BOARD OF EDUCATION MEETING PACKET

October 20, 2025

7:00pm

Bates Boardroom

DEXTER COMMUNITY SCHOOLS

Our Vision:

Champion Learning –

Develop, Educate, and Inspire!

DEXTER COMMUNITY SCHOOLS

BOARD OF EDUCATION MEETING
MONDAY, OCTOBER 20, 2025 – 7:00 P.M.
BATES BOARDROOM
2704 BAKER RD. DEXTER MI 48130
734-424-4100

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. The agenda reserves two periods for public participation and 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. Upon request to the Superintendent the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.

MEETING AGENDA

A. CALL TO ORDER – Roll Call

B. MEETING MINUTES (10/6/2025)

C. APPROVAL OF AGENDA

D. SCHOOL PRESENTATIONS
1. National Principals Month
2. CTE Millage Video
3. Careers Presentation

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

F. ADMINISTRATIVE & BOARD UPDATES
1. Superintendent
   a. SEAB Update
   b Bond Update
2. Board President
3. Student Representatives
4. Bond Update

G. CONSENT ITEMS
1. September Budget Report

H. ACTION ITEMS
1. Off-Schedule Payment
2. 2017 Bond Work - Roofing Upgrades
3. Policies - Second Reading
4. Raschke Retirement

I. DISCUSSION ITEMS
1. MASB Delegate Assembly Resolutions

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

K. BOARD COMMENTS

L. INFORMATION ITEMS
1. MASB Assembly Resolutions
2. CTE Open House 10/21/2025

M. CLOSED SESSION – none planned

N. ADJOURNMENT

CALENDAR

October 21, 2025 – CTE Open House - 3 Saline Locations (see fFlyer in Info Items) - 5:30pm-7:00pm
October 22, 2025 – Sex Education Curriculum Review 9-11am and 12-2pm at Bates Boardroom
November 3, 2025 – Community Chat 6:00pm-6:45pm Bates Boardroom
November 3, 2025 – Board Meeting 7:00pm Bates Boardroom
December 8, 2025 – Community Chat 6:00pm-6:45pm Bates Boardroom
December 8, 2025 – Board Meeting 7:00pm Bates Boardroom

Public Participation Policy 2504: *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 OF EDUCATION MEETING NOTES
OCTOBER 20, 2025

A. CALL TO ORDER

1. Roll Call

B. MEETING MINUTES

* An appropriate motion might be, "I move that the Board of Education approve the attached minutes from October 6, 2025 as presented/amended."

C. 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. National Principals Month
2. CTE Millage Video
3. Careers Presentation

E. PUBLIC PARTICIPATION (full guidelines at link)

Board Bylaw 2504 states that the BOE will have two opportunities for public participation at each meeting. The agenda reserves two periods for public participation. 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
2. Board President
3. Student Representatives

G. CONSENT ITEMS

1. September Budget Report

* An appropriate motion might be, "I move that the Board of Education receive the September 2025 budget report."

H. ACTION ITEMS

1 Off-Schedule Payment

The District experienced positive revenue over expenses for the 2024–2025 school year. Consequently, this evening's packet includes letters of agreement with DAA, DEA, DESPA, and WWBDAMA, and a memorandum for Individual Contract employees, all regarding a one-time off-schedule payment.

* An appropriate motion might be, "I move that the Board of Education approve the attached letters of agreement with DAA, DEA, DESPA, and WWBDAMA, as well as the memorandum regarding Individual Contract employees."

2. 2017 Bond Work – Roofing Upgrades
Your packet includes a bid summary and recommendation from Granger regarding Roofing Upgrades.

* An appropriate motion might be, "I move that the Board of Education award the 2017 Bond Series 2 Roofing Upgrades project to RDK Kleinschmidt, Inc. for $24,320 with a 15% contingency of $3,648, for a total amount not to exceed $27,968 to be funded by 2017 bond proceeds."

3. Policies – Second Reading
Your packet includes draft policies 3311 *Naming School Buildings*, *Portions Of Buildings, Structures, Or Facilities*, 5418 *Grading*, 5424 *Educational Options*, and 5501 *Student Fundraising*. These were approved for first reading on October 6, 2025.

* An appropriate motion might be, "I move that the Board of Education approve policies 3111, 5418, 5424, 5501 for second reading and final approval."

4. Raschke Retirement
Your packet includes a retirement letter from Senior Project Manager Sharon Raschke, effective October 31, 2025.

* An appropriate motion might be, "I move that the Board of Education acknowledge Dr. Sharon Raschke's retirement."

I. DISCUSSION ITEMS

1. MASB Delegate Assembly Resolutions
Your packet includes the 2025 MASB Assembly Resolutions. These were shared at the October 6, 2025 meeting. Daniel Alabré will be the DCS voting delegate. Trustees should have reviewed the resolutions prior to the meeting so they can use this opportunity to share any concerns or preferences.

J. PUBLIC PARTICIPATION

K. BOARD COMMENTS

L. INFORMATION ITEMS

1. MASB Assembly Resolutions
2. CTE Open House 10/21/2025

M. CLOSED SESSION – none planned

N. ADJOURNMENT

DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION MEETING MINUTES
OCTOBER 6, 2025

A. CALL TO ORDER – 7:00pm

Roll Call

Members Present: Elise Bruderly, Michael Cipolla, Jennifer Kangas, Amy Reiser, Melanie Szawara; Student Representatives Claire Beneteau and Lloyd Brand
Members Absent: Daniel Alabré, Brian Arnold
Administrative & Supervisory Staff: Ryan Bruder, Christie Bueche, Barb Leonard, Melanie Nowak, Sharon Raschke, Chris Timmis, Hope Vestergaard

B. MEETING MINUTES

Melanie Szawara made a motion that the Board of Education approve the meeting minutes from September 15, 2025 as presented. Jennifer Kangas seconded the motion. **Motion Carried (unanimous**).

C. APPROVAL OF AGENDA

Michael Cipolla made a motion that the Board of Education approve the agenda as presented. Amy Reiser seconded the motion. **Motion Carried (unanimous**).

D. SCHOOL PRESENTATIONS

1. DHS Student Leadership Update - DHS Student Council leaders Ben Willard and Addison Chase shared information about changes to the Homecoming Dance and Student Section activities.
2. CTE Millage Video - Trustees watched a short video about the Nov. 4th WISD CTE Millage proposal.
3. Water Fountain Impact Survey - Paul Cipolla talked about a student survey he conducted at the end of the 2024-2025 school year.

E. PUBLIC PARTICIPATION – none

F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update

Dr. Timmis shared that October is National Principals Month; the new scoreboard is up and running; athletics staff are working out the sound level issues and instructions for users; the SEAB curriculum review dates are October 14th and 22nd. He shared some thoughts on the state budget that finally passed, noting that most of the legislators were given the budget bill only hours before they had to vote on it. He also noted that the process used at the state over the past two years has been completed in secret, the entire budget was managed by a handful of representatives and not by the representatives elected to represent each community. He clearly stated that what is transpiring is not how our government was designed to function.

2. Board President Update

Elise Bruderly noted that packet information items include the MASB Delegate Assembly Handbook, which includes the items the assembly will be voting on.

She recommended trustees read the motions so that the Board can discuss any concerns and give Daniel guidance since he will be acting on behalf of the board as Dexter's voting delegate.

3. Student Representatives Update

Claire Beneteau shared some athletics news: girls golf is going to regionals; tennis will be hosting regionals at DHS and Chelsea's Beach Middle School due to concerns about the Mill Creek tennis courts surfacing. She listed some of the homecoming dance changes: the dance will be in the gym; floats will be at the dance; there will also be a silent disco, and they will have a new entrance to the event.

Lloyd Brand noted that the Varsity Football homecoming game will be against Skyline; the student pep rally will be on Friday; float building is underway. NHS is settling in with new advisor Ms. Lumpiez; Cross Country had a big meet at Portage; PowderPuff is practicing; with the passage of the budget, universal free meals are confirmed for this year.

G. CONSENT ITEMS – none

H. ACTION ITEMS

1. Dissolution of the Condo Association

Senior Project Manager Sharon Raschke explained the need for and process of the dissolution of the Dexter Town Center Association, as one of the final steps to completing the Wellness Center/Senior Center project. Melanie Szawara made a motion that the Board of Education authorize the Superintendent to sign the attached Termination of Master Deed and Condominium Project on behalf of the District. Amy Reiser seconded the motion. **Roll Call Vote**. **Motion Carried (unanimous).**

Melanie Szawara made a motion that the Board of Education adopt the attached Resolution Approving Termination of the Dexter Town Center Condominium Association. Jennifer Kangas seconded the motion. **Roll Call Vote**. **Motion Carried (unanimous).**

2. Al Ritt Scoreboard Overage

Melanie Szawara made a motion that the Board of Education approve $9,358 in additional funding from the 2017 bond proceeds in order to close out the Al Ritt Scoreboard project. Amy Reiser seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

3. NEOLA Policy Rescissions

Melanie Szawara made a motion that the Board of Education approve the rescission of all the policies listed in the attached document entitled "Complete NEOLA Policy Rescission List. Amy Reiser seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

4. Policies – First Reading
Melanie Szawara made a motion that the Board of Education approve policies 3311, 5418, 5424, and 5501 for first reading. Michael Cipolla seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

5. Policy – Second Reading
Melanie Szawara made a motion that the Board of Education approve policy 2506 for second reading and final approval. Michael Cipolla seconded the motion. **Roll Call Vote. Motion Carried (unanimous).**

I. DISCUSSION ITEMS – none

J. PUBLIC PARTICIPATION – none

K. BOARD COMMENTS

1. Michael Cipolla and Melanie Szawara noted that no community members attended the chat.
2. Everyone is excited about Homecoming.

L. INFORMATION ITEMS

1. Nice Job Notes June-August 2025
2. Finance Minutes 9/15/2025
3. Policy Minutes 9/16/2025
4. MASB Assembly Resolutions
5. CTE Flyer

M. ADJOURNMENT

At approximately 7:44pm, President Elise Bruderly adjourned the meeting.

MINUTES/hlv

_____
Daniel Alabré
Secretary, Board of Education

Board Monthly Financial Report

Fiscal Year to Date 09/30/25

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **11 - General Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	7,205,242.00	60,066.41	227,280.55	6,977,961.45	.00	3	240,022.52
Function Code **R100 - Local Sources - 100** Totals	$7,205,242.00	$60,066.41	$227,280.55	$6,977,961.45	$0.00	3%	$240,022.52
Function Code **R200 - Non-Education Sources - 200**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R200 - Non-Education Sources - 200** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **R300 - State Sources - 300**							
	35,415,810.00	2,400.00	586,228.34	34,829,581.66	.00	2	1,552,065.74
Function Code **R300 - State Sources - 300** Totals	$35,415,810.00	$2,400.00	$586,228.34	$34,829,581.66	$0.00	2%	$1,552,065.74
Function Code **R400 - Federal Sources - 400**							
	891,337.00	.00	.00	891,337.00	.00	0	.00
Function Code **R400 - Federal Sources - 400** Totals	$891,337.00	$0.00	$0.00	$891,337.00	$0.00	0%	$0.00
Function Code **R500 - ISD / Other Sources - 500**							
	7,671,182.00	570.06	8,767.56	7,662,414.44	.00	0	3,733.28
Function Code **R500 - ISD / Other Sources - 500** Totals	$7,671,182.00	$570.06	$8,767.56	$7,662,414.44	$0.00	0%	$3,733.28
Function Code **R600 - In from other Funds - 600**							
	475,626.00	.00	.00	475,626.00	.00	0	3,190.68
Function Code **R600 - In from other Funds - 600** Totals	$475,626.00	$0.00	$0.00	$475,626.00	$0.00	0%	$3,190.68
Account Type **Revenue** Totals	$51,659,197.00	$63,036.47	$822,276.45	$50,836,920.55	$0.00	2%	$1,799,012.22
Account Type **Expense**							
Function Code **100 - Instruction**							
Sub Function Code 110 - Basic Functions - 110	24,328,564.00	1,783,676.50	1,887,391.97	22,441,172.03	1,065.40	8	1,905,733.31
Sub Function Code 120 - Added Needs - 120	7,635,019.00	447,410.15	512,779.86	7,122,239.14	10,434.00	7	472,229.48
Function Code **100 - Instruction** Totals	$31,963,583.00	$2,231,086.65	$2,400,171.83	$29,563,411.17	$11,499.40	8%	$2,377,962.79
Function Code **200 - Supporting Services**							
Sub Function Code 210 - Support Services-Pupil - 210	6,441,905.00	387,097.55	443,542.01	5,998,362.99	282,280.50	7	492,519.87
Sub Function Code 220 - Support Services-Instructional - 220	3,027,357.00	294,833.55	790,377.00	2,236,980.00	45,652.32	26	701,535.07
Sub Function Code 230 - Support Services-Administration - 230	851,663.00	95,787.79	289,640.50	562,022.50	3,500.00	34	292,507.17
Sub Function Code 240 - Support Services-School Admin - 240	2,953,617.00	209,190.04	462,733.86	2,490,883.14	.00	16	472,245.69
Sub Function Code 250 - Support Services-Business - 250	873,226.00	44,593.80	148,554.86	724,671.14	1,434.87	17	152,337.79
Sub Function Code 260 - Operations and Maintenance - 260	5,433,677.00	415,377.34	1,344,679.88	4,088,997.12	263,594.26	25	1,132,019.46
Sub Function Code 270 - Pupil Transportation - 270	2,079,830.00	97,893.55	239,514.18	1,840,315.82	42,399.85	12	282,150.59
Sub Function Code 280 - Support Services-Central - 280	683,821.00	55,460.68	168,867.76	514,953.24	.00	25	131,763.94
Function Code **200 - Supporting Services** Totals	$22,345,096.00	$1,600,234.30	$3,887,910.05	$18,457,185.95	$638,861.80	17%	$3,657,079.58
Function Code **300 - Community Services**							
Sub Function Code 300 - Community Services - 300	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 320 - Community Recreation - 320	266,254.00	17,063.09	65,123.09	201,130.91	8,829.82	24	38,081.17
Sub Function Code 330 - Community Activities - 330	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 350 - Care of Children - 350	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 360 - Welfare Activities - 360	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 370 - Non Public School Pupils - 370	7,674.00	.00	.00	7,674.00	.00	0	.00
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	.00
Function Code **300 - Community Services** Totals	$273,928.00	$17,063.09	$65,123.09	$208,804.91	$8,829.82	24%	$38,081.17
Function Code **400 - Facilities Construction & Other Payments or Adjustments**							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code **400 - Facilities Construction & Other Payments or Adjustments** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00

Board Monthly Financial Report

Fiscal Year to Date 09/30/25

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 500 - Debt Service - 500	26,524.00	.00	.00	26,524.00	.00	0	.00
Sub Function Code 600 - Fund Modifications - 600	985,263.00	.00	.00	985,263.00	.00	0	.00
Function Code **500-600 - Other Financing Uses** Totals	$1,011,787.00	$0.00	$0.00	$1,011,787.00	$0.00	0%	$0.00
Account Type **Expense** Totals	$55,594,394.00	$3,848,384.04	$6,353,204.97	$49,241,189.03	$659,191.02	11%	$6,073,123.54
Fund(COA) **11 - General Fund** Totals	($3,935,197.00)	($3,785,347.57)	($5,530,928.52)	$1,595,731.52	($659,191.02)	141%	($4,274,111.32)

Board Monthly Financial Report

Fiscal Year to Date 09/30/25

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **23 - Community Service Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	2,893,890.00	292,927.31	885,925.31	2,007,964.69	.00	31	947,067.29
Function Code **R100 - Local Sources - 100** Totals	$2,893,890.00	$292,927.31	$885,925.31	$2,007,964.69	$0.00	31%	$947,067.29
Function Code **R300 - State Sources - 300**							
	59,345.00	.00	.00	59,345.00	.00	0	.00
Function Code **R300 - State Sources - 300** Totals	$59,345.00	$0.00	$0.00	$59,345.00	$0.00	0%	$0.00
Function Code **R400 - Federal Sources - 400**							
	.00	.00	.00	.00	.00	+++	35,097.48
Function Code **R400 - Federal Sources - 400** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$35,097.48
Function Code **R500 - ISD / Other Sources - 500**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R500 - ISD / Other Sources - 500** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **R600 - In from other Funds - 600**							
	984,263.00	.00	.00	984,263.00	.00	0	.00
Function Code **R600 - In from other Funds - 600** Totals	$984,263.00	$0.00	$0.00	$984,263.00	$0.00	0%	$0.00
Account Type **Revenue** Totals	$3,937,498.00	$292,927.31	$885,925.31	$3,051,572.69	$0.00	22%	$982,164.77
Account Type **Expense**							
Function Code **100 - Instruction**							
Sub Function Code 110 - Basic Functions - 110	167,055.00	17,283.38	23,347.75	143,707.25	.00	14	22,638.62
Function Code **100 - Instruction** Totals	$167,055.00	$17,283.38	$23,347.75	$143,707.25	$0.00	14%	$22,638.62
Function Code **200 - Supporting Services**							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 220 - Support Services-Instructional - 220	12,005.00	18.00	18.00	11,987.00	.00	0	.00
Sub Function Code 240 - Support Services-School Admin - 240	2,767.00	.00	.00	2,767.00	.00	0	.00
Sub Function Code 250 - Support Services-Business - 250	2,235.00	.00	.00	2,235.00	.00	0	12.06
Sub Function Code 260 - Operations and Maintenance - 260	62,808.00	5,645.80	18,725.67	44,082.33	5,000.00	30	11,560.95
Sub Function Code 270 - Pupil Transportation - 270	.00	2,985.00	2,985.00	(2,985.00)	42,015.00	+++	.00
Sub Function Code 290 - Support Services-Other - 290	1,765,221.00	144,982.58	233,477.01	1,531,743.99	144,425.00	13	235,430.76
Function Code **200 - Supporting Services** Totals	$1,845,036.00	$153,631.38	$255,205.68	$1,589,830.32	$191,440.00	14%	$247,003.77
Function Code **300 - Community Services**							
Sub Function Code 310 - Community Services Direction - 310	306,335.00	21,087.60	60,392.29	245,942.71	.00	20	57,317.12
Sub Function Code 320 - Community Recreation - 320	227,139.00	5,461.29	36,854.96	190,284.04	.00	16	37,479.68
Sub Function Code 350 - Care of Children - 350	1,138,107.00	79,456.47	302,940.63	835,166.37	.00	27	300,643.70
Sub Function Code 390 - Other Community Services - 390	.00	.00	.00	.00	.00	+++	31,906.80
Function Code **300 - Community Services** Totals	$1,671,581.00	$106,005.36	$400,187.88	$1,271,393.12	$0.00	24%	$427,347.30
Function Code **400 - Facilities Construction & Other Payments or Adjustments**							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code **400 - Facilities Construction & Other Payments or Adjustments** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	190,345.00	.00	.00	190,345.00	.00	0	3,190.68
Function Code **500-600 - Other Financing Uses** Totals	$190,345.00	$0.00	$0.00	$190,345.00	$0.00	0%	$3,190.68
Account Type **Expense** Totals	$3,874,017.00	$276,920.12	$678,741.31	$3,195,275.69	$191,440.00	18%	$700,180.37
Fund(COA) **23 - Community Service Fund** Totals	$63,481.00	$16,007.19	$207,184.00	($143,703.00)	($191,440.00)	326%	$281,984.40

Board Monthly Financial Report

Fiscal Year to Date 09/30/25

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **25 - School Lunch Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	371,528.00	40,672.65	53,394.07	318,133.93	.00	14	83,544.50
Function Code **R100 - Local Sources - 100** Totals	$371,528.00	$40,672.65	$53,394.07	$318,133.93	$0.00	14%	$83,544.50
Function Code **R300 - State Sources - 300**							
	1,524,002.00	.00	.00	1,524,002.00	.00	0	.00
Function Code **R300 - State Sources - 300** Totals	$1,524,002.00	$0.00	$0.00	$1,524,002.00	$0.00	0%	$0.00
Function Code **R400 - Federal Sources - 400**							
	610,512.00	.00	.00	610,512.00	.00	0	.00
Function Code **R400 - Federal Sources - 400** Totals	$610,512.00	$0.00	$0.00	$610,512.00	$0.00	0%	$0.00
Function Code **R500 - ISD / Other Sources - 500**							
	257,500.00	.00	.01	257,499.99	.00	0	.00
Function Code **R500 - ISD / Other Sources - 500** Totals	$257,500.00	$0.00	$0.01	$257,499.99	$0.00	0%	$0.00
Account Type **Revenue** Totals	$2,763,542.00	$40,672.65	$53,394.08	$2,710,147.92	$0.00	2%	$83,544.50
Account Type **Expense**							
Function Code **200 - Supporting Services**							
Sub Function Code 210 - Support Services-Pupil - 210	.00	.00	.00	.00	.00	+++	.00
Sub Function Code 260 - Operations and Maintenance - 260	4,975.00	.00	2,241.80	2,733.20	.00	45	2,029.44
Sub Function Code 290 - Support Services-Other - 290	2,847,834.00	188,255.10	280,083.03	2,567,750.97	929,267.25	10	247,289.07
Function Code **200 - Supporting Services** Totals	$2,852,809.00	$188,255.10	$282,324.83	$2,570,484.17	$929,267.25	10%	$249,318.51
Function Code **400 - Facilities Construction & Other Payments or Adjustments**							
Sub Function Code 400 - Other Government Agencies - 400	.00	.00	.00	.00	.00	+++	.00
Function Code **400 - Facilities Construction & Other Payments or Adjustments** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	285,281.00	.00	.00	285,281.00	.00	0	.00
Function Code **500-600 - Other Financing Uses** Totals	$285,281.00	$0.00	$0.00	$285,281.00	$0.00	0%	$0.00
Account Type **Expense** Totals	$3,138,090.00	$188,255.10	$282,324.83	$2,855,765.17	$929,267.25	9%	$249,318.51
Fund(COA) **25 - School Lunch Fund** Totals	($374,548.00)	($147,582.45)	($228,930.75)	($145,617.25)	($929,267.25)	61%	($165,774.01)



Board Monthly Financial Report

Fiscal Year to Date 09/30/25

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **27 - Cooperative Activities Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	2,361,462.00	231,400.17	688,120.58	1,673,341.42	.00	29	368,562.43
Function Code **R100 - Local Sources - 100** Totals	$2,361,462.00	$231,400.17	$688,120.58	$1,673,341.42	$0.00	29%	$368,562.43
Function Code **R200 - Non-Education Sources - 200**							
	155,708.00	3,097.64	11,632.64	144,075.36	.00	7	.00
Function Code **R200 - Non-Education Sources - 200** Totals	$155,708.00	$3,097.64	$11,632.64	$144,075.36	$0.00	7%	$0.00
Function Code **R300 - State Sources - 300**							
	8,500,000.00	21,272.69	21,272.69	8,478,727.31	.00	0	.00
Function Code **R300 - State Sources - 300** Totals	$8,500,000.00	$21,272.69	$21,272.69	$8,478,727.31	$0.00	0%	$0.00
Function Code **R400 - Federal Sources - 400**							
	1,050,000.00	68,263.53	68,263.53	981,736.47	.00	7	.00
Function Code **R400 - Federal Sources - 400** Totals	$1,050,000.00	$68,263.53	$68,263.53	$981,736.47	$0.00	7%	$0.00
Function Code **R600 - In from other Funds - 600**							
	127,500.00	4,603.52	14,843.05	112,656.95	.00	12	.00
Function Code **R600 - In from other Funds - 600** Totals	$127,500.00	$4,603.52	$14,843.05	$112,656.95	$0.00	12%	$0.00
Account Type **Revenue** Totals	$12,194,670.00	$328,637.55	$804,132.49	$11,390,537.51	$0.00	7%	$368,562.43
Account Type **Expense**							
Function Code **300 - Community Services**							
Sub Function Code 300 - Community Services - 300	2,865,768.00	236,569.26	778,035.31	2,087,732.69	51,702.47	27	454,251.21
Sub Function Code 390 - Other Community Services - 390	716,060.00	26,086.60	84,110.60	631,949.40	940.84	12	.00
Function Code **300 - Community Services** Totals	$3,581,828.00	$262,655.86	$862,145.91	$2,719,682.09	$52,643.31	24%	$454,251.21
Function Code **400 - Facilities Construction & Other Payments or Adjustments**							
Sub Function Code 400 - Other Government Agencies - 400	8,357,842.00	.00	(12,206.38)	8,370,048.38	.00	0	7,100.00
Function Code **400 - Facilities Construction & Other Payments or Adjustments** Totals	$8,357,842.00	$0.00	($12,206.38)	$8,370,048.38	$0.00	0%	$7,100.00
Function Code **500-600 - Other Financing Uses**							
Sub Function Code 600 - Fund Modifications - 600	127,500.00	4,603.52	14,843.05	112,656.95	.00	12	.00
Function Code **500-600 - Other Financing Uses** Totals	$127,500.00	$4,603.52	$14,843.05	$112,656.95	$0.00	12%	$0.00
Account Type **Expense** Totals	$12,067,170.00	$267,259.38	$864,782.58	$11,202,387.42	$52,643.31	7%	$461,351.21
Fund(COA) **27 - Cooperative Activities Fund** Totals	$127,500.00	$61,378.17	($60,650.09)	$188,150.09	($52,643.31)	-48%	($92,788.78)

Board Monthly Financial Report

Fiscal Year to Date 09/30/25

Sub Function Code	Adopted Budget	Current Month Actual	Actual FYTD	Adopted Budget - Actual	Encumbrances	% Rec'd/Spent	Prior Year FYTD
Fund(COA) **29 - Student/School Activity Fund**							
Account Type **Revenue**							
Function Code **R100 - Local Sources - 100**							
	2,289,598.00	32,442.73	207,966.16	2,081,631.84	.00	9	281,109.12
Function Code **R100 - Local Sources - 100** Totals	$2,289,598.00	$32,442.73	$207,966.16	$2,081,631.84	$0.00	9%	$281,109.12
Account Type **Revenue** Totals	$2,289,598.00	$32,442.73	$207,966.16	$2,081,631.84	$0.00	9%	$281,109.12
Account Type **Expense**							
Function Code **R100 - Local Sources - 100**							
	.00	.00	.00	.00	.00	+++	.00
Function Code **R100 - Local Sources - 100** Totals	$0.00	$0.00	$0.00	$0.00	$0.00	+++	$0.00
Function Code **200 - Supporting Services**							
Sub Function Code 290 - Support Services-Other - 290	2,289,598.00	88,549.32	110,355.42	2,179,242.58	68,254.82	5	158,381.97
Function Code **200 - Supporting Services** Totals	$2,289,598.00	$88,549.32	$110,355.42	$2,179,242.58	$68,254.82	5%	$158,381.97
Account Type **Expense** Totals	$2,289,598.00	$88,549.32	$110,355.42	$2,179,242.58	$68,254.82	5%	$158,381.97
Fund(COA) **29 - Student/School Activity Fund** Totals	$0.00	($56,106.59)	$97,610.74	($97,610.74)	($68,254.82)	+++	$122,727.15
Grand Totals	($4,118,764.00)	($3,911,651.25)	($5,515,714.62)	$1,396,950.62	($1,900,796.40)	134%	($4,127,962.56)

DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION
AND THE
DEXTER ADMINISTRATOR ASSOCIATION

Re: Off-Schedule Payment
Date: October 14, 2025

The Dexter Public Schools Board of Education (hereinafter the "Board") and the Dexter Administrators' Association (hereinafter the "Association") hereby agree as follows:

1. The District experienced positive revenue over expenses for the 2024-2025 school year.
2. DAA members who were employed during the 2024-2025 school year will receive an off-schedule payment of $150.00 to be paid on November 15, 2025.
3. DAA members must have been actively employed on June 30, 2025, including paid FMLA, and be actively employed as of November 15, 2025 and have not otherwise terminated at the time of payment.
4. With the exception of the express covenants within this Letter of Agreement, this Letter of Agreement shall not constitute the establishment of any precedent, custom, practice or condition of employment with respect to the interpretation, enforcement or application of the 2025-2028 Master Agreement or any successor contract to that Agreement.

DEXTER COMMUNITY SCHOOLS
BOARD OF EDUCATION

By:_____

Its:_____

By:_____

Its:_____

DEXTER ADMINISTRATOR
ASSOCIATION

By:_____

Its:_____

By:_____

Its:_____

LETTER OF AGREEMENT
BETWEEN THE
DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
AND THE
DEXTER EDUCATION ASSOCIATION/
WASHTENAW COUNTY EDUCATION ASSOCIATION, MEA/NEA

Date: October 10, 2025
Re: Off-Schedule Payment

This Letter of Agreement is entered into between and among the Dexter Community Schools Board of Education (the "Board") and the Washtenaw County Education Association/Dexter Education Association (the "Association"), collectively referred to as "the parties".

The parties agree as follows:

1. The District experienced positive revenue over expenses for the 2024-2025 school year.
2. The 2025-2028 Master Agreement includes a one-time payment under Article XVI, Section D, which will be provided to DEA members.
3. DEA members who were employed during the 2024-2025 school year will receive an off-schedule payment of $150.00 to be paid on November 15, 2025.
4. DEA members currently on a semester leave will receive the off-schedule to be paid when the employee returns to work.
5. DEA members must have been actively employed on June 12, 2025, including paid FMLA, and be actively employed as of November 15, 2025.
6. With the exception of the express covenants within this Letter of Agreement, this Letter of Agreement shall not constitute the establishment of any precedent, custom, practice or condition of employment with respect to the interpretation, enforcement or application of the 2025-2028 Master Agreement or any successor contract to that Agreement.

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION

By:_____

Its:_____

By:_____

Its:_____

WASHTENAW EDUCATION ASSOCIATION/DEXTER EDUCATION ASSOCIATION, MEA/NEA

By:_____

Its:_____

By:_____

Its:_____

LETTER OF AGREEMENT
BETWEEN THE
DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
AND THE
DEXTER EDUCATION SUPPORT PERSONNEL ASSOCIATION

Re: Off-Schedule Payment
Date: October 14, 2025

This Letter of Agreement is entered into between and among the Dexter Community Schools Board of Education (the "Board") and the Dexter Education Support Personnel Association (the "Association"), collectively referred to as "the parties".

The parties agree as follows:

1. The District experienced positive revenue over expenses for the 2024-2025 school year.
2. The 2025-2028 Master Agreement includes a one-time payment under Article XXI, Section A, which will be provided to DESPA members.
3. DESPA members who were employed during the 2024-2025 school year will receive an off-schedule payment of $150.00 to be paid on November 15, 2025.
4. DESPA members must have been actively employed on June 30, 2025, including paid FMLA, and be actively employed as of November 15, 2025 and have not otherwise terminated at the time of payment.
5. With the exception of the express covenants within this Letter of Agreement, this Letter of Agreement shall not constitute the establishment of any precedent, custom, practice or condition of employment with respect to the interpretation, enforcement or application of the 2025-2028 Master Agreement or any successor contract to that Agreement.

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION

By:_____

Its:_____

By:_____

Its:_____

DEXTER EDUCATION SUPPORT PERSONNEL ASSOCIATION, MEA/NEA

By:_____

Its:_____

By:_____

Its:_____

LETTER OF AGREEMENT
BETWEEN THE
DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION
AND THE
WEST WASHTENAW BUS DRIVERS AND MONITORS ASSOCIATION

Date: October 14, 2025
Re: Off-schedule payment

This Letter of Agreement is entered into between and among the Dexter Community Schools Board of Education (the "Board") and the West Washtenaw Bus Drivers and Monitors Association (the "Association"), collectively referred to as "the parties".

The parties agree as follows:

1. The District experienced positive revenue over expenses for the 2024-2025 school year.
2. WWBDAMA members who were employed during the 2024-2025 school year will receive an off-schedule payment of $150.00 to be paid on November 15, 2025.
3. WWBDAMA members must have been actively employed on June 30, 2025, including paid FMLA, and be actively employed as of November 15, 2025 and have not otherwise terminated at the time of payment.
4. With the exception of the express covenants within this Letter of Agreement, this Letter of Agreement shall not constitute the establishment of any precedent, custom, practice or condition of employment with respect to the interpretation, enforcement or application of the 2025-2028 Master Agreement or any successor contract to that Agreement.

DEXTER COMMUNITY SCHOOLS BOARD OF EDUCATION

By:_____

Its:_____

By:_____

Its:_____

WEST WASHTENAW BUS DRIVERS AND MONITORS ASSOCIATION

By:_____

Its:_____

By:_____

Its:_____

MEMORANDUM

DEXTER COMMUNITY SCHOOLS

To: Board of Education

From: Chris Timmis

Date: October 20, 2025

Re: Off Schedule payment for Individual Contract Employees

The District experienced positive revenue over expenses for the 2024–2025 school year. In recognition of this, individual contract employees who were employed during the 2024–2025 school year will receive an off-schedule payment of $150 on November 15, 2025.

To be eligible for this payment, employees must:

- Have been actively employed on June 30, 2025 (including those on paid FMLA), and
- Be actively employed on November 15, 2025, and not have otherwise terminated prior to the time of payment.

This one-time payment reflects the District's appreciation for the continued service and dedication of its staff.

GRANGER
ADVANCE THE ART OF BUILDING

October 15, 2025

Dr. Chris Timmis
Superintendent of Schools
Dexter Community Schools
2704 Baker Road
Dexter, MI 48130

Re: Dexter Community Schools 2017 Series 2 Bond Project
Roofing Upgrades
7930 Shield Rd. & 2505 Baker Rd.

Dear Dr. Timmis:

Proposals for Roofing Upgrades were received on behalf of Dexter Community Schools (DCS) Wednesday, October 8th. A tabulation of the bids received is attached for your reference.

We have reviewed the proposals, spoken with the bidders, and are recommending the lowest responsive bidder.

Pending final review of financial and other qualification criteria, Granger recommends that DCS award the Roofing Upgrades Proposal as indicated below. This project will be managed by the Granger Owner's Representative and Dexter Community School's staff.

Work	Contractor	Base Bid	Recommended Alternates	Total Bid
Roofing Upgrades	RDK Kleinschmidt, Inc.	$23,725	$595	$24,320

The bid amount is $24,320, we are including a 15% contingency of $3,648, for a total not to exceed $27,968. We request that the Board of Education consider and take action on the contract recommendation above at the meeting scheduled for October 20th, 2025. Please feel free to contact me at (810) 533-5470 if you have any questions or require additional information.

Sincerely,
GRANGER CONSTRUCTION COMPANY

Craig McCalla
Owners Representative

att: Bid tabulation form

HEADQUARTERS
6267 Aurelius Rd
Lansing, MI 48911-4230

517.393.1670 P
517.393.1382 F

WEST MICHIGAN
940 Monroe Ave NW, Ste 142
Grand Rapids, MI 49503

616.454.2900 P
616.454.9700 F

SOUTHEAST MICHIGAN
39475 13 Mile Rd, Ste 204
Novi, MI 48377

248.724.2950 P
248.489.5753 F

www.grangerconstruction.com

cc: C. Bueche, DCS
G. Brand, GCC



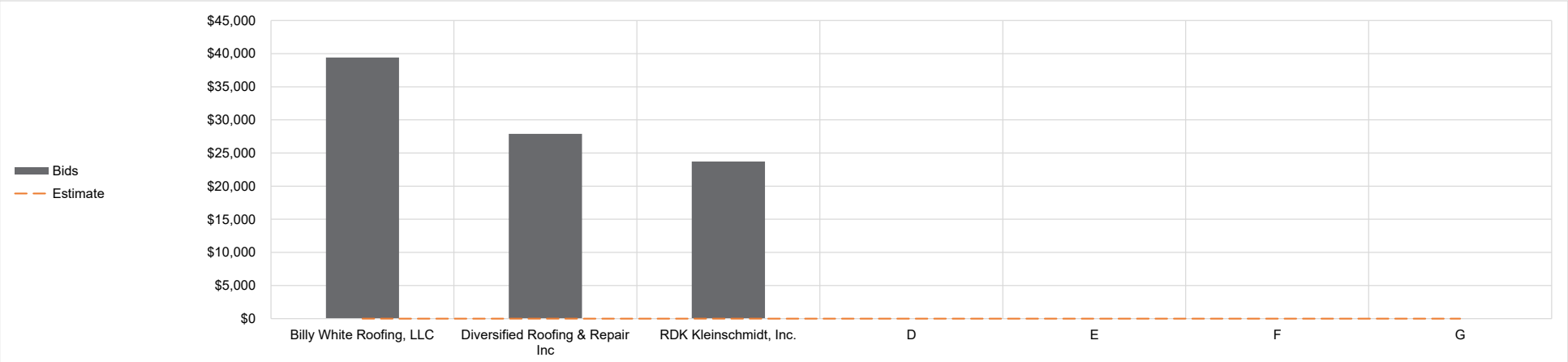
GRANGER
ADVANCE THE ART OF BUILDING

NAME	VERSION
Bid Tabulation Form	6
NUMBER	DATE REVISED
BP006FR	12/15/2021

CATEGORY: 07-01 ROOFING

JOB NUMBER:	1710-16	ESTIMATE	$0
CLIENT:	Dexter Community Schools	APPARENT LOW BID	$23,725
BUILDING:	7930 Shield Rd. & 2505 Baker Rd.	APPARENT LOW BIDDER	RDK Kleinschmidt, Inc.
DELIVERY:	CM	VARIANCE FROM ESTIMATE	$23,725
ARCHITECT:		VARIANCE FROM ESTIMATE (%)	
BID DATE:	10/8/2025		

	Billy White Roofing, LLC	Diversified Roofing & Repair Inc	RDK Kleinschmidt, Inc.	D	E	F	G
BASE BID	$39,408	$27,895	$23,725				
P&P BOND	n/a	n/a	n/a				
ADDENDUMS	Acknowledged	Acknowledged	Acknowledged				
VOLUNTARY ALTERNATES (Y/N)							
1			$595				
2							
REQUIRED ALTERNATES							
1							
2							
3							
4							
BASE BID + ALTERNATES TOTAL :	**$39,408**	**$27,895**	**$23,725**	**$0**	**$0**	**$0**	**$0**



Second reading 10-20-2025

Educational Options Policy 5424

The Board of Education recognizes the need to provide alternative means by which students achieve goals of the district.

A parent interested in alternative programs must contact their building administrator.

Such options may include, but not be limited to, tutorial programs, independent study, correspondence courses, educational travel, mentorship programs, summer school, early college entrance, internet, digital broadcasting, or satellite coursework offered by the school or any regionally accredited college or Michigan Virtual High School.

Any optional plan to meet the recognized educational needs of a student shall be approved by the Superintendent. The Superintendent shall prepare a plan of educational options for use in meeting special needs.

Credit may be granted to the student upon complete evaluation of the program. The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the district graduation requirements

All alternative education plans must comply with State law and other Board policies.

The superintendent shall establish administrative guidelines whereby each educational option is properly analyzed, planned, and implemented and complies with all applicable requirements of the State.

Adopted 3/17/2003
Revised

Second reading 10-20-2025

Naming Buildings, Etc. Policy 3311

NAMING SCHOOL BUILDINGS, PORTIONS OF BUILDINGS, **STRUCTURES**, OR FACILITIES

The purpose of this policy is to establish guidelines for the naming of school buildings (or areas within a building) or facilities. ~~Naming or renaming schools provides an opportunity to further develop an identity for the school, its community, its staff, and its students.~~ The naming of school buildings, **structures,** or facilities is the responsibility of, **and must be approved by,** the Board of Education.

When naming a facility or portions of a facility, the following criteria should be considered:

A. the proposed name should be appropriate
B. the name should stand the test of time
C. in naming sites or facilities, special consideration may be given to those names that will have some special meaning to the students and Dexter Community
D. in general, buildings will not be named after persons, but if the name involves a person, there should be evidence of distinguished service, special school contributions (fiscal or service), or other honors earned which reflect well upon the education received in the School District. Naming a site or facility after a deceased person shall be done after a reasonable waiting period following the individual's death
E. portions of school facilities, such as libraries, gymnasiums and athletic fields, shall be named according to their educational purpose; however, if another name is used, it has no implied permanence and may later be removed by the Board.

The names of sites which serve a districtwide function (e.g., Administrative Services, Community Education) and facilities or portions of facilities which are jointly owned by the School District and other entities should be named to illustrate the nature of their role in the District to avoid confusion.

The Board will determine a process for all naming of school buildings, portions of buildings, structures, or facilities.

Adopted 12/10/2018
Revised

~~Naming or Renaming Procedures~~
~~A. Naming of a New School~~

~~After the site selection is completed, and as soon as possible, a naming committee should be created.~~

~~B. Renaming an Existing School~~

~~Existing schools may be renamed by action of the Board or the Board may create a naming committee at the request of the school or community. An existing school may be renamed for a variety of reasons including, but not limited to:~~

1. ~~combining of schools;~~
2. ~~school replacement;~~
3. ~~development of new identity for the school.~~

~~C. Naming Committee~~

~~If a committee is to be formed, the building principal will lead the process and establish the committee consisting of the principal, community members, and school personnel. If the building does not have a principal, the Board President will direct the formation of the committee. The committee process shall include:~~

1. ~~a communication plan which explains the process and timelines for public participation;~~
2. ~~opportunities for students to be involved;~~
3. ~~public consultation;~~
4. ~~clarification of the strategies to be used by the committee for decision making and adherence to those strategies.~~

~~D. Committee Report~~

~~Upon completion of the process, the principal shall forward a report to the Board of Education through the office of the Superintendent. The report should contain the following information:~~

1. ~~a description of the process followed to name or rename the school;~~
2. ~~identification of the individuals (and respective roles) on the committee;~~
3. ~~a description of the process and strategy used to arrive at the recommendation;~~
4. ~~a copy of the communication plan;~~
5. ~~three (3) recommended names for the school in order of preference.~~

~~E. Board Approval~~

~~The Board will receive the recommendation and will review the communication plan. The Board may select a name from the recommendations, but is not obligated to do so. The Board should allow adequate time for public input on the proposals before making a decision.~~

Second reading 10-20-2025

~~The school principal or another committee member may be invited to speak to the Board regarding the submitted report.~~

~~The Board will make the final decision and reserves the right to reject any proposal to name or rename a building or facility.~~

Second reading 10-20-2025

Student Fundraising Policy 5501

Student fundraising activities are subject to review and approval by the Superintendent or designee.

***The Superintendent shall establish administrative guidelines for the solicitation of funds that shall:**

A. specify the times and places in which funds may be collected;

B. describe permitted methods of solicitation which do not place undue pressure on students;

C. limit the kind and amount of advertising for solicitation;

D. require that the Board approve the distribution or liquidation of monies remaining in a student activity account when the organization is defunct or disbanded; and

E. limit the number of fund-raising events.

Adopted
Revised

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*Copyright NEOLA 2015

Second reading 10-20-2025

Grading 5418

The Superintendent or designee will develop and implement student grading guidelines to be used by teachers. The objective of grades is to quantify and report each student's academic achievement.

***The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program. The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelfth.**

The Board directs the Superintendent to develop procedures for grading which:

A. **develop clear, consistent criteria and standards particularly when grades are based on subjective assessment;**
B. **help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;**
C. **provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;**
D. **provide for a pass/fail grade in programs for which it is appropriate;**
E. **provide students the opportunity to assess both their own achievements and their areas of difficulty.**

The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade.That grade may not be changed without the permission of the Superintendent.

The Superintendent shall develop procedures for the computation of grade point averages to implement this policy which shall include:

A. **a provision for students completing graduation requirements before their class;**

B. **a system for fairly averaging makeup courses;**
C. **a statement of the methods for such computation and assignment to be made available for those to whom a student's grade point average or rank in class is released;**
D. **recognition of the heavier burden of certain work, classes, courses, etc.**

Date Adopted: 8/1/2024

Date Revised:

*This section forward copyright NEOLA 2009; taken from previous *5421 Grading*

October 13, 2025

Dear Dr. Timmis,

Since 1998, I have served Dexter Community Schools as Finance Director, Chief Financial Officer, and most recently as Senior Project Manager. For my first 25 years, I carried the responsibility of planning, overseeing, and executing all fiscal and business operations. The contrast between the district I joined and the one I leave tells a story I helped write:

- 1998: 2,878 students; $22M general fund revenue; $2.4M fund balance (12.5%); 188 teachers; 360 total staff; taxable valuation $513M; MPSERS 10.77%; Business Office staff of 6.0 FTE.
- 2024: 3,311 students; $53.7M revenue; $11M fund balance (20.6%); 265 teachers; 495 staff; taxable valuation $1.8B; MPSERS 42.82%; Business Office staff of 5.9 FTE.

Through continuous improvement and consistent fiscal leadership—supported by Board Treasurer Dick Lundy, whose steady guidance helped shape my path—I left the CFO role with operational excellence and the District on strong financial footing. The awards I received for innovative finance strategies reflected that teamwork and a career devoted to Dexter's long-term success rather than personal advancement.

Among my most impactful contributions was managing eight major bond issues and refundings totaling over $297 million, delivering new and improved facilities while saving Dexter taxpayers tens of millions through strategic refunding and restructuring. I also served in leadership roles with Michigan School Business Officials, the regional retirement program I co-founded, and the District's risk management program, as well as representing Dexter in statewide and national professional arenas. And whenever anyone asked how I kept it all straight, my answer remained the same: "*I have a spreadsheet for that.*"

Just as I thought I was preparing to conclude my career, you, Dr. Timmis, presented one final challenge: leading the development of a multigenerational community center—a role that quickly became, in practice, *Chief of Everything Officer*. The next two years consumed my professional and personal life, demanding every ounce of experience, knowledge, network, creativity, and persistence I had. Using over $10 million in combined funding from four federal grant programs, together we preserved the 48,000-square-foot Dexter Wellness Center, designed and opened a new 9,000-square-foot Dexter Senior Center hand-in-hand with its members (three of whom I once served under as Board of Education members), and created a fully self-sustaining Cooperative Activities Fund with a healthy reserve balance. The project was the hardest, most exhausting work I have ever undertaken—yet also the most meaningful and visible accomplishment of my career. The Dexter Multigenerational Community Center Complex will stand as a lasting example of what thoughtful planning, strong partnerships, and decades of school business experience can accomplish.

While a few elements of the project remain in progress and dependent on external partners, the major components are successfully in place and no longer require my full-time effort. The focus now needs to turn to the ongoing management and stewardship of the Complex and Fund 27. Therefore, please accept this letter as my formal notice of retirement from Dexter Community Schools, effective October 31, 2025. I would appreciate your guidance on whom to refer future project and operational matters so that I can facilitate a smooth transition.

I'd like to acknowledge the Business Office staff—past and present—for their dedication, flexibility, and resilience through every challenge we navigated together. I am grateful to you, Dr. Timmis, and to the many Boards of Education who entrusted me with Dexter's finances for nearly three decades. It has been a privilege to serve this district and community. I retire with pride, deep gratitude, and complete confidence in the strength of the foundation we have built.

With sincere appreciation for our collaboration and all we accomplished together,

Sharon Raschke

Sharon Raschke, Ed.D.

2025 Delegate Assembly Handbook



Welcome to the 2025 MASB Delegate Assembly!

Each year, MASB's members meet to consider, debate and adopt resolutions on issues affecting public education and Michigan's schools. As a delegate selected by your school board, you have an important voice in shaping our Association's resolutions.

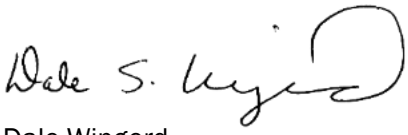
Resolutions are the driving force behind the various positions taken by MASB. It's imperative that the views of our membership be considered, and it's through the Delegate Assembly that this can happen.

The Resolutions and Bylaws Committee has worked to develop the resolution and bylaw proposals printed in this Handbook. The Committee encourages you to meet with your board in advance of the Delegate Assembly to discuss the proposals you will be voting on. The Committee also urges you to read the introductory sections of this Handbook to help you understand your role as a delegate and how the Delegate Assembly functions.

All school board members are invited to attend the Delegate Assembly, which begins at 7 p.m. on Thursday, Oct. 23, in the Governors' Hall at Grand Traverse Resort and Spa in Acme and will be livestreamed for those who wish to watch; delegates must be present in person. While only certified delegates or their alternates may offer motions and vote, any school board trustee attending in person may speak on the issues and participate in the debate.



Pamela Dickinson
Chairperson
Resolutions and Bylaws Committee



Dale Wingerd
President

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Resolutions and Bylaws Committee 2024-2025

Chairperson:
Pamela Dickinson
Comstock Public Schools

Members:
Jennifer Baker
Algonac Community Schools

Kristen Cambensy
Marquette Area Public Schools

Nancy Deal
Williamston Community Schools

Ramona Dunn-Simmons
Harper Woods School District

Carol Finkelstein
West Bloomfield School District

Charlie Fulbright
Battle Creek Public Schools

Melissa Metzger
Lakeview School District

Evelyn Pridemore
Redford Union Schools

Kurt Schulte
Goodrich Area Schools

Norman Taylor
Wayland Union Schools

Richard Vance
Grant Public Schools

Mary Vincent
Monroe Public Schools

Staff:
Don Wotruba
Executive Director

Jennifer Smith
Director, Government Relations

Brenda Pilgrim
Assistant Director, Government Relations

Brooke Wooley
Board Liaison

2025 Delegate Assembly Agenda

Governors' Hall - Grand Traverse Resort and Spa, Acme
Thursday, Oct. 23, 2025, at 7 p.m.

I. **Call to Order.** Dale Wingerd, President, presiding.

II. **Certification of Quorum.** Don Wotruba, CAE, Executive Director.

III. **Adoption of Agenda.**

IV. **Introduction of Head Table.**

V. **Past President's Report.** James Johnson.

VI. **Legislative Update.** Jennifer Smith, Director, Government Relations.

VII. **Executive Director's Report.** Don Wotruba, CAE.

VIII. **Adoption of 2025 Rules and Procedures.** Overview by Jennifer Smith.

IX. **Action on Proposed 2025 Resolutions.** Proposals presented by Pamela Dickinson, 2024-2025 Chair of the Resolutions and Bylaws Committee or a designee.
   a. Continuing Resolutions.
   b. Amended Resolutions.
   c. New and Substituted Resolutions.

X. **Action on Bylaws Proposals.**

XI. **Floor Resolutions.** Note: Written copies are needed (see page 10).

XII. **Other Business.**
   a. Question Period. The Executive Director, President and Immediate Past President will be available to respond to written or verbal questions about MASB services and activities. Maximum 30 minutes.
   b. Other.

XIII. **Minutes of Delegate Assembly.** Motion authorizing the Board of Directors to approve the minutes of this meeting.

XIV. **Adjournment.**

Chapter 1
Preparing for the 2025 Delegate Assembly

The MASB Resolutions and Bylaws Committee has prepared the following information to help members of our Association prepare for the 2025 Delegate Assembly. The Committee believes every school board should be represented to decide the positions our Association will take on education issues important to all of us. Ultimately, the decisions made by our Delegate Assembly may affect what happens in our schools, in the Legislature and at the State Board of Education.

Please take the time to review these materials as you prepare for the 2025 Delegate Assembly.

Purpose of the Delegate Assembly

The Michigan Association of School Boards is a voluntary, nonprofit organization representing the boards of education of nearly all local and intermediate school districts. The Delegate Assembly provides direction to the Association, its officers and committees through the adoption of resolutions. All resolutions adopted by the Delegate Assembly become the official position of MASB as interpreted and pursued by the Board of Directors. The Delegate Assembly also may vote on proposals to amend the MASB Articles of Incorporation and Bylaws.

Role of the Resolutions and Bylaws Committee

The MASB Resolutions and Bylaws Committee reviews the resolutions adopted by the preceding year's Delegate Assembly to determine whether each resolution should be continued without change, amended or substituted. The Committee also has the power to delete resolutions that are no longer necessary and to develop new resolutions.

Minutes of the meetings of the Resolutions and Bylaws Committee are available at the MASB office upon request. Minutes show all additions, deletions and other revisions approved by the Committee in preparing the resolutions and bylaw proposals contained in this Handbook for action at the Delegate Assembly.

Selection, Certification and Registration of Delegates

Every board of education that is an active member of MASB may select at least one voting delegate to the Delegate Assembly. Because MASB membership is based on student enrollment, there are seven different membership categories. Boards in the groups representing larger districts are entitled to additional voting delegates. The maximum number of delegates from a single district is four. There may be as many alternates as there are delegates. Alternates may substitute for delegates who are not present on the floor of the Delegate Assembly.

Delegates and alternates must be both certified and registered in order to officially represent their school board at the Delegate Assembly. MASB provides every school board with a certification form, which must be completed and returned to the MASB office no later than **Thursday, Oct. 2, 2025**. Only the names of delegates and alternates listed on the

certification form are recorded in MASB's official roster of certified delegates and alternates. When the certified delegates and alternates arrive for the first session of the Delegate Assembly, they must register (sign in) so that MASB can take its quorum count for the meeting.

Role of Delegates and Alternates

As a delegate, you will deliberate, debate and vote on the adoption of MASB resolutions, bylaws, amendments and sometimes revisions of the MASB Articles of Incorporation. Before coming to the Delegate Assembly, you will want to review the proposals for amending resolutions and new resolutions printed in this Handbook. The resolutions adopted at the Delegate Assembly become MASB's official position on the issues they address.

Proposed amendments to the MASB Bylaws also should be reviewed, since these proposals affect the governance structure of our Association. A review with your full board is always helpful.

When you arrive at the conference site, you should find the area where MASB staff are registering delegates and alternates. Registration begins an hour before the Delegate Assembly session begins. Registration is necessary to verify the quorum count for the opening session of the Delegate Assembly. As you register, you will receive a delegate's ribbon, which identifies you as an official voting delegate. If your district's alternate is substituting for you during the Assembly, the alternate should be given the ribbon for that period of time.

Having proper identification as a voting delegate is important. All school board members are permitted to participate in the discussion and debate of the Delegate Assembly. However, only the official voting delegates (or their alternates) identified by the delegate's ribbon are permitted to sit in the delegates' section. More importantly, only the delegates (or their alternates) may vote or make motions.

The Delegate Assembly Meeting Room

The Delegate Assembly meets in a large room with a platform at the front for the MASB President, Chairperson of the Resolutions and Bylaws Committee, Executive Director, Parliamentarian and others involved in making presentations or keeping records. The sergeant-at-arms and tellers are also seated at a special table at the front.

Delegates are seated in the forward section of the room in an area specially designated for delegates. There is additional seating space for board members who are not delegates and other guests.

Amendment forms and other materials are available throughout the meeting room. Staff are available to assist delegates who wish to have help preparing amendments to resolutions.

How the Delegate Assembly Functions

The 2025 Delegate Assembly will begin Oct. 23, 2025, at 7 p.m., to prevent conflicts with the conference program and to enable school board members to participate fully in the proceedings of the Delegate Assembly.

Call to Order. The MASB President presides over the Delegate Assembly. Following the call to order and opening preliminaries, delegates will be asked to adopt an agenda (See page 5). After a few reports informing delegates about procedures, the Assembly turns to its main business, which is the adoption of resolution and bylaw proposals. The Chairperson of the Resolutions and Bylaws Committee, or a designee, presents the proposals to be voted on.

Rules. Delegates are encouraged to review the rules governing Delegate Assembly proceedings before the opening session of the Assembly (See pages 11-12). Please note especially Rule 2, prescribing the order for presenting proposals to the delegates, and the limitations on debate in Rule 7.

Consent Agenda. Resolutions carried forward from prior years without changes in their wording are on the consent agenda. A resolution on the consent agenda cannot be amended by the delegates unless a delegate first asks to have the resolution taken off the consent agenda. The President will offer delegates an opportunity to remove a resolution from the consent agenda early in the proceedings. All the continuing resolutions will be presented and considered as a single agenda item. Thus, there will be only one opportunity to remove a resolution from the consent agenda.

Amendments to Resolutions. The rules also prescribe procedures for offering amendments to resolutions (see especially Rules 6, 8 and 9). The Resolutions and Bylaws Committee strongly urges delegates who wish to offer amendments to proposed resolutions to prepare their amendments before offering them at the meeting.

Amendments must be submitted in writing. Special forms for presenting amendments must be used. These forms will be available both at the Delegate Assembly and at the Oct. 23rd meeting of the Resolutions and Bylaws Committee. For assistance in preparing amendments, you are invited to attend the Resolutions and Bylaws Committee meeting on Thursday, prior to the Delegate Assembly at the Grand Traverse Resort and Spa.

Amendments to Bylaws. Special requirements apply to bylaw proposals. An amendment to the MASB Bylaws cannot be considered by the Delegate Assembly unless: (a) the proposed amendment has been submitted to the MASB Board of Directors at least 90 days in advance of the Delegate Assembly and (b) notice of the proposed revision has been provided to each member school board at least 30 days before the Assembly begins (MASB Bylaws, Article XVIII). As a result, delegates will vote on the bylaw proposals as printed in this Handbook without further amendment. In addition, a bylaw proposal must be approved by a two-thirds vote of the delegates present and voting to be adopted.

Floor Resolutions. Following action on all the resolution and bylaw proposals presented by the Resolutions and Bylaws Committee, there will be an opportunity for delegates to present resolution proposals from the floor of the Delegate Assembly. These proposals, called floor resolutions, require special treatment because they have not gone through the committee process. The two-step procedure for offering and considering floor resolutions is described on page 10.

Questions and Answers. The Delegate Assembly concludes with a question-and-answer session. If you have questions about MASB activities or operations, you are invited to ask questions to a panel comprised of the Executive Director, President and Immediate Past President.

Recess. Delegates should be aware that the President, as presiding officer, will follow the Delegate Assembly Agenda as closely as possible. If the business of the Assembly cannot be completed at the first session, a recess will be declared. The second and, if necessary, third session will continue from the point at which the Assembly recessed. Times and locations will be announced if necessary.

Explanation of the Delegate Assembly Handbook

Every school board member receives a copy of this Delegate Assembly Handbook. The Handbook contains the recommended agenda for the Delegate Assembly, rules for conducting the business of the Assembly and the proposals being recommended by the Resolutions and Bylaws Committee. The Handbook is available at least 30 days in advance of the opening session of the Assembly to give all boards time to discuss policy positions before their delegates and alternates come to the meeting.

As shown in the Table of Contents, this Handbook is divided into chapters corresponding with the order in which agenda items will be presented at the Delegate Assembly. A complete listing of all resolutions, together with their numerical designations, appears in Chapter 8, beginning on page 50.

All proposed MASB resolution and bylaw revisions contained in this Handbook are recommended for adoption by the Resolutions and Bylaws Committee, unless noted otherwise in the companion rationale.

Resolutions are statements of objectives of the Association, which may be expressed as long-range or continuing goals, or that may be subject to change from year to year. Resolutions sometimes need to be updated or deleted to meet changing circumstances or the needs of the Association. Resolutions are identified by the year of their origin and/or latest amendment.

The Resolutions and Bylaws Committee has provided explanatory notes to accompany the proposals to amend resolutions. A rationale statement is provided for each proposed new resolution. The notes and rationale statements are provided by the Committee to assist delegates in understanding the proposals. Explanatory notes and rationale statements are not voted on or adopted by the Delegate Assembly and are not subject to debate or discussion on the Assembly floor. No notes are provided for continuing resolutions.

Resolutions, once adopted by the Delegate Assembly, cannot be revised except by a subsequent vote of the Delegate Assembly. Resolutions tabled by the Delegate Assembly may be acted upon only by the same year's Delegate Assembly at which they were originally tabled. They are not automatically carried over to the next year's Delegate Assembly.

Resolutions defeated by the Delegate Assembly may be proposed again by the Resolutions and Bylaws Committee at the next regular Delegate Assembly or at a special meeting of the Delegate Assembly convened in conformity with the MASB Bylaws.

Outdated resolutions may be deleted by the Committee by not recommending them again the following year to the Delegate Assembly.

Requirements for Floor Resolutions

Following Delegate Assembly action on all proposed 2025 MASB resolution and bylaw revisions, the Assembly agenda will be open for 2025 floor resolutions, which may be offered only by official voting delegates who are representing a member board of education.

Based upon prior experience, the MASB Resolutions and Bylaws Committee has required that a proposed floor resolution must be circulated at the time the resolution is presented to the Delegate Assembly. The same Committee policy will be implemented again in 2025. Approximately 500 copies are needed and should be provided by the delegate or member school district proposing the resolution. Each proposed floor resolution should be accompanied by a statement of rationale and presented in the same format or style as appears in this Handbook for all new resolutions.

The MASB Bylaws (Article XIII, Section 3) require a majority vote of approval by the official delegates for consideration or discussion of a floor resolution and a subsequent two-thirds' favorable vote for final adoption.

Copies of proposed floor resolutions should, if possible, also be presented prior to this session of the Delegate Assembly to the Resolutions and Bylaws Committee. Proposals may be mailed to the MASB office by Friday, July 25th, or presented at the Committee meeting on Oct. 23rd.

Chapter 2
Rules and Procedures of the Assembly

The following MASB Delegate Assembly Rules and Procedures have been developed by the Resolutions and Bylaws Committee and are recommended for adoption by the 2025 Delegate Assembly.

1. Order of Business.
   Resolutions and bylaws for consideration by the MASB Delegate Assembly shall be presented for action by the delegates at the first business session of the Assembly and shall continue at each session thereafter until the conclusion of action on all committee proposals and on such floor proposals as may be presented by the assembled delegates.

2. Presentation of Resolutions.
   Resolutions shall be presented to the Delegate Assembly in the following manner.

   a) First: Continuing Resolutions. The Chairperson of the Resolutions and Bylaws Committee or a designee shall present those resolutions that are being carried forward from the previous year without change. These resolutions shall be presented pursuant to a unanimous consent procedure. The Chairperson or designee shall refer delegates and alternates to the list of continuing resolutions being displayed on the screen and will allow time to remove items from the list before they are approved as a whole. If there is no objection, the presiding officer shall declare these resolutions adopted. A delegate who wishes to discuss or amend a continuing resolution must request that the resolution be set aside for separate consideration.
   b) Second: Amended Resolutions. The Chairperson of the Resolutions and Bylaws Committee or a designee shall present those resolutions that the Committee is proposing to amend. The Chairperson or a designee shall read the resolution by number and title only and give a brief statement describing the change. These resolutions shall be presented individually. There are three amended resolutions being proposed by the 2024-2025 Resolutions and Bylaws Committee.
   c) Third: New and Substituted Resolutions. The Chairperson of the Resolutions and Bylaws Committee or a designee shall present those resolutions that the Committee is proposing to substitute because of substantial revisions in the text and new resolutions. The Chairperson or a designee shall read each proposed substitute and new resolution by number, title and its entire contents. These resolutions shall be presented individually. There are no new or substituted resolutions being proposed by the 2024-2025 Resolutions and Bylaws Committee.
   d) Fourth: Deleted Resolutions. The Chairperson of the Resolutions and Bylaws Committee or a designee shall refer delegates and alternates to Chapter 7 (page 44) in the Delegate Assembly Handbook, for the resolutions that are being deleted by the 2024-2025 Resolutions and Bylaws Committee. No action is required by the Delegate Assembly. There are no resolutions being deleted this year.
   e) Fifth: Floor Resolutions. The Chairperson of the Resolutions and Bylaws Committee or a designee shall allow the opportunity for MASB Delegate Assembly delegates and alternates to present floor resolutions to the Delegate Assembly. A minimum of 500 copies of the offered floor resolutions must be circulated throughout the Delegate

Assembly for delegates to review. The Chairperson or a designee shall allow time for distribution and review and clearly explain the voting process for floor resolutions as stated in the bylaws.

3. Badges.
   All voting delegates shall wear their official badges (delegates' ribbons) during each business meeting.

4. Seating of Delegates.
   All voting delegates shall be seated in a designated area in the meeting room.

5. Recognition to Speak.
   Any trustee of a member board wishing to speak from the floor shall rise, go to the microphone, select the appropriate "yes" or "no" paddle and secure recognition of the presiding officer before speaking. Each time a board member speaks, the trustee must give their name and the name of the school district where they serve as a trustee.

6. Limitation on Speaking.
   No trustee shall speak more than twice on the same question and no longer than three minutes each time, unless permission is granted by a majority vote of the delegates present and voting.

7. Written Amendments.
   A proposed amendment to a resolution presented to the Delegate Assembly shall be submitted in writing to the presiding officer before a motion on that amendment will be in order. Special forms for presenting amendments must be used and are available at the Delegate Assembly. Delegates intending to offer amendments are encouraged to complete the written amendment form prior to the time the resolution is presented. MASB staff are available to provide drafting assistance.

8. Style of Amendments.
   Amendments to resolutions may be made only by: (a) inserting or adding words; (b) inserting or adding paragraphs; (c) striking out words or paragraphs; (d) striking out words and inserting words; or (e) substituting an entire paragraph or the entire text of a resolution.

9. Parliamentary Procedure.
   Rules of the Delegate Assembly shall be in conformity with the MASB Bylaws and Robert's Rules of Order, Newly Revised. Questions to the Parliamentarian may be directed only through the presiding officer.

10. Question Period.
    The Executive Director, President and Immediate Past President will respond to questions asked by trustees about MASB operations, programs and activities.

11. Approval of Minutes.

At the close of the Delegate Assembly, a motion will be in order authorizing the Board of Directors to approve the minutes of the Delegate Assembly.

Parliamentary Procedures At-a-Glance							
Desired Action	**What to Say**	May You Interrupt the Speaker	Do You Need a Second	Is It Debatable	Can It Be Amended	What Vote is Needed	Can It Be Reconsidered
Adjourn meeting	I move that we adjourn.	NO	YES	NO	NO	MAJORITY	NO
Call an intermission	I move that we recess for …	NO	YES	NO	YES	MAJORITY	NO
Complain about heat, noise, etc.	I rise to a question of privilege.	YES	NO	NO	NO	NO VOTE	YES
To set aside for consideration of another issue of greater importance	I move to table the motion.	NO	YES	NO	NO	MAJORITY	NO
End debate and amendments	I move the previous question.	NO	YES	NO	NO	2/3 VOTE	YES
Limit debate	I move to limit debate to 3 min. per person	NO	YES	NO	YES	2/3 VOTE	YES
Postpone discussion for a certain time	I move to postpone the discussion until …	NO	YES	YES	YES	MAJORITY	YES
Give closer study of something	I move to refer the matter to committee.	NO	YES	YES	YES	MAJORITY	YES
Amend a motion	I move to amend the motion by …	NO	YES	YES	YES	MAJORITY	YES
Discard a motion	I move to postpone the motion indefinitely.	NO	YES	YES	NO	MAJORITY	YES
Introduce business	I move that …	NO	YES	YES	YES	MAJORITY	YES
THE MOTIONS LISTED ABOVE ARE IN ORDER OF PRECEDENCE … THOSE BELOW THERE IS NO ORDER OF PRECEDENCE							
Test of rules of conduct	I rise to a point of order.	YES	NO	NO	NO	MAJORITY	NO
Vote on ruling of chair	I appeal the chair's decision.	YES	YES	YES	NO	MAJORITY	NO
Suspend rules temporarily	I move to suspend the rules so that …	NO	YES	NO	NO	2/3 VOTE	NO
Avoid considering an improper matter	I object to consideration of this motion.	YES	NO	NO	NO	2/3 VOTE	YES
Verify a voice vote	I call for a DIVISION or "DIVISION."	YES	NO	NO	NO	NO VOTE	NO
Request information	Point of information.	YES	NO	NO	NO	NO VOTE	NO
Take up a matter previously tabled	I move to take from the table …	NO	YES	NO	NO	MAJORITY	NO
Reconsider a hasty decision	I move to reconsider the vote on …	YES	YES	YES if motion to which it applies is debatable	NO	MAJORITY	NO

Chapter 3
Continuing Resolutions

Continuing Resolutions are carried forward from the 2024 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 of 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-1.10
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
G-4.10

D. Curricula and Instruction
G-5.01
G-5.05
G-5.07
G-5.08
G-5.10
G-5.25
G-5.30
G-5.50
G-5.56
G-5.57
G-5.70
G-5.80
G-5.90
G-6.10
G-6.20

E. Correlative Schooling Issues
G-6.40
G-6.50
G-6.80

F. Extracurricular and Co-Curricular Activities
G-7.01
G-7.02
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-9.10
G-9.20
G-9.30
G-9.40
G-9.50
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
A-5.01

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

(2021; Rev. 2024)

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 endorse and encourage participation in orientation and continuing education programs and conferences for school board members and candidates.
b) Strongly encourages all school boards to adopt policies regarding participation in the MASB's voluntary school board member certification program.
c) Offers its services to assist boards of education and county and area associations in the preparation of materials and development of programs.
d) 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.
e) 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.

G-1.10 Traits of Effective School Boards

(2022; Rev. 2024)

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 of 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 strongly encourages school boards seeking to exemplify these traits look at formally adopting and implementing the Michigan Board of Education Governance Standards.

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 that 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 Decision-making

(Rev. 2007)

The Michigan Association of School Boards supports site-based decision-making 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.

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.

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-5.25 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 ensure 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-5.30 Inclusive Literature

(2022; Rev. 2024)

The Michigan Association of School Boards urges school media centers and building and classroom libraries to include age and developmentally appropriate literature that reflects the student population and broader society. This should include identifying and creating access by way of content or authorship to educational materials that reflect all races, ethnicities, religions, abilities, genders, sexual orientations, gender identities and gender expressions.

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-5.56 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 ensure cultural competency, culturally responsive practices and historical accuracy in teaching and the promotion of understanding and respect for diverse cultures.

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 strongly recommends school boards translate school-related communications into the preferred language of parents or guardians who are nonnative English speakers.

G-5.70 Literacy Skills

(2021; Rev. 2024)

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 professional development for teachers to become proficient and maintain proficiency in the art of teaching reading and the identification of reading difficulties, including, but not limited to, dyslexia.
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 quality and thorough instruction in the science of 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.

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.

E. Correlative Schooling Issues
G-6.10 Equity in Education
(2021; Rev. 2024)
The Michigan Association of School Boards urges all school board members to foster by their actions the belief that all students can and will 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 eliminate discriminatory practices to ensure all students have access to equitable and quality educational opportunities.

G-6.20 Eliminating Barriers to Learning
(2021; Rev. 2024)
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) Assuring schools create a supportive and safe school culture.

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 decision-making.

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-7.01 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.

G-7.02 School Symbols and Good Sportsmanship
(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 among students, faculty and the community.

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 ensures 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 requires 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 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 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 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

(2021; Rev. 2024)
The Michigan Association of School Boards urges school boards to develop and implement policies and programs, including the teaching of nonviolence, conflict resolution and bullying 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 ROBUST 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 risk and threat assessments 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-9.10 School Bus Safety

(2022; Rev. 2024)
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 alternative fuel, hybrid or electric school buses when replacing old school buses.

The MASB encourages school districts to implement school bus security and safety cameras and recording equipment that incorporate appropriate viewing angles to enhance student safety and adequate recording of possible interior and exterior incidents.

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.

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-9.30 Suicide Prevention and Education

(2024)

The Michigan Association of School Boards strongly encourages school districts to provide age-appropriate information for students on recognizing the signs of self-harm or suicidal ideation, on how to talk to their peers or report to a trusted adult. Professional development should be offered for all staff on the warning signs and risk factors for suicide and depression, and the protective factors that help prevent suicide. Schools should create an environment where students feel safe in sharing information.

G-9.40 Healthful Nutrition

(2016; Rev. 2024)

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. An emphasis should be placed on protein and healthy fats, which are needed for proper brain and body functions. Carbohydrates and refined sugars should be limited. 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-9.50 Health Curriculum and Policies

(2022; Rev. 2024)

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) Aiding students in obtaining information about nutrition, reproductive health, the prevention of teen suicides and other adolescent health problems.
d) Age-appropriate techniques to recognize child sexual abuse and confide in a trusted adult, as outlined by Erin's Law, MCL 380.1505-380.1505a.
e) The importance of lifelong health and wellness.
f) Aiding students in obtaining information about emotional and mental health issues and how to identify them, assist fellow students or seek assistance.

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; Rev. 2022)
The Michigan Association of School Boards urges all boards of education to establish 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
(2018; Rev. 2024)
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 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 elections. 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. 2023)

The Michigan Association of School Boards strongly supports the Elliott-Larsen Civil Rights Act in Michigan and the protection it affords individuals from discrimination based on religion, race, color, national origin, age, sex, sexual orientation, gender identity or expression, height, weight, familial status and marital status. The MASB also supports the U.S. Civil Rights Act and urges Federal lawmakers to update it to expressly include sexual orientation and gender identity and expression.

D. Curricula and Instruction

A-5.01 Special Education

(2006; Rev. 2022)

The Michigan Association of School Boards 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 have placed a tremendous burden on local districts. It is imperative that federal and state governments fulfill their obligations in fully funding this mandate.

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 entry into kindergarten. The appropriate readiness for entering kindergarten should be made based on the individual student, and a decision should be 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 educational 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

(2021; Rev. 2023)

The MASB supports a school year incorporating no fewer than 180 days and 1,098 hours of student instruction. Any hours delivered virtually either to individual students or to a student body as a whole should be counted toward the minimum days and hours. Days cancelled due to severe storms, fires, epidemics or health conditions should be made up in order to ensure 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

(2003; Rev. 2023)

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 ensure 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 students with disabilities.
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 school 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 those 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 decision-making 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 ensure 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 non homestead 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 assessment 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 decision-making 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 2024-2025 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 resolution will be presented individually, as provided in Rule 2.b. of the Delegate Assembly Rules and Procedures (see page 11).

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~~ ASSESSMENTS OR COMPETENCY TESTS SHOULD ALSO include reasonable testing windows that do not significantly reduce the time available for student instruction.

THE CREATION, DEVELOPMENT, AND REFINEMENT OF STATE K-12 CONTENT STANDARDS AND STATE STANDARDIZED ASSESSMENTS SHOULD BE LED BY K-12 EDUCATORS AND CHILD DEVELOPMENT EXPERTS.

THE MASB SUPPORTS THE PUBLICATION OF A COMPREHENSIVE LIST OF AUTHORS AND CONTRIBUTORS TO THE STATE K-12 CONTENT STANDARDS AND STATE STANDARDIZED ASSESSMENTS TO PROMOTE TRANSPARENCY AND THE PARTICIPATION OF K-12 EDUCATORS AND CHILD DEVELOPMENT EXPERTS IN THESE INITIATIVES.

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.

RATIONALE:

The Committee wanted to emphasize that the assessments should be written by those with experience and expertise in education and in making assessments grade-appropriate.

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 each child's potential to the fullest.

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 district-wide programs. THE MASB ENCOURAGES DISTRICTS TO PROVIDE ~~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. THIS INVOLVEMENT WOULD ENHANCE SCHOOL OPPORTUNITIES AND FUNCTIONS TO CONTINUE TO WORK TOWARD THE BEST INTEREST OF ITS STUDENTS.

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 those 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.

RATIONALE:

The Committee wanted to emphasize always working toward the best interests of our students.

A-5.30 Curriculum and Standards

(2022; Rev. 2023)

The Michigan Association of School Boards supports state guidelines for learning objectives and encourages school boards to establish core curricula based upon Michigan's academic standards. THE STANDARDS AND CONTENT LEVEL EXPECTATIONS SHOULD BE DEVELOPED BY EDUCATORS WITH EXPERTISE IN EDUCATION AND CHILD DEVELOPMENT.

The MASB believes flexibility must be expanded within the Michigan Merit Curriculum, addressing conflicts that students encounter when looking at alternative pathways, including career and technical education programs.

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 also urges school boards to involve parents and others in the community in making recommendations regarding the development of curriculum and selection of curricular materials.

The MASB believes the local school board must have the final responsibility for decisions as to curriculum delivery or program. School boards should not be required by state law to provide students alternative curriculum materials or allow students to "opt out" of classes or classroom exercises in core curriculum courses.

RATIONALE:
The Committee again wanted to stress the need for educators and experts to draft standards and content level expectations, to make sure that it is done in the best way for our students.

Chapter 5
New and Substituted Resolutions

This chapter contains proposed new and/or substitute resolutions representing major revisions of prior resolutions. There are no new or substituted resolutions being offered this year.

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 no MASB Bylaw proposals to be voted on this year.

Chapter 7
Deleted Resolutions

This chapter contains resolutions previously adopted by the Delegate Assembly and deleted by the 2024-2025 Resolutions and Bylaws Committee. There are no resolutions being recommended for deletion this year.

Chapter 8
Complete Listing of Resolutions

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"A" indicates an amended Resolution.
"N" indicates a new or substituted Resolution.
"D" indicates a deleted Resolution.
Continuing Resolutions have no letter designation.

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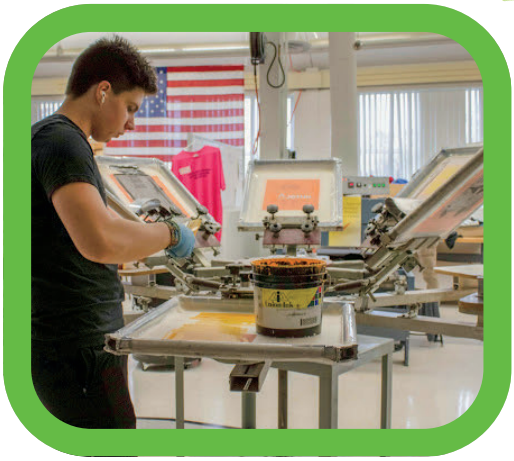
Career & Technical Education

SWWC

CHELSEA-DEXTER-LINCOLN-MANCHESTER-MILAN-SALINE







COMMUNITY OPEN HOUSE

Explore your local Career and Technical Education (CTE) Programs!

- ✅ Tour our labs at Saline High School and at our Cosmetology & Building Trades sites
- ✅ Meet instructors and current students
- ✅ Learn more about the proposed WISD CTE Millage



TUESDAY | OCTOBER 21, 2025 | 5:30 P.M. - 7:00 P.M.

BUILDING TRADES
202 W. BENNETT ST.
SALINE, MI 48176

SALINE HIGH SCHOOL
1300 CAMPUS PARKWAY
SALINE, MI 48176

HVBA (COSMETOLOGY)
7025 E. MICHIGAN AVE
SALINE, MI 48176

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