per month from 6:30 p.m. - 8:00 p.m. on the third Tuesday of every month at High Point School on Wagner Road.

An interest form was sent to all DCS parents asking for interest in serving as a PAC representative. Nine parents submitted interest. All nine would be great representatives, however DCS is only permitted two spots on the WISD Special Education PAC. After a random lottery draw, two names were selected along with two alternates.

DCS Parents Katie Stepaniak and Traci Husse were selected to serve individual 2-year terms on the WISD Special Education Parent Advisory Committee as the DCS representatives. Two alternates were also selected: Jennifer Guest and Anne Scruggs.

A suggested motion might be, "I move that the Board of Education appoint DCS Parents Katie Stepaniak and Traci Husse to serve individual two-year terms on the WISD Special Education Parent Advisory Committee as the DCS representatives and appoint Jennifer Guest and Anne Scruggs to serve as alternates for future openings for the WISD PAC during this two-year term."



DEXTER COMMUNITY SCHOOLS

Craig McCalla, Principal for Operations
2704 Baker Road, Dexter, Michigan 48130
(734) 424-4100 ext. 1344 fax (734) 424-4108
mccallac@dexterschools.org

To: Board of Education

From: Craig McCalla, Principal for Operations

Date: October 5, 2022

RE: Emergency Fence Repair

Emergency Fence Repair Funding

Site conditions related to the installation of the concrete pad revealed underground wiring that was not accurately displayed on site drawings. The necessary series of modifications required a change in the concrete pad layout that forced the removal of fencing. In order to provide adequate security to the facility, an emergency repair is necessary with fencing. Novi Fence can complete the emergency repair for a total amount not to exceed \$6,760. Funding would be from the Committed Fund Balance - Facilities, Equipment, & Maintenance account.

An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$6,760 to be allocated from the Committed Fund Balance – Facilities, Equipment, & Maintenance – to complete the emergency repair of the Al Ritt fence by Novi Fence."



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mccallac@dexterschools.org

To: Board of Education

From: Craig McCalla, Principal for Operations

Date: October 5, 2022

RE: Emergency Asphalt Repair

Approval of Emergency Asphalt Repair Funding

Site conditions in the Bates School parking lot needed to be repaired. There was a sinkhole we did not want to worsen. In order to rectify the situation an emergency repair was necessary with asphalt and the ground underneath. Nagle Paving Company completed the emergency repair for a total amount not to exceed \$3,950. The project funding is requested to come from the Committed Fund Balance - Facilities, Equipment, & Maintenance account.

An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$3,950 to be allocated from the Committed Fund Balance – Facilities, Equipment, & Maintenance – for the completed emergency asphalt repair in the Bates parking lot by Nagle Paving Company."



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mccallac@dexterschools.org

To: Board of Education

From: Craig McCalla, Principal for Operations

Date: October 5, 2022

RE: Purchase of B&G Equipment – Ford F550 Chassis - Super Cab

The B&G Department would like to purchase one Ford F550 Chassis Super Cab for plowing, salting, and general hauling around the district. Considerable monies have been spent on labor, parts, and DOT inspections to keep our current dump truck running but it is at its end of usable life. The Mi-Deal Consortium Contract enables us to purchase the Ford F550 Chassis Super Cab at a discounted rate. I recommend we purchase one Ford F550 Chassis Super Cab for a total cost of \$72,270.00. The dealer will be Versalift Midwest, LLC. The project funding is requested to come from the Committed Fund Balance - Facilities, Equipment, & Maintenance account.

An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$72,270.00 to be allocated from the Committed Fund Balance – Facilities, Equipment, & Maintenance – for the purchase of one Ford F550 Chassis Super Cab from Versalift Midwest, LLC."



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(734) 424-4100 ext. 1344 fax (734) 424-4108
mccallac@dexterschools.org

To: Board of Education

From: Craig McCalla, Principal for Operations

Date: October 5, 2022

RE: Purchase of B&G Equipment – Equipment for Ford F550 Chassis Super Cab

The B&G Department would like to purchase the equipment for one Ford F550 Chassis Super Cab. The equipment includes a dump body, scissor hoist, electronic spreader control, under tailgate spreader, Boss snowplow blade, municipal strobe package, tarping system, and hitch package. This equipment allows for plowing, salting, and general hauling around the district. The Mi-Deal Consortium Contract enables us to purchase the equipment for the Ford F550 Chassis Super Cab at a discounted rate. I recommend we purchase the equipment for one Ford F550 Chassis Super Cab for a total cost of \$35,708.00. The dealer will be Versalift Midwest, LLC. Funds for the equipment will come from the 2017 bond funds.

An appropriate motion might be, "I move that the Board of Education approve an amount not to exceed \$35,708.00 to be allocated from the 2017 bond funds for the purchase of the equipment for the Ford F550 Chassis, Super Cab from Versalift Midwest, LLC."

Chapter 3

Continuing Resolutions

Continuing Resolutions are carried forward from the 2021 Delegate Assembly without changes. They will be presented in a single block under the consent agenda. If you wish to offer an amendment to any resolution in this chapter, you must ask to have that resolution removed from the consent agenda (see Rule 2.a.—page 11). Please have your amendment form completed and ready for presentation to the head table.

Since all the continuing resolutions will be presented at the same time, there will be only one opportunity to remove any of these resolutions from the consent agenda:

General Resolutions

A. General Goals and Objectives

G-1.01 G-1.03 G-1.25 G-1.30
G-1.35

B. Governance of School Districts

G-3.10 G-3.20 G-3.30 G-3.35
G-3.70 G-3.80

C. Human Rights

G-4.01

D. Curricula and Instruction

G-5.01 G-5.05 G-5.07 G-5.08
G-5.10 G-5.20 G-5.25 G-5.42
G-5.50 G-5.70 G-5.80

E. Correlative Schooling Issues

G-6.10 G-6.20 G-6.30 G-6.40
G-6.50 G-6.80

F. Extracurricular and Co-Curricular Activities

G-7.05 G-7.10 G-7.20

G. General Concerns Affecting Youth and Schools

G-8.01 G-8.50

H. Health, Safety and School Facilities

G-9.01 G-9.05 G-9.20 G-9.40
G-9.55 G-9.58 G-9.65

I. Public Finance and Taxation

G-10.40

J. Research

G-11.01

K. School Personnel and Labor Relations

G-12.20

L. Intergovernmental Relations

G-13.35

Advocacy-Related Resolutions

A. General Goals and Objectives

A-1.01

B. Governance of School Districts

A-3.01 A-3.05 A-3.10

C. Human Rights

A-4.01 A-4.10

D. Curricula and Instruction

E. Correlative Schooling Issues

A-6.01 A-6.10 A-6.15 A-6.20
A-6.25 A-6.60 A-6.65 A-6.70
A-6.75

H. Health, Safety and School Facilities

A-9.35

I. Public Finance and Taxation

A-10.05 A-10.10 A-10.15 A-10.20
A-10.25 A-10.30 A-10.35 A-10.40
A-10.45 A-10.50 A-10.55 A-10.65

L. School Personnel and Labor Relations
A-12.01 A-12.70

M. Intergovernmental Relations
A-13.01

General Resolutions

A. General Goals and Objectives

G-1.01 General Association Goals

(Rev. 2006)

To preserve and enhance public education in our state and nation, the Michigan Association of School Boards seeks to improve the effectiveness of school boards so that they may better serve their communities and diverse student populations. To this end, the MASB supports the following major objectives: increasing board member effectiveness, promotion and advocacy for public education, continuous school improvement and implementation of Association programs.

G-1.03 Increasing Board Member Effectiveness

(2018; Rev. 2021)

The Michigan Association of School Boards recognizes that the survival of the concept of community control of education and the effectiveness and efficiency of educational programs are directly related to the level of competence of individual school board members. To bring about a higher level of competence and expertise in oversight and policymaking by individual board of education members, the MASB:

- a) Urges that local and intermediate school boards, as well as county area school board associations, continue to promote orientation programs for school board members and candidates, support and attend continuing education programs and conferences, as well as participation in the MASB's voluntary school board member certification program.
- b) Offers its services to assist boards of education and county and area associations in the preparation of materials and development of programs.
- c) Urges school board members to participate in local, state and national conferences as well as other professional development opportunities to heighten the awareness of critical educational issues,

to improve the quality of schools and educational programs, and to enhance every board's ability to garner support for public education.

- d) Urges local and intermediate school boards of education to regularly review MASB's Indicators of Effective Boards and Board Members to keep a grounded perspective on the role of the board of education.

The MASB shall provide a means of recognizing school board members who participate in its certification program and other activities to increase their effectiveness as school board leaders.

G-1.25 Continuous School Improvement

(2017; Rev. 2018)

The Michigan Association of School Boards strongly urges each of its members to be active participants to improve public education in Michigan. Each school board must continue to evaluate its own operations to ensure it is emphasizing educational excellence by making student success its first priority, exercising strong fiscal responsibility, utilizing best practices (such as collaboration, creativity, communication and critical thinking) and demonstrating a willingness to look beyond current practices to support school improvement based on educational research.

G-1.30 Implementation of Association Programs

(Rev. 2005)

The Michigan Association of School Boards recognizes its responsibilities:

- a) To endeavor to implement the resolutions of the Association.
- b) To carry out additional business as the Delegate Assembly or Board of Directors may deem appropriate for the accomplishment of the purposes of the Association.

Consistent with the resolutions, and under the authority of the Articles of Incorporation and Bylaws, the Board of Directors is urged to implement vigorously the purposes of the Association by whatever means the Board of Directors may deem appropriate. These methods would include, but not necessarily be limited to: spoken and written statements by the Board of Directors and officers; consultation with officials of governmental and quasi- governmental agencies; presentation of testimony before committees of the State Senate and House of Representatives; and utilization of the state courts, including the filing of amicus curiae (Friend of the Court) briefs.

The MASB also supports the operation of the MASB Legal Trust Fund in its valuable service of providing financial assistance to local and intermediate districts pursuing important litigation matters which have statewide significance.

G-1.35 Election Participation

(2018)

The Michigan Association of School Boards strongly encourages all school board members to be active citizens in our representative government by being informed about current issues and candidates, voting, and advocating on behalf of their district.

B. Governance of School Districts

G-3.10 School District Cooperation and Reorganization

(Rev. 2007)

The Michigan Association of School Boards encourages local, intermediate school districts, and public school academies to vigorously pursue program sharing, i.e., business services, transportation, payroll, cooperative administrative arrangements and other joint efforts to improve public education services.

The MASB also supports the voluntary reorganization of public school districts through consolidation, annexation or other mutually agreed upon procedures approved by the voters of the districts involved.

The MASB urges that reorganization and cooperation be based on the best interests of and improved educational opportunities for students.

The MASB will continue its leadership role by urging the Legislature to provide assistance to public school districts considering annexation, consolidation, cooperation or reorganization.

G-3.20 Student Involvement in Educational Policy and Program Development

(2010; Rev. 2019)

The Michigan Association of School Boards urges local school boards to establish mechanisms whereby the views, needs and recommendations of students can be carefully considered in the development of educational policies and programs, including the option of students as nonvoting board members.

The MASB encourages school boards to take advantage of the Students on Boards materials and resources available through the association to increase student participation.

G-3.30 Educational Accountability

(2017; Rev. 2019)

The Michigan Association of School Boards supports accountability systems that focus on improving student success including the identification of goals and performance standards.

Any accountability system should support school district needs and improvements and work toward creating equity in education for all students in a district.

To benefit students and the school community in general, school boards in Michigan should make accountability and school improvement plans a priority in their districts.

G-3.35 Site-Based Decisionmaking

(Rev. 2007)

The Michigan Association of School Boards supports site-based decisionmaking at the school building level with the participation of teachers,

administrators, parents, pupils and community members as a means of making schools more responsive to the needs of students. Decisions made at the building level must support and promote the policies and educational goals adopted by the board of education.

G-3.70 Privatization
(1998; Rev. 2017)

The Michigan Association of School Boards supports local and intermediate school board investigation of the use of privatization (that is, the transfer of some activities handled by school districts to the private sector) for substitute teachers and in noninstructional areas within the public school setting.

The MASB is opposed to any private activities that would allow control of our schools to be assumed by the private sector, including divestiture of locally owned assets, vouchers, educational savings accounts, tuition tax credits, grants or the sale of school facilities.

G-3.80 Strategic Plan, Goals and Accountability
(2021)

The Michigan Association of School Boards strongly recommends that local boards of education develop, approve and implement district goals and a strategic plan. The plan should align with that adopted by the State Board of Education. Aligning these plans and goals will help make them both successful.

A strategic plan empowers school districts to plan for continuous change. It is used to communicate with the entire school community the board's vision for the district, goals related to making that vision a reality and the actions needed to achieve those goals. The plan should also include related support materials such as timelines and measurements.

The board should work to hold itself and the district accountable to following the strategic plan and achieving the established goals.

C. Human Rights

G-4.01 Students' Rights and Responsibilities
(Rev. 2005)

The Michigan Association of School Boards urges that all local and intermediate school boards, after involving those groups affected, establish written policies on students' rights and responsibilities.

The MASB further urges that all local and intermediate school boards establish due process procedures for the administration of these policies in order that the constitutional and legal rights of all students are protected.

D. Curricula and Instruction

G-5.01 Excellence in Education
(Rev. 2008; Rev. 2019)

The Michigan Association of School Boards urges local and intermediate boards of education to promote educational excellence in our schools by setting high standards for academic performance and affording each student an opportunity to achieve his or her fullest potential.

To develop the best possible program in school districts, the MASB urges that all boards explore the greatest possible use of best practices in teaching, improved management techniques, educational research and evaluation programs. The MASB also urges all boards to make available to other boards of education any significant findings as to results or effectiveness of such techniques and programs.

G-5.05 Student-Centered Education
(2004; Rev. 2019)

The Michigan Association of School Boards urges school boards to put students first in all decisions as they provide educational programs and services.

The MASB also encourages boards of education to work in cooperation with other school districts and/or human service agencies, to design educational opportunities that address the individual needs of every student. This cooperation should include, but not be limited to, programs addressing the need for differentiated

education as all students are unique and have different learning styles and may require different learning environments.

G-5.07 Disciplinary Education Programs

(2005; Rev. 2019)

The Michigan Association of School Boards believes it is important to continue the educational process for all students so that they may become contributing members of society.

Therefore, the MASB encourages local and intermediate boards of education to provide an alternate education program for students who have been expelled due to disciplinary problems.

The MASB also believes it is essential to include human service agencies, the judicial system and parents or guardians in the design and financial support of alternate education programs for this student population to address those issues outside of education that affect students today.

G-5.08 Special Education

(2017; Rev. 2019)

The determination of appropriate special education programs, services, assessments and the extent to which the student will participate in regular education programs should be determined by the Individual Education Program and be based on the student's individual needs. A full continuum of program options should be available to every student with inclusion being part of the continuum.

The Michigan Association of School Boards encourages local and intermediate school districts to implement and support early identification and intervention programs to reach students in need at the earliest possible time. The MASB also believes that where inclusion is recommended by the IEP, the plan must include appropriate support services provided by the special education staff and appropriate training for the general classroom teacher, the student and the parent.

G-5.10 Character Education

(2017; Rev. 2021)

The Michigan Association of School Boards supports cooperation among schools, parents and the community in helping and encouraging all students to develop positive character traits, such as fairness, honesty, compassion, responsibility, civility and respect. These traits are essential in a free and democratic society where every person has personal and civic responsibilities in addition to inalienable rights. The MASB supports the inclusion of a public service or volunteerism component as part of a school district's graduation requirements to further enhance these traits.

G-5.20 Curricula and Parental Involvement

(2018; Rev. 2021)

The Michigan Association of School Boards urges school boards to involve parents and others in the community in making recommendations regarding the development of curriculum and selection of curricular materials. Parental input can help lead to decisions that better engage students.

However, school boards should not be required to provide students alternative curriculum materials or to allow students to "opt out" of classes or classroom exercises in core curriculum courses because of parental concern about the content of materials.

G-5.25 Instructional Materials and Technology

(2013; Rev. 2018)

The Michigan Association of School Boards encourages school boards to:

- a) Work with publishers, the State Board of Education and appropriate advisory committees to strengthen the integrity of the content and information in all instructional materials, including textbooks, software and technological aids including alternative formats, i.e., Braille.
- b) Develop policies to assure the highest possible quality of instructional materials.
- c) Develop and implement a plan for integrating new and emerging

technologies into the educational program.

- d) Develop a rigorous process that ensures and maintains high quality content providers, particularly those providing online and virtual services.
- e) Implement a process to review and evaluate emerging technologies and the impact on student learning to make sure changes are made that benefit student achievement.

G-5.42 Assessment and Competency Testing (2018; Rev. 2021)

The Michigan Association of School Boards supports the use of valid assessments to help all students meet their educational goals, as well as to evaluate schools, programs, curricula and instruction. The use of any assessment should provide a means to improve teaching methods and curriculum and to aid in the focus of professional development activities.

All assessments or competency tests should be unbiased, statistically valid, grade appropriate and make allowances for different learning styles. They also should include reasonable testing windows that do not significantly reduce the time available for student instruction.

The MASB supports consistency in assessments and competency tests required by the state. Longevity is needed to create clear benchmarks and support student learning.

All completed and scored state competency tests must be made available to those districts where the tests were administered. The state must provide timely reports on the test-takers to their districts.

The MASB opposes the use of testing as the predominant criterion for student promotion, graduation, school district accreditation, teacher and administrator evaluations, school funding or for the determination of school district success.

G-5.50 Post-Secondary and Career Readiness (2017; Rev. 2018)

The Michigan Association of School Boards encourages local and ISD boards to recognize the importance of ensuring that students are engaged in rigorous and challenging academic and technical courses. Such courses should facilitate student progression from secondary to postsecondary programs and careers. MASB also urges continued restructuring, expansion and funding of programs that:

- a) Incorporate existing state academic standards into Career and Technical Education (CTE) coursework.
- b) Increase student engagement through connected relevance to career skills.
- c) Coordinate rigorous academic and career and technical education delivery systems that are up-to-date with the needs of business, service and industry.
- d) Grant academic credit for curricular objectives learned in technical programs.
- e) Facilitate partnerships for student internships between potential employers and schools.
- f) Facilitate partnerships between schools and postsecondary programs to create opportunities for dual enrollment and/or early middle college.
- g) Develop employability skills, including dependability, the ability to work cooperatively, good communication skills, etc.
- h) Improve the transitions for students from high school to their postsecondary education, apprenticeship or career.

G-5.70 Literacy Skills (2003; Rev. 2021)

The Michigan Association of School Boards, in agreement with federal and state programs, supports efforts to improve literacy skills and erase functional illiteracy. The MASB urges:

- a) Local boards of education to provide in-service education to assist teachers to be proficient in the teaching of reading and

the early identification of reading difficulties.

- b) Local boards of education to develop programs promoting reading activities for students and encouraging school staff, parental and community participation in such programs.
- c) Local boards of education to encourage parents and guardians to spend time reading with their children to better equip them with the tools needed to excel in an educational setting.
- d) School systems to provide research-based literacy resources and supports for students reading below grade level.
- e) Teacher preparation institutions to provide adequate instruction in reading for teachers at the elementary through secondary levels.

G-5.80 Adult and Community Education

(2017; Rev. 2019)

The Michigan Association of School Boards supports collaborative adult and community education programs so that the public receives the best possible services with the resources available.

E. Correlative Schooling Issues

G-6.10 Equity in Education

(2019; Rev. 2021)

The Michigan Association of School Boards urges all school board members to affirm by their actions that each student can, will and shall learn. Educational equity is the intentional allocation of resources, instruction and opportunities according to need. The MASB recognizes that based on factors including, but not limited to, disability, race, ethnicity, gender, socioeconomic status, sexual orientation, gender identity, gender expression and documentation status some students are deprived of equitable educational opportunities. The MASB strongly encourages all involved in the delivery and oversight of public education, from the state to the local district, to work to identify and eradicate discriminatory practices to ensure all students have access to equitable educational practices and services.

G-6.20 Eliminating Barriers to Learning

(2019; Rev. 2021)

The Michigan Association of School Boards urges its members to adopt and implement policies and programs that will eliminate barriers to learning in our schools. This effort should be specifically directed toward:

- a) Establishing a supportive school climate to assist staff, classroom volunteers, parents and guardians and students in providing learning opportunities responsive to the total school population.
- b) Setting up an early warning system to identify patterns of school failure at their earliest levels.
- c) Emphasizing programs that utilize a broad range of activities to educate students with different behavioral patterns, skill levels, interests, needs and learning styles.
- d) Guaranteeing that all students at risk of failure in school receive intensive educational and supportive reinforcement.
- e) Encouraging and promoting interagency services in the community to provide supportive services for students to augment, improve, and enrich their performance in school.
- f) Assuring that schools, community services, law enforcement, the courts and others work in unison to create a rational framework for dealing with the issues of delinquent, abused, neglected and truant students.

G-6.30 Family Involvement in the Schools

(2012; Rev. 2021)

The Michigan Association of School Boards believes that a strong working partnership between families and schools is essential to achieve educational excellence and develop to the fullest each child's potential.

The MASB urges its members, working together with other community agencies, to support programs that engage parents and guardians and educate them on student success and child development.

The MASB urges involvement in the schools through local parent-teacher groups, school community groups, neighborhood organizations, and participation in local school and districtwide programs and activities designed to increase family-school communications and involve families in the development and implementation of educational policies, school programs and the school improvement process.

School boards should encourage family involvement by establishing friendly, courteous and clear communications, up to and including workshops, to help families understand school policies, rules, requirements and procedures.

Schools should schedule meetings, programs and events so that all families can attend and provide childcare services for these activities when needed. Collective bargaining agreements should be written so that school personnel will be available at times convenient for families/caregivers. Schools are also encouraged to conduct background checks on volunteers, whether they are family members or not, to ensure children are not put in harm's way during a school activity.

G-6.40 Social-Emotional Learning and Supports (2021)

The Michigan Association of School Boards urges school boards to establish and implement social-emotional learning and supports within their schools to address the social and emotional needs of students. Social-emotional competencies include self-awareness, self-management, social awareness, relationship skills and responsible decisionmaking.

Developing social-emotional skills improves student capacity to engage in academic learning, prepares students to meet college and career readiness standards, and decreases negative behavior and emotional distress.

The state of Michigan should provide proper resources to local districts to assist them in establishing these programs.

G-6.50 School Year

(2003; Rev. 2011)

The Michigan Association of School Boards urges boards of education to explore a variety of options for increasing the amount of time students are actively engaged in learning, including examination of the length of the school day and extension of the school year, and flexible scheduling that does not reduce instruction time.

G-6.80 Military Families

(2009; Rev. 2021)

The Michigan Association of School Boards encourages its members to adopt and implement policies and programs that address the unique challenges to learning caused by the deployment of parents and family members. This should include training for appropriate staff on services offered through military family assistance centers, the Michigan National Guard, the American Red Cross and the Michigan State University Extension Services.

F. Extracurricular and Co-Curricular Activities

G-7.05 Interscholastic Athletics and Officials

(1999; Rev. 2016)

The Michigan Association of School Boards urges every board of education to adopt specific policies for monitoring interscholastic athletics. The MASB also urges its members to have a clear understanding and knowledge of the impact of Michigan High School Athletic Association rules on their districts and an understanding of the relationship between the district and MHSAA.

The MASB further urges its members to pursue every opportunity to ensure that:

- a) The rules, regulations and practices of MHSAA, including opportunities for participation, are applicable to all students on an equal basis. The rules should prescribe enforcement procedures meeting minimum due process standards and a mechanism for enforcement at the school district level.

- b) The governing board of MHSAA is elected through an open, informed process. The governing board should reflect the diverse student population of our state and should include representation from the school boards of participating districts.

The MASB also encourages school boards to use umpires, referees and judges for interscholastic athletic events who have participated in a training program that assures basic competencies in officiating skills and promoting good sportsmanship.

G-7.10 Training of Coaches (2012; Rev. 2019)

The Michigan Association of School Boards urges all school boards to ensure the district:

- a) Employs qualified persons as coaches of interscholastic teams.
- b) Provides in-service training for all coaches, including training in first aid, current CPR certification, proper athletic conditioning, recognition of athletic injuries, including concussion prevention and awareness, recognition of the use of performance-enhancing drugs and the proper way to deal with hazing within the athletic programs of a school. Much of this training is available through MHSAA's Coaches Advancement Program.
- c) Requires supervision and evaluation of coaches.
- d) Makes coaches aware of pertinent school policies, rules and regulations and require compliance.
- e) Encourages coaches to follow the athletic code for coaches in the MHSAA handbook and include information regarding NCAA eligibility guidelines and requirements.

G-7.20 National Athletic Tournaments (2003; Rev. 2021)

The Michigan Association of School Boards opposes the formation of national tournaments for high school athletics. The MASB urges local districts to resist efforts to enlist their support for, and participation in, these tournaments.

Under Michigan High School Athletic Association eligibility requirements, students would be ineligible for one school year if, after participating in an MHSAA sport, they compete in any event that is a National High School Championships or All-Star event.

G. General Concerns Affecting Youth and Schools

G-8.01 Child Abuse and Neglect (2002; Rev. 2018)

The Michigan Association of School Boards believes all students should be free from physical, sexual and psychological abuse and neglect.

The MASB urges local school boards to:

- a) Develop policies and establish procedures for early detection of child abuse and neglect.
- b) Establish policies to ensure that school personnel comply with the Child Protection Law.
- c) Promote the awareness of abuse and neglect through programs of prevention and education.

G-8.50 Community Responsibility and Involvement in the Schools (2006; Rev. 2019)

The Michigan Association of School Boards urges school districts to work in cooperation with the local community to promote a better understanding of one another's needs and problems, and to identify and meet the needs of students and the schools. The MASB urges school districts to take the lead in promoting school community working relationships by soliciting ideas and help from the community in areas including curriculum, program design and delivery, policies, school safety, career development, citizenship, funding and other efforts that will enhance the quality of education and society in general.

The MASB also believes school districts should foster volunteerism in the regular school setting to better engage the surrounding community

members in the educational process. Ensuring the well-being of students is the joint responsibility of both the school community and the community-at-large.

H. Health, Safety and School Facilities

G-9.01 Building and Grounds Environmental Health

(2000; Rev. 2019)

The Michigan Association of School Boards urges school boards to observe environmental, health and safety standards and practices so as to minimize and eliminate the possibility of illness or injury to any person. The MASB also urges school boards to develop and periodically review plans that ensure that environmental, health and safety standards, practices and emergency procedures are being met.

In addition, the MASB urges Congress and the State Legislature:

- a) To carefully consider reliable data, based on scientifically valid studies, when establishing safety requirements.
- b) To provide grants and loans to help school districts monitor the condition of their facilities and premises and to eliminate health hazards from our schools.

G-9.05 Safe and Secure Schools

(2018; Rev. 2021)

The Michigan Association of School Boards urges school boards to develop and implement policies and programs, including the teaching of nonviolence, conflict resolution and bully prevention programs, leading to a learning environment that is safe and free from disruption. Policies should also be developed to ensure that schools do not become listed as persistently dangerous under the Every Student Succeeds Act and a plan of action should be created and implemented if that designation is given to a school.

Restorative justice practices should be considered as a part of a conflict resolution process. Restorative justice practices are encouraged by state law and endorsed in the

State Board of Education Policy on Reducing Student Suspensions and Expulsions. Working in partnership with stakeholders, including students, educators, families and members of the community, schools can lower suspensions and expulsions by implementing evidence-based discipline policies and preventative practices.

The MASB also encourages school officials to develop school emergency operations response plans and crisis intervention plans with parents, families, teachers, school mental health professionals, law enforcement personnel, social services workers, and appropriate community resources and agencies to reduce and be prepared for crime and violence in our schools and communities. Plans should include a risk assessment to determine the proper training, technology and processes to implement in order to mitigate risks associated with threats from crime, natural disasters, technological incidents, or human error.

G-9.20 Crime and Violence

(2016; Rev. 2021)

The Michigan Association of School Boards urges its members to oppose the portrayal of crime and violence and its glorification on television, in films, videos and electronic games, the internet and all other media. Local and intermediate school boards are encouraged to take the initiative in forming joint task forces with other governmental units and community groups and organizations to inform and educate schools and communities about the devastating impact of glorified depictions of crime and violence on our children and society.

G-9.40 Healthful Nutrition

(2013; Rev. 2016)

The Michigan Association of School Boards encourages school districts to offer healthful options in the food available through school programs and vending machines and consider the use of locally grown fresh food products; e.g., the USDA Farm-To-School grant program. The MASB also believes all decisions related to such programs should be made at the local level with

the input of school personnel, parents, health advocates and professionals.

G-9.55 Communicable Diseases
(2010, Rev. 2015)

The Michigan Association of School Boards urges its members to adopt policies for handling all communicable diseases. School boards must develop an educational program for school staff, students and the community to provide factual information about communicable diseases, their ways of spreading, means of prevention and clarification of any misconceptions the public may have.

The MASB supports vaccinations for school children who are able to be vaccinated to protect the entire school population but especially those who cannot be vaccinated. School boards should follow the guidance from the medical profession on vaccinations and monitor the shift in responsibility for those vaccinations from the schools to the health departments as required by the state.

In drafting policies on communicable diseases and vaccinations, school boards must balance the need to protect the health of the students and employees with the need to protect each individual's civil rights and privacy.

G-9.58 Reproductive Health
(Rev. 2001)

The Michigan Association of School Boards urges all boards of education to take the initiative locally and give serious consideration to the establishment of elective programs on reproductive health, including sex education, hygiene, sexually transmitted infections and birth control, while simultaneously following the procedures prescribed by statute and ensuring responsiveness to the needs and desires of their local school communities.

G-9.65 School Construction
(2009; Rev. 2017)

The Michigan Association of School Boards believes that schools should use the "best value"

methodology rather than simply a "low bid" process for school construction projects.

Accordingly, MASB urges that all school boards institute a procurement process, such as "qualification-based selection," based on both qualifications and price in relation to the work to be performed. Incorporating qualifications into the selection process ensures that the design and construction providers are best suited for the project requirements.

The MASB also urges all school boards to adopt a "responsible contracting policy" that sets forth in advance, reasonable predetermined qualifications that contractors and subcontractors must show they possess before being awarded a contract. The MASB encourages school boards to use LEED-certified building design and construction practices.

The MASB also urges all school boards to take appropriate measures to protect and conserve natural areas within or near their districts.

I. Public Finance and Taxation
G-10.40 Local Financial Support

(1998; Rev. 2019)

The Michigan Association of School Boards urges each local community to accept its continuing responsibility for supporting public elementary and secondary education through the imposition of local or intermediate school district taxes that, in partnership with the state of Michigan, will be sufficient to provide an equal and equitable educational opportunity for all public school students.

In order to assure continued improvement in public education, the MASB urges its members to assume a leadership role in encouraging all citizens and taxpayers to support an equitable and adequate method of financing public schools in every community.

J. Research

G-11.01 Educational Research and Program Evaluation

(2017; Rev. 2018)

The Michigan Association of School Boards supports state and federal research and program evaluation projects that will make a positive contribution to effective teaching and learning in public schools.

These projects should be conducted by objective and knowledgeable investigators using rigorous methods. Following the canons of the scientific method, all data should be accessible (within the limits of confidentiality), results should be reproducible, and all findings should be widely disseminated to the education community to ensure that the public funds are being spent on high-quality research and evaluation projects.

Furthermore, the MASB calls upon the Governor, the State Legislature and the State Board of Education, to review and consider the results of the Education Adequacy Study authorized by Public Act 555 of 2015 and the Michigan School Finance Collaborative Report from January 2018 to develop and improve programs and funding for public education in Michigan.

K. School Personnel and Labor Relations

G-12.20 Staff Development and Evaluation

(2006; Rev. 2017)

The Michigan Association of School Boards supports in-service training, enrichment programs

and professional development programs for school employees. These programs must be designed to support and promote the educational goals of each school district and to improve the quality of teaching and other services provided by our schools. All school employees should participate in professional, ongoing and relevant education courses that are consistent with the needs of the local or intermediate school district to improve their skills and knowledge.

The MASB encourages cooperation between boards of education and school staff, including administrators, teachers, other professionals and support personnel, to foster a mutually beneficial climate of trust and respect in order to improve staff evaluation and performance along with the overall well-being of our schools.

The MASB also encourages colleges and universities to provide programs of instruction for teachers and other school staff that are responsive to the needs of our public school system.

L. Intergovernmental Relations

G-13.35 State Agencies

(Rev. 2002)

The Michigan Association of School Boards encourages collaboration and cooperation between the state agencies and local and intermediate school districts, especially in the area of education improvement.

Advocacy-Related Resolutions

A. General Goals and Objectives

A-1.01 Promotion of and Advocacy for Public Education

(2006; Rev. 2021)

The Michigan Association of School Boards will endeavor to promote a greater community awareness of, and commitment to, the importance of public education and student achievement. To that end, MASB urges all school board members to be active in advocacy at all levels of government for public education.

School boards, on their own and through their regional, state and national associations, should play an active role to support legislation benefiting public education.

Awareness on the part of school board members of proposed legislation, administrative rulings and judicial action is necessary if effective, corrective measures are to be accomplished. The MASB urges each school board and area association to strengthen its grassroots involvement by developing a local, area or intermediate district legislative relations network to include board members in every state legislative and congressional district.

The MASB also encourages board members to actively participate in political activities including the pursuit of political leadership positions and voter information efforts.

B. Governance of School Districts

A-3.01 Intermediate School Districts

(Rev. 2005)

The Michigan Association of School Boards supports intermediate school districts in this state for the irreplaceable services they provide to their constituent districts and the students they serve.

The MASB opposes any attempt by the Legislature to change the current process of electing ISD board members by mandating popular election. Current law allows for the

popular election of ISD board members and can be utilized without a further change in law.

The MASB further opposes any change in law that would add requirements, prohibitions or otherwise infringe on an ISD board's ability to govern through board policy.

The MASB opposes any attempt by the Legislature to impede ISD board members or their employees from participating in professional development activities or otherwise carrying out their mission.

A-3.05 Financial Disclosure

(Rev. 2000)

The Michigan Association of School Boards opposes any state legislation that would require candidates for local public offices and public officers at the community level to disclose all of their sources (or their family members' sources) of personal income and debts.

A-3.10 Open Meetings Act

(2005; Rev. 2021)

Given the uncertainties resulting from court decisions interpreting the Open Meetings Act, the MASB urges the Legislature to amend the law to:

- a) Ensure that public bodies may use truly advisory committees composed of less than a quorum of the body without requiring such committees to meet in open session as long as all advisory committee reports and recommendations are presented at a public meeting with opportunity for public comment before the body acts on the report or recommendation.
- b) Permit school administrators to conduct closed interviews of applicants for employment with a school district in any position other than superintendent. Any employment interview conducted by the school board must be open to the public.

- c) Allow for board meetings to be held virtually as determined by school district policy, as long as the public has access to participate.

The Michigan Association of School Boards also supports an amendment to the Open Meetings Act to permit consideration of the sale of real property in closed sessions.

C. Human Rights

A-4.01 School Prayer (1982)

The Michigan Association of School Boards opposes governmentally authored or sponsored prayer in the public schools.

A-4.10 Civil Rights

(2019; Rev. 2021)

The Michigan Association of School Boards strongly supports the U.S. Civil Rights Act and Michigan's Elliott-Larsen Civil Rights Act and the protection they provide from discrimination for individuals based on religion, race, color, national origin, age, sex, height, weight, familial status and marital status. The MASB also believes the U.S. Civil Rights act and the Elliott-Larsen Civil Rights Act should be updated to include sexual orientation and gender identity and expression.

D. Curricula and Instruction

E. Correlative Schooling Issues

A-6.01 Compulsory Attendance

(1994, Rev. 2010)

The Michigan Association of School Boards supports maintaining the compulsory attendance age at 18, unless, before that age, a student graduates from high school or its equivalent.

A-6.10 Kindergarten Programs

(2008; Rev. 2013)

The Michigan Association of School Boards opposes legislation that would alter the current minimum enrollment age requirement for the entry into kindergarten. The appropriate readiness for entering kindergarten should be made based on the individual student and a

decision made jointly by the parents and the school district.

The MASB also believes that the mandatory age for enrolling students in an education program should move from the current age of 6 to the age of 5. The earlier a child is exposed to an organized education setting the more successful that student will be in later grades.

A-6.15 Early Childhood Education

(2017; Rev. 2021)

The Michigan Association of School Boards supports a greater focus on and continued investment in early childhood education, especially from birth to age five, in the public schools and other supportive community agencies, recognizing the economically sensible and socially responsible role it plays in quality education. The MASB urges that:

- a) Intermediate school districts work with the administration and the Legislature to take a greater leadership role in the education of children from birth to age five.
- b) Local school districts realize the vital importance of early childhood education programs in helping children achieve success in school.
- c) The state of Michigan will continue to expand preschool funding to include all 4-year-olds regardless of income and ensure adequate funding for such programs.
- d) The state of Michigan and local and intermediate school districts encourage and support interagency cooperation in providing early childhood education programs.

A-6.20 Instructional Time

(2017; Rev. 2021)

The Michigan Association of School Boards supports a school year incorporating no fewer than 180 days and 1,098 hours of student instruction and supports the change in state law that reflects that minimum number. Days cancelled due to severe storms, fires, epidemics or health conditions should be made up in order

to assure maximum instructional time for students in all districts.

The MASB believes counting professional development hours toward the instructional time requirement should be at the discretion of the school district. The school district should consider whether or not the professional development will positively affect student achievement before counting it toward instructional time.

The MASB also urges the Legislature to provide additional financial support to those districts that operate instructional programs more than the state-prescribed minimum number of days per year.

A-6.25 Post-Labor Day School Opening (Rev. 2006)

The Michigan Association of School Boards opposes current statute that prohibits schools from beginning classes prior to Labor Day.

A-6.60 Schools of Choice (Rev. 2003)

The Michigan Association of School Boards supports parental choice in the public school system at the discretion of local boards of education and within the parameters set by each school board.

Any program allowing parents to choose schools must assure that:

- a) The program is not part of a federal or state voucher plan for financing nonpublic education.
- b) The program does not foster racial, social or economic segregation or segregation of disabled students.
- c) The program addresses educational, labor, financial and administrative issues, such as the stability and continuity of educational programs, grade levels, space limitations, transportation, extracurricular activities and collective bargaining.

The MASB opposes mandatory schools of choice requirements in order to qualify for state or federal funds.

A-6.65 Public School Academies (Charter Schools)

(2012; Rev. 2021)

The Michigan Association of School Boards urges legislation regulating public school academies (charter schools):

- a) Conform with state constitutional requirements.
- b) Limit the authorization of public school academies (charter schools) so that a charter is not granted to a public school academy that merely duplicates programs being offered in a school district and allow the state oversight authority of the opening and closing of a public school academy (charter school).
- c) Include a means of assuring public oversight and accountability, both with respect to the educational programs provided for students and the governance of public school academies (charter schools).
- d) Require public school academies (charter schools) to meet all academic, health, safety, open enrollment and other mandates applicable to public school districts.
- e) Provide that the authorizer that grants a charter to any entity to operate a public school academy (charter school) is directly responsible and accountable for the legal, fiscal and educational operations of every public school academy it charters.
- f) Limit the foundation allowance of each public school academy (charter school) to the basic foundation allowance for school districts in the state.
- g) Differentiate the student foundation level when the public school academy (charter school) operates as a cyber school based on the lower cost of providing an online program.

- h) Require operators of cyber schools to have previous experience delivering effective online learning.
- i) Maintain accountability and transparency of the authorizers and management companies at the same level as elected school boards and the administration of all public schools.

The MASB also encourages boards of education to investigate whether chartering a public school academy (charter school) would enhance the education opportunities for students in their districts.

A-6.70 Home Schooling

(Rev. 2006)

The Michigan Association of School Boards urges the Michigan Legislature to set standards for home schools, including a state registration and monitoring system enumerated by county, which would ensure that each child receives instruction and services comparable to that provided in the public schools in the district of residence.

A-6.75 Online Education

(2003; Rev. 2013)

The Michigan Association of School Boards supports the creation of online education options by traditional public schools in Michigan to meet the individual learning needs of students. These systems should be developed to work in concert with the traditional system and could be a blended model or completely online depending on the needs of the district and the students impacted.

The MASB opposes any effort to amend state law that would remove the local board from the decisionmaking process approving online vendors that deliver content to students. MASB also opposes any attempt by the Legislature to mandate credit acceptance from online vendors that are not approved by the district.

H. Health, Safety and School Facilities

A-9.35 Substance Abuse Prevention Programs

(2000; Rev. 2013)

The Michigan Association of School Boards encourages the State Legislature to amend the existing state law regarding confiscated drug related monies and/or goods to provide that a percentage of these monies be properly channeled back into the public school districts within the state of Michigan to be used for substance abuse training for teachers and substance abuse preventative programs for K-12 students.

I. Public Finance and Taxation

A-10.05 Opposition to Financial Support of Nonpublic Schools

(Rev. 2002)

The Michigan Association of School Boards urges its members and the public to oppose any proposal to subsidize or support elementary or secondary private and parochial schools through tax credits or deductions, vouchers or other direct or indirect payments.

A-10.10 Federal Financial Support

(2009; Rev. 2019)

The Michigan Association of School Boards urges the President and Congress to recognize that public education is primarily a state and local responsibility, with policy decisions best determined at the local board of education level. The role of the federal government in public education must correspond with the funding provided. Local board of education control in public education is served best by a federal policy that:

- a) Recognizes attempts to balance the federal budget shall not be made at the expense of public schooling for students in this country.
- b) Establishes reasonable limits on the regulatory authority of the U.S. Department of Education.
- c) Fully funds all federally mandated programs, including testing, and distributes federal funds appropriated for

supplemental, categorical programs on an equitable basis.

- d) Leaves primary responsibility for specific expenditures with the local school district so that such funds can be used to pursue educational priorities set at the local level.

A-10.15 Federal Spending Priorities

(2015; Rev. 2017)

The Michigan Association of School Boards urges Congress and the President to adequately fund federal programs such as special education and the Every Student Succeeds Act. Other federal assistance programs that are critical to states to achieve the goals of ESSA should also be fully funded.

A-10.20 Unfunded Mandates and Sanctions

(Rev. 2004)

The Michigan Association of School Boards opposes any state or federal legislation that results in increased costs for school districts without full funding. The MASB also encourages the Michigan Legislature to oppose any federal laws or programs that are not fully funded thus costing the state valuable resources. Unfunded mandates only reduce the current programmatic offerings of a school district at the expense of the students.

The MASB also opposes using monetary sanctions against school districts in an attempt to achieve certain outcomes. School districts and students are better served when incentives are offered rather than punitive measures.

A-10.25 State Financial Support

(2017; Rev. 2021)

The Michigan Association of School Boards believes every child in Michigan should receive a comprehensive educational program. The MASB also believes that the state of Michigan must fulfill its constitutional responsibility to assure sufficient funding to support quality public education and an equal educational opportunity for all. State funding must be sufficient to provide a well-rounded educational program that includes, but is not limited to, the state model core content standards for students in all

districts. The MASB also believes that the federal government should provide adequate resources to supplement state funding, including but not limited to, fully funding the Individuals With Disabilities Education Act.

To that end, the MASB supports:

- a) A constitutional amendment to limit the allowable usage of the State School Aid Fund to PreK-12 expenditures.
- b) Continued reduction in disparities in per-pupil revenue among school districts, with a final goal of equitable funding for all districts. This should be accomplished without reducing the revenues of any school district.
- c) Specifically dedicating sufficient state revenue sources to fully fund Michigan's PreK-12 public education system. The current reliance on an annual appropriation from the state's General Fund needed in order to fully fund PreK-12 education should be eliminated. In the future, if dedicated revenues are reduced, they should be replaced with other dedicated revenues.
- d) Continued focus on research to clearly delineate the cost of providing a world-class education to the children of Michigan.
- e) Requiring that prorated per-pupil funding follow students who transfer between public school academies (charter schools) and/or public school districts after the student count date.
- f) Funding for supplemental, categorical programs consistent with the state's obligation to assist students with diverse needs as demonstrated by careful study and research. Such special programs should be funded in addition to the basic foundation allowance and should be reassessed periodically.
- g) Actively advocating for the continuation of at-risk funding on the basis of the current funding formula with a minimum of an inflationary increase each year, so that

schools may continue to provide these services.

- h) The timely appropriation and disbursement of state and federal funds so that local and intermediate districts can establish their budgets and maintain an adequate cash flow. All borrowing costs, either incurred by the state or a school district to enable appropriate cash flow because of the state's payment schedule, shall be borne by the state's General Fund. The distribution system needs to be returned to a system that awards districts all funds in the district's fiscal year for which the funds were appropriated.
- i) Providing individual districts with the ability to raise limited local revenues for operational purposes.
- j) Full state funding for state-mandated special education programs and services. At a minimum, the state must fund these programs at the Headlee Amendment minimums. The state must not count per-pupil foundation grants against funding for mandated categorical aid.
- k) Financial support for alternative discipline programs.
- l) State financial support for the development and operations of alternative disciplinary education programs, since many students who require these services result from state-mandated expulsions.
- m) State financial support for early middle college programs.
- n) State financial support for pupil transportation operational expenses.

School improvement should be a product of local needs assessment and planning, based upon the specific and unique needs of each community, with assistance provided by the state. Any attempt to restrict access of public school districts to the school bond loan fund is contrary to good public policy and should therefore be strongly opposed.

A-10.30 School Infrastructure Funding (2003; Rev. 2021)

The Michigan Association of School Boards believes it is a fundamental responsibility of the state of Michigan to provide infrastructure funding to school districts to ensure equal educational opportunity for all students.

Educational research shows a significant relationship between the learning environment and student achievement. The MASB believes the Michigan Legislature should set as a priority, the infrastructure needs of the public schools in Michigan.

To that end, the MASB supports:

- a) State funding to assist school districts in replacing and repairing potentially unsafe school buildings and in upgrading facilities to include technological capabilities essential for education.
- b) State equalization of debt retirement levy.
- c) State assistance for the development of property to be used for school construction, including road construction, drainage, sewage disposal, water and any other specific needs to make a site ready for construction.
- d) State funding for pupil transportation capital expenses.
- e) State funding for the expansion of affordable and reliable broadband access.

The MASB also believes whenever the United States Congress and the President consider ways to revitalize the United States economy, they should include federal support for school infrastructure in any legislative package that is presented.

A-10.35 School Fiscal Year (1996)

The Michigan Association of School Boards supports retention of the current law establishing a school fiscal year beginning July 1 and ending June 30.

A-10.40 State Aid and Millage Rollbacks

(Rev. 1996)

The Michigan Association of School Boards supports legislation that amends the State School Aid Act or other legislation to guarantee that the state will make up any revenue loss due to the rollback (required by Section 31 of Article 9 of the State Constitution) of the 18 mill nonhomestead tax levied on a local level, which will protect the fiscal integrity and subsequent operating budgets of affected local and intermediate school districts.

A-10.45 Interest on School Tax Collections

(1986)

The Michigan Association of School Boards believes that interest earned on school property tax collections properly belongs to the school districts. The MASB opposes legislation that would allow municipal and township treasurers to retain the interest gained on all taxes collected by townships and cities. Cities and townships should not be permitted to use interest earned from school funds to finance township and city operations.

The MASB also opposes legislation restricting the ability of local units of government to reach voluntary agreements on school tax collections.

A-10.50 Property Tax Assessments

(1992; Rev. 2016)

The Michigan Association of School Boards supports reform of the property tax assessment system to:

- a) Establish uniform, statewide property assessment practices and procedures.
- b) Appoint qualified and certified assessors.
- c) Assure that taxpayers provide assessors with information needed to facilitate an accurate assessing process.
- d) Strengthen the initial appeals process to encourage the settlement of assessment challenges at the local level.
- e) Properly assess commercial property at a fair rate for its current use to maintain the integrity of the tax system and local revenues.

A-10.55 General Taxation

(Rev. 1996)

The Michigan Association of School Boards supports a state tax system that produces the revenues necessary to support quality public education and other needed public services. The tax system should provide for an equal educational opportunity for children throughout the state and should be based upon equitable, adequate and diverse tax sources.

Any proposal to change, revise or otherwise affect the taxing authority of local and intermediate school districts must contain guarantees to ensure that no district will suffer revenue losses from state-imposed tax reform.

Any tax-cutting legislation affecting State School Aid revenues must provide for their direct replacement with revenue sources with long-term adequacy and stability.

Tax exemptions should be reviewed and, if not appropriate, eliminated.

Control over school district policies, responsibilities and operations by local and intermediate boards of education is of primary importance to any acceptable tax system.

A-10.65 Economic Development

(2008; Rev. 2021)

The Michigan Association of School Boards urges the Governor and State Legislature to continue to take every action within their power to encourage the expansion of agricultural, forestry, commercial, tourist, technological, life sciences and industrial development in Michigan.

Quality public education is a key driver for expanding economic development. Accordingly, economic incentives must not reduce or limit revenues to the State School Aid Fund or other revenues critical to the infrastructure (educated workforce, streets, water, sewer, police and fire protection, etc.) necessary to support such economic growth.

L. School Personnel and Labor Relations

A-12.01 Public Employment Relations Act (2018; Rev. 2019)

The Michigan Association of School Boards supports an uninterrupted school year for our students and giving school boards increased control over expenditures and programs to better accommodate state limitations on revenues and implement state education initiatives.

The MASB is opposed to binding third-party resolution of negotiation disputes.

A-12.70 Public School Employee Compensation and Benefit System

(2013; Rev. 2017)

The Michigan Association of School Boards supports a school employee compensation and benefit system that is cost effective, yet still allows school districts to attract quality candidates to the education field.

To that end, and consistent with other public and private sector offerings, the MASB supports:

- a) The right of a local or ISD board of education to determine compensation and benefit levels of the district's employees.

MASB further opposes any legislation or regulation that would infringe on the right.

- b) A retirement health care plan that provides benefits based on years worked in the public school system not to exceed 80 percent of the premium payment.

The MASB opposes a change in retirement systems that would create an undue financial burden on public school districts.

M. Intergovernmental Relations

A-13.01 State Board of Education

(2006; Rev. 2021)

The Michigan Association of School Boards supports the continuation of a constitutionally established State Board of Education, which functions as a representative decisionmaking body directly accountable to the citizenry, to provide public education leadership and policy direction, including curriculum standards and guidance, to the school districts of this state.

The MASB also supports a revision of the composition and election of the State Board of Education to provide for a nonpartisan nine-member board with staggered six-year terms.

Chapter 4

Amended Resolutions

This chapter contains resolutions that the 2021-2022 Resolutions and Bylaws Committee is proposing for amendment.

Lowercase letters represent current language; capitalized words and phrases indicate proposed new language; and words with strikethroughs will be deleted.

Each amended resolutions will be presented individually, as provided in Rule 2.b. of the Delegate Assembly Rules and Procedures (see page 11).

G-1.10 Traits of Effective School Boards (2019; Rev. 2022)

The Michigan Association of School Boards recognizes that boards that exhibit good habits and characteristics positively affect their districts and increase the effectiveness and efficiency for the educational programs. MASB encourages school boards to develop and adopt the following characteristics:

- a) Commit to a vision of high expectations for student success and quality instruction and define clear goals toward that vision.
- b) Have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all students at high levels.
- c) Spend more time focused on policies to improve student success versus time spent on operational issues.
- d) Establish a strong communications structure to inform and engage staff and the community in setting and achieving district goals.
- e) Understand, embrace and monitor data and use it to drive continuous improvement.
- f) Align and sustain resources to meet district goals and maintain high standards even during budget challenges.
- g) Establish strong collaboration and mutual trust between members and the superintendent.

- h) Take part in team development and training, including the superintendent to build shared knowledge, values and commitments.

The MASB ~~suggests that~~ **STRONGLY ENCOURAGES** school boards seeking to exemplify these traits look at formally adopting and implementing the Michigan Board of Education Governance Standards for guidance.

Explanatory Note

The committee wanted stronger language to show support for boards adopting the governance standards.

G-4.10 Equal Rights, Discrimination, Harassment and Bullying (2021; Rev. 2022)

The Michigan Association of School Boards supports equal rights for all. The MASB urges all district boards to adopt, implement and enforce equitable policies protecting students **AND ALL MEMBERS OF THE SCHOOL COMMUNITY** from violence, discrimination, harassment and bullying for any reason, including but not limited to: race, ethnicity, religion, disability, gender, sexual orientation, gender identity, gender expression or documentation status.

The MASB also encourages boards of education to:

- a) Consider the State Board of Education's model policy on bullying when they are

reviewing, amending or adopting their local policy.

- b) Annually review their bullying policy and the number of incidents reported in the district.
- c) Communicate a zero-tolerance threshold for any such activity.
- d) Regularly explore effective methods to address bullying on local, state and national levels.

Explanatory Note

The committee wanted to include staff and others in the protections and policies about bullying.

G-5.56 Cultural Competency

(2016; Rev. 2022)

The Michigan Association of School Boards urges its members to establish programs in their schools to foster awareness, understanding, sensitivity and respect for persons of all cultures in our pluralistic society.

The MASB also encourages its members to make staffing decisions and provide appropriate training to assure cultural competency, CULTURALLY RESPONSIVE PRACTICES and historical accuracy in teaching and the promotion of understanding and respect for diverse cultures.

Explanatory Note

The committee felt this phrase better reflects the process and the changing landscape around cultural differences.

G-5.57 English Language Learners

(2021; Rev. 2022)

The Michigan Association of School Boards supports multilingual programs to ensure access to a quality education for English language learners.

The MASB also encourages STRONGLY RECOMMENDS school boards to translate school-related communications into the preferred language of parents or guardians who are nonnative English speakers when possible.

Explanatory Note

The committee wanted stronger language as schools should do this for parents or guardians when necessary to help encourage their involvement.

G-7.01 Student Participation

(2021; Rev. 2022)

The Michigan Association of School Boards urges every board of education to encourage student participation in co- and extracurricular activities. There are many valuable programs that schools offer to their students and any additional involvement beyond academic classes can add to a student's total educational experience. SCHOOLS SHOULD ALSO BE RESPONSIVE TO STUDENT INTERESTS AND/OR REQUESTS WHEN CREATING CO- AND EXTRACURRICULAR ACTIVITIES.

Explanatory Note

The committee wanted to encourage districts to take student input into account in forming activities. Considering student input could lead to new opportunities for all.

G-7.02 School Symbols and Sportsmanship FAIR PLAY

(2002; Rev. 2022)

The Michigan Association of School Boards urges schools to adopt school names, logos, symbols and mascots that convey positive images and that are sensitive to the diversity of all people, as well as their history and culture.

The MASB also urges its member boards to emphasize positive attitudes and behavior at all school functions by insisting on civility, goodwill and good-sportsmanship FAIR PLAY among students, faculty and the community.

Explanatory Note

The committee wanted to convey the same message but in gender neutral terms.

G-9.10 School Bus Safety

(2018; Rev. 2022)

The Michigan Association of School Boards, realizing the importance of providing safe transportation for our students, supports:

- a) Appropriate training and continuing education for school bus drivers, transportation supervisors, bus mechanics and others providing school transportation services.
- b) Adequate training for school bus drivers and aides on creating a safe environment on the school bus for students, including but not limited to, preventing bullying.
- c) Adequate state funding to assist with employee training and to fully cover the costs of state safety inspections of school buses.

THE MASB ENCOURAGES SCHOOL DISTRICTS AND THEIR PUPIL TRANSPORTATION VENDORS TO CONSIDER PURCHASING ELECTRIC SCHOOL BUSES WHEN REPLACING OLD SCHOOL BUSES.

The MASB believes current federal standards applicable to the safety of passengers on school buses are appropriate. Accordingly, the MASB opposes a requirement that large school buses (over 10,000 lbs.) must be equipped with seat belts.

Explanatory Note

The committee wanted to put encouragement for moving to electric buses on the radar screen for districts. As auto manufacturers move in that direction and the technology becomes stronger, electric buses will be a more positive environmental and economic consideration.

G-9.50 Health Curriculum and Policies

(2021; Rev. 2022)

The Michigan Association of School Boards urges school districts to review and update their school health policies to establish written definitions of roles, responsibilities, policies and procedures for administering a school health program.

The school health curriculum should include disease prevention and control, personal health practices, nutrition, growth and development, family health, substance abuse, consumer health, safety and first aid, community health and emotional and mental health.

In addition, school health policies should focus on:

- a) The development of positive self-esteem.
- b) The prevention of vaping and substance abuse, by addressing the high risks associated with the use of alcohol, marijuana, tobacco, performance-enhancing drugs, prescription and nonprescription drugs, including opioids, and other harmful substances.
- c) Providing assistance to students in obtaining information about ~~weight control~~, nutrition, reproductive health, the prevention of teen suicides and other adolescent health problems.
- d) The importance of lifelong health and wellness.
- e) Providing assistance to students in obtaining information about emotional and mental health issues and how to identify them, assist fellow students or seek assistance.

Explanatory Note

The committee felt the inclusion of “weight control” has a negative connotation for students. The assistance and information should be related to eating healthy and not focuses on weight.

A-5.01 Special Education

(2006; Rev. 2022)

The Michigan Association of School Boards ~~encourages~~ **URGES** the Michigan Legislature and the United States Congress to fully fund the special education mandate AS PRESCRIBED BY STATE AND FEDERAL LAW. The growing number of students requiring these programs and the increasing costs of providing services has placed a tremendous burden on local districts. It is imperative that federal and state governments

fulfill their obligations in fully funding this mandate.

Explanatory Note

The committee wanted to be firmer in this statement that the Michigan Legislature and U.S. Congress follow the law when funding special education.

A-5.30 Curriculum and Standards

(2016; Rev. 2022)

The Michigan Association of School Boards supports state guidelines for learning objectives and encourages school boards to establish core curricula based upon the Michigan's ACADEMIC STANDARDS Merit Curriculum. The MASB believes flexibility must be expanded within the Michigan Merit Curriculum addressing conflicts that students encounter when looking at alternative pathways, particularly in INCLUDING career and technical education programs. ~~The MASB believes the local school board must have the final responsibility for decisions as to curriculum delivery or program.~~

~~The MASB also supports the implementation and adoption of the Common Core State Standards as developed by the National Governors Association and the Council of Chief State School Officers to ensure consistent high level standards for every student no matter where they live.~~

THE MASB encourages local and intermediate boards of education to look beyond state and national standards in an effort to continually raise student achievement levels. THE MASB BELIEVES THE LOCAL SCHOOL BOARD MUST HAVE THE FINAL RESPONSIBILITY FOR DECISIONS AS TO CURRICULUM DELIVERY OR PROGRAM.

Explanatory Note

The committee felt the paragraph about adoption of the Common Core State Standards was no longer necessary as they were integrated into our standards already. The rest of the resolution was amended for clarity and to reflect current references and options.

Chapter 5

New and Substituted Resolutions

This chapter contains proposed new and/or substitute resolutions representing major revisions of prior resolutions. There are two new resolution(s) being offered this year.

G-5.30 INCLUSIVE LITERATURE (2022)

THE MICHIGAN ASSOCIATION OF SCHOOL BOARDS URGES SCHOOL MEDIA CENTERS AND BUILDING AND CLASSROOM LIBRARIES TO INCLUDE LITERATURE THAT REFLECTS THE STUDENT POPULATION AND BROADER SOCIETY. THIS SHOULD INCLUDE IDENTIFYING AND CREATING ACCESS TO EDUCATIONAL MATERIALS THAT REFLECT ALL RACES, ETHNICITIES, RELIGIONS, ABILITIES, GENDERS, SEXUAL ORIENTATIONS, GENDER IDENTITIES AND GENDER EXPRESSIONS.

Rationale Statement

The committee felt it was important for literature and information to be available to students in which they see themselves and others and representing all parts of society. This language is based on MDE's second goal of the Michigan's Top 10 Strategic Education Plan to improve literacy achievement.

G-5.90 VISUAL, APPLIED AND PERFORMING ARTS EDUCATION (2022)

THE MICHIGAN ASSOCIATION OF SCHOOL BOARDS STRONGLY ENCOURAGES SCHOOL DISTRICTS TO INCLUDE VISUAL, APPLIED AND PERFORMING ARTS IN THEIR CURRICULUM OPTIONS. VISUAL, APPLIED AND PERFORMING ARTS INSTRUCTION SUPPORTS CREATIVE AND CRITICAL THINKING SKILLS AND CAN HELP WITH THE DEVELOPMENT OF MOTOR, LANGUAGE, EMOTIONAL AND SOCIAL SKILLS.

THE MASB SUPPORTS THE ADDITION OF THE ARTS TO STEM EDUCATION TO FURTHER FOCUS ON COMMUNICATION, CRITICAL THINKING, CREATIVITY AND COLLABORATION FOR STUDENTS IN ALL GRADES.

Rationale Statement

The committee felt support for visual, applied and performing arts education was missing as a resolution and wanted to include it to raise its level of importance for students and their well-being.

Chapter 6

Bylaws Proposals

This chapter contains amendments to the MASB Bylaws. A proposal to amend the Bylaws must be distributed in writing to the MASB membership at least 30 days before the Delegate Assembly convenes. Bylaw proposals require a two-thirds' vote of the official Delegates present and voting for passage (Bylaws: Article IVIII, Section 2).

Lower letters represent current language; capitalized words and phrases indicate proposed new language; and words with strikethroughs will be deleted.

There are two MASB Bylaw proposals to be voted on this year.

Article VIII – Board of Directors

Section 1. Representation. Except as provided in Section 2, the Board of Directors shall be composed of 22 members, including three at-large Directors. Sixteen Directors shall be elected from the eight regions, with two elected from each region; and one Director per group shall be elected from Group V, Group VI and Group VII. The MASB President will nominate a member to serve as an at-large director, subject to board approval.

The President, in nominating the at-large seats, shall consider the demographics of the board at that time and consider individual members who would add a broader representation to the board. The President may consider, but is not limited to, items such as race of the member, socioeconomic state of THEIR ~~his/her~~ district, age, type of district or career expertise.

Section 2. Ex-Officio Directors. The following persons shall serve as ex-officio members of the Board of Directors:

If Michigan has a member on the National School Boards Association's Board of Directors, that person shall be an ex-officio member of the Michigan Association of School Boards' Board of Directors. This section shall not apply if the person is an elected member of the MASB Board of Directors.

If the President's term as a Director expires immediately following the end of THEIR ~~his or her~~ presidency, the Board of Directors may appoint that person, as Immediate Past President, to serve as an ex-officio member of the Board of Directors without voting rights for a one-year term.

Section 3. Powers and Duties. The affairs of the Association shall be managed by the Board of Directors with the authority necessary to execute the purposes of the Association, except as limited in these Bylaws. The Board of Directors shall conduct the business of the Association in conformity with the Nonprofit Corporation Act and these Bylaws. The Board of Directors shall adopt and enforce policies the Board determines are necessary and proper to conduct the affairs of the Association.

Section 4. Meetings. The Board of Directors shall meet at least five times each year, beginning in March. Additional meetings may be called by the President at any time or may be called by any eight Directors upon 20 days' written notice mailed or emailed to each Director. The notice shall state the purpose or purposes of the meeting. A quorum shall be a majority of the voting members serving on the Board of Directors.

Section 5. Qualifications. Each Director of the Association shall have served as a qualified trustee of an Active or Academy member board of education for at least one year and have completed Fundamentals of School Board Service (CBA 101) at the time of THEIR ~~his or her~~ nomination to office.

Section 6. Board Limitations. Only one Director may be elected or appointed from any one local district, intermediate school district board or academy and no individual may run for both a group seat and a regional seat in the same election.

Section 7. Nominations. The Executive Director or ~~his or her~~ THEIR designee shall draw up and designate the slate of candidates for the election of Directors and conduct the election as directed by Board policy.

The Executive Director or ~~his or her~~ THEIR designee shall draw up and designate the slate of candidates for the election of Directors and conduct the election as directed by board policy. Nominations for Director may be made by any active or academy member school board by forwarding the nominee's name in writing to the Executive Director between the third Monday in November and the second Wednesday in January of each year.

Nominations for the at-large seats will be made by the president at the January meeting of the Board of Directors based on the criteria set forth in Section 1.

A nominee for a Director shall be a trustee of the Active or Academy member board that makes the nomination.

Section 8. Elections. The Executive Director or ~~his or her~~ THEIR designee shall prepare ballots for the election of Directors. A list of candidates with their qualifications shall be prepared and sent to each active or academy member school board by the fourth Friday in January of each year, except if a group or regional election is uncontested.

Each active or academy member school board will mark the ballot for not more than the number of Directors specified and return the marked ballots by secure means to the Executive Director no later than 1 p.m. on the first Wednesday in March.

As the ballots are received by the Executive Director, a record shall be made of the names of the school districts or academy members whose boards have submitted ballots. When the election results have been determined, the record shall be made available to member school boards upon request. Immediately following the deadline for returning ballots, the Executive Director shall deliver all ballots received to an auditing agency to determine the election results.

If any nomination for the Board of Directors is unopposed, the Board of Directors shall declare the unopposed candidate elected without conducting an election for the uncontested group or region. The Board of Directors shall make this declaration upon receipt of certification from the Executive Director that the candidates are unopposed.

Section 9. Term of Office. The candidates elected shall assume office on the second Wednesday in March. Except as provided in this article, Directors shall hold office for three years or until the term of their successor begins.

Directors appointed for an at-large seat shall also assume office on the second Wednesday in March. Directors selected in this manner shall hold office for a term of three years or until the term of their successor begins.

If a Director's term expires ~~immediately following the end of~~ DURING THEIR ~~his or her~~ term as President or President-Elect, the term of office for that person shall be extended TO THE MASB BOARD ELECTION IMMEDIATELY FOLLOWING THEIR TERM AS PRESIDENT. ~~for one year and the~~ THE Director subsequently elected to that seat on the Board of Directors shall be elected ~~for a two year~~ TO FULFILL THE REMAINDER OF THAT term.

Section 10. Vacancies. The office of a Director shall become vacant upon one of the following events:

The Director resigns from the Board of Directors.

The school board on whom the Director is a trustee ceases to be a member of the Association.

The Director ceases to be a trustee on a school board in the region or group that elected THEM ~~him or her~~, except that a Director whose term expires on ~~his or her~~ THEIR local board on December 31 shall continue to serve on the Board of Directors until the second Friday in March.

The Director fails to attend three consecutive meetings of the Board of Directors during an annual period commencing on the second Friday in March, except that the Board of Directors may waive this requirement for any reason, in each individual case, the Board deems appropriate.

If a Director is elected to represent one of the groups of membership described in Article IV, Section 2 and an increase or decrease in the number of membership pupils changes the size of the district so that it falls in a different group, the Director shall continue to serve on the Board of Directors until the expiration of the term to which THEY WERE ~~he or she~~ was elected.

A vacancy shall be filled either by appointment by the Board of Directors or at the next annual election. A Director appointed to fill a vacancy shall take office immediately and shall serve until the next annual election when the vacancy shall be filled for the remainder of the unexpired term.

A vacancy created by an at-large director shall be filled by board appointment until the normal expiration of that term.

If, after appointments are solicited, no member applies from the applicable representative group or region, the MASB President may appoint, subject to board approval, a member from any group or region to serve until the next election.

Rationale Statement

The language in Section 9 is changed to better reflect how holding the position of President and President-Elect can affect a Director's term. It doesn't change intent but clarifies that a person serving as President or President-Elect will not lose their position due to the expiration of their Board term. Gender-specific language was changed throughout the bylaw to make it shorter and gender neutral.

Article XII – Resolutions

Section 1. Initiation. Resolutions may be initiated by a member school board, the Board of Directors or the Resolutions and Bylaws Committee. All resolutions, other than courtesy resolutions, must be submitted in

writing to the Resolutions and Bylaws Committee or Board of Directors 90 days prior to the date of the annual meeting or 60 days prior to the date of any special meeting.

Section 2. Submission to Vote. A majority vote of the Resolutions and Bylaws Committee or a majority vote of the Board of Directors is necessary to approve a resolution for submission to the Delegates at an annual or special meeting. Copies of approved resolutions shall be sent to all member boards at least 30 days prior to the annual or special meeting.

Section 3. Adoption. Resolutions approved by the Resolutions and Bylaws Committee or Board of Directors for submission to the Delegates at the annual or any special meeting and sent to the Delegates in accordance with Section 2 ~~may~~ MUST be adopted by a majority vote of the Delegates present and voting as defined under Article VII, Section 6.

A resolution without such prior approval may be proposed from the floor by a Delegate. TO BE CONSIDERED, IT MUST ~~and may~~ be accepted for discussion by a majority vote of the Delegates present and voting as defined under Article VII, Section 6. IF ACCEPTED, AND FOLLOWING DISCUSSION, the resolution ~~may~~ MUST be adopted by a two-thirds vote of the Delegates present and voting as defined under Article VII, Section 6.

All resolutions passed by the Delegates at an annual or special meeting of the MASB shall be the official position of the Association as interpreted and pursued by its Board of Directors.

Rationale Statement

The committee wanted to better define how the process works for floor resolutions. Further detailed clarification will also be made within the rules and procedures for Delegate Assembly that are adopted by the committee prior to the annual meeting.

Chapter 7

Deleted Resolutions

This chapter contains resolutions previously adopted by the Delegate Assembly and deleted by the 2021-2022 Resolutions and Bylaws Committee. There are no resolutions being recommended for deletion this year.

Chapter 9

Complete Listing of Resolutions

Key:

“A” indicates an amended Resolution.

“N” indicates a new or substituted Resolution.

“D” indicates a deleted Resolution.

Continuing Resolutions have no letter designation.

General Resolutions

A. General Goals and Objectives

G-1.01 General Association Goals.....	16
G-1.03 Increasing Board Member Effectiveness.....	16
G-1.10 Traits of Effective School Boards	(A)35
G-1.25 Continuous School Improvement.....	16
G-1.30 Implementation of Association Programs.....	16
G-1.35 Election Participation	17

B. Governance of School Districts

G-3.10 School District Cooperation and Reorganization	17
G-3.20 Student Involvement in Educational Policy and Program Development	17
G-3.30 Educational Accountability.....	17
G-3.35 Site-Based Decisionmaking.....	17
G-3.70 Privatization	18
G-3.80 Strategic Plan, Goals and Accountability	18

C. Human Rights

G-4.01 Students’ Rights and Responsibilities	18
G-4.10 Equal Rights, Discrimination, Harassment and Bullying	(A)35

D. Curricula and Instruction

G-5.01 Excellence in Education	18
G-5.05 Student-Centered Education	18
G-5.07 Disciplinary Education Programs	19
G-5.08 Special Education.....	19
G-5.10 Character Education	19
G-5.20 Curricula and Parental Involvement.....	19
G-5.25 Instructional Materials and Technology.....	19
G-5.30 Inclusive Literature.....	(N)39
G-5.42 Assessment and Competency Testing.....	20
G-5.50 Post-Secondary and Career Readiness	20
G-5.56 Cultural Competency.....	(A)36
G-5.57 English Language Learners	(A)36
G-5.70 Literacy Skills.....	20
G-5.80 Adult and Community Education.....	21
G-5.90 Visual, Applied and Performing Arts Education.....	(N)39

E. Correlative Schooling Issues

G-6.10 Equity in Education..... 21
G-6.20 Eliminating Barriers to Learning..... 21
G-6.30 Family Involvement in the Schools..... 21
G-6.40 Social-Emotional Learning and Supports 22
G-6.50 School Year 22
G-6.80 Military Families 22

F. Extracurricular and Co-Curricular Activities

G-7.01 Student Participation(A)36
G-7.02 School Symbols and Sportsmanship FAIR PLAY(A)36
G-7.05 Interscholastic Athletics and Officials..... 22
G-7.10 Training of Coaches..... 23
G-7.20 National Athletic Tournaments..... 23

G. General Concerns Affecting Youth and Schools

G-8.01 Child Abuse and Neglect..... 23
G-8.50 Community Responsibility and Involvement in the Schools..... 23

H. Health, Safety and School Facilities

G-9.01 Building and Grounds Environmental Health 24
G-9.05 Safe and Secure Schools..... 24
G-9.10 School Bus Safety.....(A)37
G-9.20 Crime and Violence 24
G-9.40 Healthful Nutrition 24
G-9.50 Health Curriculum and Policies(A)37
G-9.55 Communicable Diseases 25
G-9.58 Reproductive Health..... 25
G-9.65 School Construction 25

I. Public Finance and Taxation

G-10.40 Local Financial Support 25

J. Research

G-11.01 Educational Research and Program Evaluation 26

K. School Personnel and Labor Relations

G-12.20 Staff Development and Evaluation 26

L. Intergovernmental Relations

G-13.35 State Agencies..... 26

Advocacy-Related Resolutions

A. General Goals and Objectives

A-1.01 Promotion of and Advocacy for Public Education 27

B. Governance of School Districts

A-3.01 Intermediate School Districts..... 27
 A-3.05 Financial Disclosure 27
 A-3.10 Open Meetings Act..... 27

C. Human Rights

A-4.01 School Prayer 28
 A-4.10 Civil Rights..... 28

D. Curricula and Instruction

A-5.01 Special Education(A)37
 A-5.30 Curriculum and Standards(A)38

E. Correlative School Issues

A-6.01 Compulsory Attendance 28
 A-6.10 Kindergarten Programs 28
 A-6.15 Early Childhood Education 28
 A-6.20 Instructional Time 28
 A-6.25 Post-Labor Day School Opening..... 29
 A-6.60 Schools of Choice 29
 A-6.65 Public School Academies (Charter Schools) 29
 A-6.70 Home Schooling..... 30
 A-6.75 Online Education..... 30

H. Health, Safety and School Facilities

A-9.35 Substance Abuse Prevention Programs..... 30

I. Public Finance and Taxation

A-10.05 Opposition to Financial Support of Nonpublic Schools..... 30
 A-10.10 Federal Financial Support..... 30
 A-10.15 Federal Spending Priorities..... 31
 A-10.20 Unfunded Mandates and Sanctions 31
 A-10.25 State Financial Support 31
 A-10.30 School Infrastructure Funding..... 32
 A-10.35 School Fiscal Year 32
 A-10.40 State Aid and Millage Rollbacks..... 33
 A-10.45 Interest on School Tax Collections 33
 A-10.50 Property Tax Assessments 33
 A-10.55 General Taxation 33
 A-10.65 Economic Development 33

L. School Personnel and Labor Relations

A-12.01 Public Employment Relations Act..... 34
 A-12.70 Public School Employee Compensation and Benefit System..... 34

M. International Relations

A-13.01 State Board of Education..... 34



Dexter Community Schools

Nice Job Notes

JUN-AUG 2022

Kirsten Butler
Connie Agostini (2)
Sasha Amani
Tracy Baker (3)
Elaine Barbieri (2)
Jim Barnes (2)
Scott Bartz
Gina Benson
Narda Black (9)
Kristin Bowman (3)
Jen Boyce
Sarah Breitner (7)
Matthew Brown
Candice Brown (2)
Eleanor Budd (2)
Kirsten Butler (13)
Alison Campbell (3)
Amanda Carlock
Ingrid Charlson
Angela Chea (2)
Kevin Cislo
Zeke Clark
Jill Covington
Andy Damman (2)
Cheryl Darnton
Jenni Davis
Matt Deloria
Transportation Dept
Melanie Dever
Rob Dubay (2)
Denise Dutcher (7)
Debra Eber (4)
Karen Eby
Evelyn Erickson
Laura Farmer
Jill Fyke
Lisa Glover
Lucas Greatorex
Lynne Gronvall
Molly Hampsey (7)
Natalie Hanlon
Murphy Hansen
Joe Hardesty (2)
Jay Harshe (2)
Alex Heidtke
Megan Hendricks
Alan Henes (2)

Sarah Hunt
Brandy Jacobs
Jennifer Johnson (5)
Amara Karapas
Susan Karsch
Stacey Keeler
Maureen Kline (2)
Kevin Knapp (3)
Ken Koenig
Beth Kovarik (6)
Nathan Lamb
Luo Laoshi (2)
Dave LeBlanc
Fred Ligrow (4)
Zach Lindke
Yolanda Luo
Chris Mackinder
Rebecca Mann (3)
Deb Marsh
Joe Martin (14)
Jennifer McGill (2)
Liz Melvin (5)
Jane Montero (3)
Ken Moore
Marianne Mutschler (7)
Christie Newsome (2)
Sharon Norris (12)
Tom Nortley
Kelli Nowacczck
Erin Palmer
Kelly Parachek (5)
Amanda Parker (6)
Griffin Patel
Tony Quint
Carrie Ragnes (2)
Doreen Reardon
Sarah Russell
Amy Sadler (2)
Jessica Savoni
Rich Schlanderer
Angie Scott (9)
Katie See
Andrea Sellman
Norris Sharon
Joanne Shipley (3)
Janine Shoner
Amber Sibert

David Sinopoli-Smith
Deneen Smith
Mrs. Smith
Todd Snyder
Jennifer Steele
Brooke Stidham
Lauren Straub
Leah Tatara
Amy Thomas
Chris Timmis
Jennifer Vanhouten
Karen Walls (2)
Jane Webby
Anouk Weiss (2)
Gary Wesley
Jenny Whipple (3)
Chris Whittaker
Rachel Wilson (2)
Dan Zielinski
Camp Dexter Counselors

JUN-AUG 2022 = 240
RUNNING TOTAL =
39770



EFD
Educational Foundation of Dexter

2019 WINNER



CHELSEA EDUCATION FOUNDATION

2021 WINNER

**Fundraising kicks off Oct. 1, 2022
and ends on Oct. 21 at halftime of
the Dexter vs Chelsea football game.**

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Together, we make it a win-win.

The Board of Education recognizes that there are times when non-profit community organizations offer programs or services that might benefit Dexter students and/or their families. The Board further recognizes that when it opens the forum for distribution/display of materials from outside groups, Federal law guarantees all non-profit groups be given the same rights. The attached information is brought to you as a service of Dexter Community Schools. This service does not imply endorsement of its contents by the administration of the school, the Superintendent or the Board.