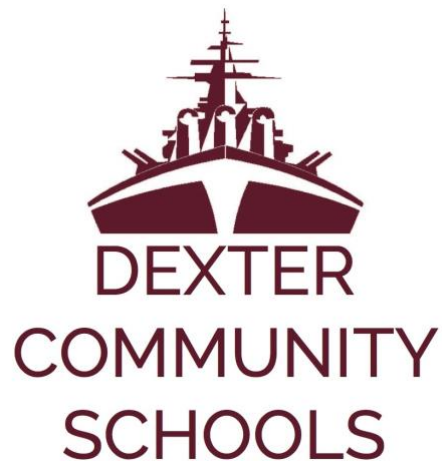


# **BOARD OF EDUCATION MEETING PACKET**

**November 1, 2021**

**7:00pm**

**Bates Boardroom**



*Our Vision:*

*Champion Learning –*

*Develop, Educate, and Inspire!*

*\*link to join will be posted on District Calendar and Board of Education page.*

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

*Per current Washtenaw County Health Mandate regarding high COVID-19 transmission, all attendees will be required to wear masks and physically distance.*

## BOARD MEETING AGENDA

### A. CALL TO ORDER

1. Roll Call

### B. MEETING MINUTES (10/18/2021)

### C. APPROVAL OF AGENDA

### D. SCHOOL PRESENTATIONS – none

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

### F. ADMINISTRATIVE & BOARD UPDATES

1. Superintendent Update
  - a. [State of the School District](#)  
Reminder for November 4th
  - b. [COVID-19 Dashboard Update](#)
  - c. 5-11 year-old Vaccination Clinic Plans
2. Board President Update
3. Student Representatives Update

### G. CONSENT ITEMS

1. Personnel - Request for Leave
2. Personnel - Resignation

### H. ACTION ITEMS

1. MASB Delegate Assembly Resolutions

### I. DISCUSSION ITEMS

1. Winter Athletics

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

### K. BOARD COMMENTS

1. EFD Update

### L. INFORMATION ITEMS

1. Board Bulletin 10/18/2021
2. Draft Finance Minutes 10/18/2021
3. Updated Social Media Guidelines

### M. CLOSED SESSION *per MCL 15.268(c)*

1. Negotiations

### N. ADJOURNMENT

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## CALENDAR

\*Monday, November 15 – 5:00pm - Board Workshop - WISD (Superintendent Evaluation)

\*Monday, December 6 – 7:00pm - Board Meeting - Bates

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**BOARD NOTES**  
**NOVEMBER 1, 2021**

*Per current Washtenaw County Health Mandate regarding high COVID-19 transmission, all attendees will be required to wear masks and physically distance.*

**A. CALL TO ORDER**

1. Roll Call.

**B. MEETING MINUTES**

Your packet includes meeting minutes from 10/18/2021.

- \* An appropriate motion might be, "I move that the Board of Education approve the meeting minutes from 10/18/2021 as presented/amended."

**C. APPROVAL OF AGENDA**

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

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

**D. SCHOOL PRESENTATIONS – none**

**E. PUBLIC PARTICIPATION** (full guidelines at link)

Each speaker is allotted a maximum of 5 minutes for a total of 30 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and district of residence and indicate if he/she represents any organization or agency. No person may speak more than once on the same subject during a single meeting. 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 Update
  - a. [State of the School District](#) Reminder for Nov. 4th
  - b. [COVID-19 Dashboard Update](#)
  - c. 5-11 year-old Vaccination Clinic Plans
2. Board President Update
3. Student Representatives Update

**G. CONSENT ITEMS**

Consent items are typically approved in bulk.

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

**BOARD NOTES**  
**NOVEMBER 1, 2021**

1. Personnel – Request for Leave.

Your packet includes a request for extended unpaid leave of absence.

- \* If separated, an appropriate motion might be, “I move that the Board of Education approve Alyssa Thomas’s request for extended leave of absence through the end of the 2021-2022 school year.”

2. Personnel – Resignation.

Your packet includes a resignation letter from Mill Creek counselor Carly Petersen.

- \* If separated, an appropriate motion might be, “I move that the Board of Education accept Carly Petersen’s resignation.”

**H. ACTION ITEMS**

1. MASB Delegate Assembly Resolutions.

At its October 18, 2021 workshop, the Board received a list of the resolutions that will be voted upon at the MASB Assembly on November 11, 2021. Now is the time for board members to indicate if there are any resolutions they want to discuss as a group.

- \* [If needed to discuss individual resolutions] An appropriate motion might be, “I move that the Board of Education direct the voting delegate to vote \_\_\_\_\_ on \_\_\_\_\_ resolution.”

or

- \* [If no resolutions are in question] “I move that the Board of Education authorize its assembly voting delegate to cast votes that align with Dexter Community Schools educational goals and policies.”

**I. DISCUSSION ITEMS**

1. Winter Athletics. With winter athletics beginning soon, we are anticipating guidance from the Washtenaw County Health Department sometime in November.

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

Each speaker is allotted a maximum of 3 minutes for a total of 15 minutes unless otherwise notified. At this point in the meeting, those interested in making a public comment will be asked to raise their hands so the time may be divided equally. Each speaker will be asked to announce his/her name and 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. Those wishing to receive a personal response from the Board or Superintendent must complete a [public comment form](#) available at the meeting entrance and on our website.

**K. BOARD COMMENTS**

1. Educational Foundation of Dexter Update

**BOARD NOTES**  
**NOVEMBER 1, 2021**

**L. INFORMATION ITEMS**

1. Board Bulletin 10/18/2021
2. Draft Finance Minutes 10/18/2021
3. Updated Board of Education Social Media Guidelines. These were edited following the 10/4/2021 board workshop. No additional signatures are needed at this time.

An appropriate motion might be, "I move that the Board of Education move into closed session for the purpose of discussing negotiations."

**M. CLOSED SESSION *per MCL 15.286(c)***

1. Negotiations. This closed session is expected to be lengthy. No further board action is anticipated following the Board's return to open session.

**N. ADJOURNMENT**

**DEXTER COMMUNITY SCHOOLS  
BOARD OF EDUCATION MEETING MINUTES  
OCTOBER 18, 2021**

**A. CALL TO ORDER - 7:03pm**

**1. Roll Call**

**Members Present:** Daniel Alabré, Elise Bruderly, Mara Greatorex, Dick Lundy, Melanie Szawara; Student Representative Griffin Patel

**Members Absent:** Brian Arnold, Jennifer Kangas; Student Representative Aidan Naughton

**Administrative & Supervisory Staff:** Ryan Bruder, Sharon Raschke, Barb Santo, Mollie Sharrar, Christopher Timmis, Hope Vestergaard

**DCS Staff:** Melanie McIntyre

**Guests:** Kim Lindsay, Rehmann Robson; Charissa Keller, Jessica Baese, Heidi Patel, Holly Cabana, Barbara Read

**B. MEETING MINUTES**

Elise Bruderly made a motion to approve the workshop minutes from 10/4/2021 as presented. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

**C. APPROVAL OF AGENDA**

The agenda was amended to postpone the closed session to a future meeting since two board members were absent. Elise Bruderly made a motion to approve the agenda as amended. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

**D. SCHOOL PRESENTATIONS**

Kim Lindsay of Rehmann Robson presented the June 30, 2021 financial audit results. The district received an unmodified, clean rating with no findings or reportable conditions, with no adjusting journal entries. This is the highest rating a district can receive.

**E. PUBLIC PARTICIPATION**

1. Charissa Keller made several suggestions regarding district operations.

**F. ADMINISTRATIVE & BOARD UPDATES**

1. Superintendent Update. Dr. Timmis recognized Dexter Principals for their dedication and skills; shared some slides about the South West Washtenaw Consortium (SWWC) and explained some of the career and technical training courses available to district students; noted that the SWWC will be holding an open house November 30, 6pm at Saline High School; shared recent job postings including a DEEC social worker, district social worker, and district counselor; announced a State of the District Zoom meeting to be held November 4th at 7:00pm.
2. Board President. None.
3. Student Representative Update. Griffin Patel summarized recent goings-on at district buildings including PTO fundraisers and Homecoming weekend.

**DEXTER COMMUNITY SCHOOLS  
BOARD OF EDUCATION MEETING MINUTES  
OCTOBER 18, 2021**

**G. CONSENT ITEMS**

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

1. The Board approved an extended leave of absence through December 1, 2021 for Liz Melvin.
2. The Board received the June 2021 and September 2021 budget reports.

**H. ACTION ITEMS**

1. Schedule Board Workshop. Elise Bruderly made a motion that the Board of Education change the regular meeting scheduled on November 15 to a board workshop starting at 5:00pm, to be held at the WISD. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**
2. Approve Fund Balance Designations and Fund Balance Classifications. Daniel Alabré made a motion that the Board of Education approve the 2020-21 fund balance designations as defined in the packet memo, and that the Board authorize by resolution the intent to define fund balance classifications for the 2021-22 fiscal year as defined in the packet memo. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**
3. Accept 2021 Financial Audit. Daniel Alabré made a motion that the Board of Education receive the 2020-2021 audit report. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**
4. Policies – Second Reading. Elise Bruderly made a motion that the Board of Education approve policies (2260.01, 5341, 5342, 5343, 7440.01, 8321, 8330, 8400, and 8500) for second reading and final approval as presented. Melanie Szawara seconded the motion. **Motion Carried (unanimous).**

**I. DISCUSSION ITEMS**

1. 2020-2021 Financial Results. Board members discussed the audit results presented earlier in the evening.
2. MASB Assembly Delegate Resolutions. Board members received the MASB Assembly resolutions to be voted on at the November 11th MASB Assembly. They will review those and bring any concerns to the next meeting for discussion prior to the DCS BOE delegate voting at the assembly.

**J. PUBLIC PARTICIPATION – none**

**K. BOARD COMMENTS**

1. Daniel Alabré shared his experiences from attending the MASB Behind the Scenes at the Capitol conference.
2. Elise Bruderly noted she is thrilled with the new social worker and counseling postings. She also noted that she very much enjoyed her recent tour of the District with Dr. Timmis.

**DEXTER COMMUNITY SCHOOLS  
BOARD OF EDUCATION MEETING MINUTES  
OCTOBER 18, 2021**

3. Melanie Szawara said her family enjoyed walk/bike to school day.
4. Dick Lundy echoed Elise Bruderly's remarks about the district tour with Dr. Timmis and said he found the ability to observe things in action to be more valuable than previous tours he'd been on where staff presented info to board members.
5. Mara Greatorex reminded the Board and audience of the ongoing Dexter and Chelsea Educational Foundations fundraising rivalry which will culminate with the Dexter-Chelsea game October 22nd.

**L. INFORMATION ITEMS**

1. Board Bulletin 9/20/2021
2. Draft Finance Minutes 9/28/2021

**M. CLOSED SESSION**

1. The planned closed session for the purpose of negotiations was postponed because two board members were absent.

At approximately 8:05pm, President Mara Greatorex adjourned the meeting.

MINUTES/hlv

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Brian Arnold  
Secretary  
Board of Education



October 25, 2021

To Whom It May Concern,

I am writing to request a leave of absence from November 1st through the end of the school year. The reason for my requested leave is for personal and family reasons. Over the summer, we added a baby girl to our family. My priority right now continues to be my family and my daughter. I do not feel I would be able to perform to the best of my abilities if I were to return to work right now.

If my request is granted, I will cherish the time focusing on being a Mom and look forward to returning to Dexter schools for the 2022-23 school year.

Thank you for your consideration,

Sincerely,  
Alyssa Thomas

10/26/2021

Jami Bronson  
Brett Pedersen  
Mill Creek Middle School  
7305 Dexter Ann Arbor Rd.  
Dexter, MI  
48130

Dear Jami and Brett,

Please accept this letter of resignation for my position as Mill Creek School Counselor, with my last day being November 9th, 2021.

My decision to resign was made after long and careful consideration. I want to express my sincere gratitude for the opportunities and experiences I've been provided while working here. Although I will greatly miss my students, colleagues, and this community, I feel compelled to pursue other passions and opportunities. This decision did not come easy, but it is what is best for me and my family at this time.

Thank you again for this opportunity and for understanding. I will continue to give valiant effort until my end date and do my best to ensure a smooth transition.

Sincerely,

Carly Petersen

# Chapter 3

## Continuing Resolutions

Continuing Resolutions are carried forward from the 2019 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-1.10 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
- C. Human Rights**  
G-4.01
- D. Curricula and Instruction**  
G-5.01 G-5.05 G-5.07 G-5.08  
G-5.25 G-5.50 G-5.56 G-5.80
- E. Correlative Schooling Issues**  
G-6.50
- F. Extracurricular and Co-Curricular Activities**  
G-7.02 G-7.05 G-7.10
- G. General Concerns Affecting Youth and Schools**  
G-8.01 G-8.50
- H. Health, Safety and School Facilities**  
G-9.01 G-9.10 G-9.40 G-9.55  
G-9.58 G-9.65
- I. Public Finance and Taxation**  
G-10.40
- J. Research**  
G-11.01
- K. School Personnel and Labor Relations**  
G-12.20

- L. Intergovernmental Relations**  
G-13.35

### Advocacy-Related Resolutions

- A. General Goals and Objectives**
- B. Governance of School Districts**  
A-3.01 A-3.05
- C. Human Rights**  
A-4.01
- D. Curricula and Instruction**  
A-5.01 A-5.30
- E. Correlative Schooling Issues**  
A-6.01 A-6.10 A-6.25 A-6.60  
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-10.35 A-10.40 A-10.45 A-10.50  
A-10.55
- L. School Personnel and Labor Relations**  
A-12.01 A-12.70
- M. Intergovernmental Relations**

# 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-1.10 Traits of Effective School Boards

(2017; Rev. 2019)

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

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

- (h) Take part in team development and training, including the superintendent to build shared knowledge, values, and commitments. The MASB suggests that school boards seeking to exemplify these traits look at formally adopting and implementing the Michigan Board of Education Governance Standards for guidance.

### G-1.25 Continuous School Improvement

(2017; Rev. 2018)

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

### G-1.30 Implementation of Association Programs

(Rev. 2005)

The Michigan Association of School Boards recognizes its responsibilities:

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

Consistent with the resolutions, and under the authority of the Articles of Incorporation and Bylaws, the Board of Directors is urged to implement vigorously the purposes of the Association by whatever means the Board of Directors may deem appropriate. These methods would include, but not necessarily be

limited to: spoken and written statements by the Board of Directors and officers; consultation with officials of governmental and quasi-governmental agencies; presentation of testimony before committees of the State Senate and House of Representatives; and utilization of the state courts, including the filing of amicus curiae (Friend of the Court) briefs.

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

### **G-1.35 Election Participation**

(2018)

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

## **B. Governance of School Districts**

### **G-3.10 School District Cooperation and Reorganization**

(Rev. 2007)

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

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

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

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

### **G-3.20 Student Involvement in Educational Policy and Program Development**

(2010; Rev. 2019)

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

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

### **G-3.30 Educational Accountability**

(2017; Rev. 2019)

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

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

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

### **G-3.35 Site-Based Decisionmaking**

(Rev. 2007)

The Michigan Association of School Boards supports site-based decisionmaking at the school building level with the participation of teachers, administrators, parents, pupils and community members as a means of making schools more responsive to the needs of students. Decisions

made at the building level must support and promote the policies and educational goals adopted by the board of education.

### **G-3.70 Privatization**

(1998; Rev. 2017)

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

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

## **C. Human Rights**

### **G-4.01 Students' Rights and Responsibilities**

(Rev. 2005)

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

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

## **D. Curricula and Instruction**

### **G-5.01 Excellence in Education**

(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 their 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 and 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-5.25 Instructional Materials and Technology**

(2013; Rev. 2018)

The Michigan Association of School Boards encourages school boards to:

- (a) Work with publishers, the State Board of Education and appropriate advisory committees to strengthen the integrity of the content and information in all instructional materials, including textbooks, software and technological aids including alternative formats, i.e., Braille.
- (b) Develop policies to assure the highest possible quality of instructional materials.
- (c) Develop and implement a plan for integrating new and emerging technologies into the educational program.
- (d) Develop a rigorous process that ensures and maintains high quality content providers, particularly those providing online and virtual services.
- (e) Implement a process to review and evaluate emerging technologies and the impact on student learning to make sure changes are made that benefit student achievement.

### **G-5.50 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. Improve the transitions for students from high school to their postsecondary education, apprenticeship, or career.

### **G-5.56 Cultural Competency**

(1993; Rev. 2016)

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

The MASB also encourages its members to make staffing decisions and provide appropriate training to assure cultural competency and historical

accuracy in teaching and the promotion of understanding and respect for diverse cultures.

#### **G-5.80 Adult and Community Education**

(2017; Rev. 2019)

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

### **E. Correlative Schooling Issues**

#### **G-6.50 School Year**

(2011; Rev. 2010)

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, extension of the school year, and flexible scheduling that does not reduce instruction time.

### **F. Extracurricular and Co-Curricular Activities**

#### **G-7.02 School Symbols and Sportsmanship**

(Rev. 2002)

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 assures basic competencies in officiating skills and promoting good sportsmanship.

#### **G-7.10 Training of Coaches**

(2012; Rev. 2019)

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

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



for coaches in the MHSAA handbook and include information regarding NCAA eligibility guidelines and requirements.

## **G. General Concerns Affecting Youth and Schools**

### **G-8.01 Child Abuse and Neglect**

(2002; Rev. 2018)

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

The MASB urges local school boards to:

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

### **G-8.50 Community Responsibility and Involvement in the Schools**

(2019)

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

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

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

## **H. Health, Safety and School Facilities**

### **G-9.01 Building and Grounds Environmental Health**

(2000; Rev. 2019)

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

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

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

### **G-9.10 School Bus Safety**

(2012; Rev. 2018)

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 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-9.40 Healthful Nutrition**

(2013; Rev. 2016)

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

#### **G-9.55 Communicable Diseases**

(2010; Rev. 2015)

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

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

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

#### **G-9.58 Reproductive Health**

(Rev. 2001)

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

#### **G-9.65 School Construction**

(2009; Rev. 2017)

The Michigan Association of School Boards believes that schools should use the "best value" methodology rather than simply a "low bid" process for school construction projects.

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

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

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

### **I. Public Finance and Taxation**

#### **G-10.40 Local Financial Support**

(1998; Rev. 2019)

The Michigan Association of School Boards urges each local community to accept its continuing responsibility for supporting public elementary and secondary education through the imposition

of local or intermediate school district taxes that, in partnership with the state of Michigan, will be sufficient to provide an equal and equitable educational opportunity for all public school students.

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

## **J. Research**

### **G-11.01 Educational Research and Program Evaluation**

(2017; Rev. 2018)

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

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

Furthermore, the MASB calls upon the Governor, the State Legislature and the State Board of Education, to review and consider the results of the Education Act 555 Adequacy Study authorized by Public of 2015 and the Michigan School Finance

Collaborative Report from January 2018 to develop and improve programs and funding for public education in Michigan.

## **K. School Personnel and Labor Relations**

### **G-12.20 Staff Development and Evaluation**

(2006; Rev. 2017)

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

The MASB encourages cooperation between boards of education and school staff, including administrators, teachers, other professionals and support personnel, to foster a mutually beneficial climate of trust and 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

## B. Governance of School Districts

### A-3.01 Intermediate School Districts

(Rev. 2005)

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

The MASB opposes any attempt by the Legislature to change the current process of electing ISD board members by mandating popular election. Current law allows for the popular election of ISD board members and can be utilized without a further change in law.

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

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

### A-3.05 Financial Disclosure

(Rev. 2000)

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

## 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.

## D. Curricula and Instruction

### A-5.01 Special Education

(Rev. 2006)

The MASB encourages the Michigan Legislature and the United States Congress to fully fund the special education mandate. The growing number of students requiring these programs and the increasing costs of providing services has placed a tremendous burden on local districts. It is imperative that federal and state governments fulfill their obligations in fully funding this mandate.

### A-5.30 Curriculum and Standards

(2013; Rev. 2016)

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

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

MASB encourages local and intermediate boards of education to look beyond state and national standards in an effort to continually raise student achievement levels.

## E. Correlative Schooling Issues

### A-6.01 Compulsory Attendance

(1994, Rev. 2010)

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

### **A-6.10 Kindergarten Programs**

(2008; Rev. 2013)

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

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

### **A-6.25 Post-Labor Day School Opening**

(Rev. 2006)

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

### **A-6.60 Schools of Choice**

(Rev. 2003)

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

Any program allowing parents to choose schools must assure that:

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

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

funds.

### **A-6.70 Home Schooling**

(Rev. 2006)

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

### **A-6.75 Online Education**

(2003; Rev. 2013)

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

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

## **H. Health, Safety and School Facilities**

### **A-9.35 Substance Abuse Prevention Programs**

(2000; Rev. 2013)

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

## **I. Public Finance and Taxation**

### **A-10.05 Opposition to Financial Support of Nonpublic Schools**

(Rev. 2002)

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

### **A-10.10 Federal Financial Support**

(2009; Rev. 2019)

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

- (a) Recognizes attempts to balance the federal budget shall not be made at the expense of public schooling for students in this country.
- (b) Establishes reasonable limits on the regulatory authority of the U.S. Department of Education.
- (c) Fully funds all federally mandated programs, including testing, and distributes federal funds appropriated for supplemental, categorical programs on an equitable basis.
- (d) Leaves primary responsibility for specific expenditures with the local school district so that such funds can be used to pursue educational priorities set at the local level.

### **A-10.15 Federal Spending Priorities**

(2015; Rev. 2017)

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

### **A-10.20 Unfunded Mandates and Sanctions**

(Rev. 2004)

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

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

### **A-10.35 School Fiscal Year**

(1996)

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

### **A-10.40 State Aid and Millage Rollbacks**

(Rev. 1996)

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

### **A-10.45 Interest on School Tax Collections**

(1986)

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

school funds to finance township and city operations.

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

#### **A-10.50 Property Tax Assessments**

(1992; Rev. 2016)

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

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

#### **A-10.55 General Taxation**

(Rev. 1996)

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

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

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

Tax exemptions should be reviewed and, if not

appropriate, eliminated.

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

### **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**

## Chapter 4

# Amended Resolutions

This chapter contains resolutions that the 2020-2021 Resolution 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-1.03 Increasing Board Member Effectiveness

(2018; Rev. 2021)

The Michigan Association of School Boards recognizes that the survival of the concept of ~~local citizen~~ **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 ~~and~~ area school board associations, continue to promote orientation programs for school board members and candidates, support and attend continuing education programs and conferences, as well as participation in the MASB's voluntary school board member certification program.
- (b) Offers its services to assist boards of education and county area associations in the preparation of materials and development of programs.
- (c) Urges school board members to participate in **LOCAL**, state and national conferences **AS WELL AS OTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES** to heighten the awareness of critical educational issues, to improve the quality of schools and educational programs and to enhance every board's ability to garner support for public education.
- (d) Urges local and intermediate school boards of education to regularly review MASB's Indicators of Effective Boards and Board Members to keep

a grounded perspective on the role of the board of education.

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

#### Explanatory Note:

The Committee changed local citizen to community to reflect language in other resolutions. Also added local and professional development opportunities to promote what might be close to home and things other than conferences that would be beneficial.

### G-4.10 Equal Rights, Discrimination, Harassment and Bullying

(2019; Rev. 2021)

The Michigan Association of School Boards supports equal rights for all. ~~and the~~ **THE MASB** urges ~~immediate action by~~ all district boards to adopt, implement and enforce **EQUITABLE** policies protecting students from violence, discrimination, harassment and bullying for any reason, including but not limited to: race, ethnicity, religion, disability, gender, sexual orientation, gender identity, ~~or~~ 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) ~~The MASB encourages boards of education to~~



Annually review their bullying policy and the number of incidents reported in the district.

- (c) ~~Boards of education should also~~ Communicate a zero-tolerance threshold for any such activity.

~~Boards of education should also~~

- (d) Regularly explore effective methods to address bullying on ~~the~~ local, state and national levels.

Explanatory Note:

The Committee wanted to specify equal policies as well as include documentation status as districts have faced this issue as well.

**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 ~~citizen~~ 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.

Explanatory Note:

The Committee combined G-5.15 Public Service and Volunteerism with this resolution. It believes that combining these two resolutions under one umbrella made more sense than having two separate resolutions.

**G-5.20 Curricula and Parental ~~Control~~ INVOLVEMENT**

(2018; Rev. 2021)

The Michigan Association of School Boards urges school boards to involve parents and others in the community in making recommendations regarding the development of curriculum and selection of curricular materials. PARENTAL INPUT CAN HELP LEAD TO DECISIONS THAT BETTER ENGAGE STUDENTS.

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

Explanatory Note:

The Committee thought the changes helped strike a balance between involving parents but not having to individualize core classes. Districts would have the flexibility to make those decisions at a local level.

**G-5.42 Assessment and Competency Testing**

(2018; Rev. 2021)

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

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

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

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

The MASB opposes the use of testing as the ~~sole~~ PREDOMINANT criterion for student promotion, graduation, school district accreditation, TEACHER AND ADMINISTRATOR EVALUATIONS, school funding or for the determination of school district success.

Explanatory Note:

The Committee felt it was important to also include evaluations.

**G-5.57 English Language Learners**

(2018; Rev. 2021)

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

The MASB also encourages school boards to translate school-related communications into the **native PREFERRED** language of parents OR GUARDIANS who are nonnative English speakers when possible.

Explanatory Note:

This change takes into account that not all students live with their parents and that communication should be attempted in the language most comfortable to the parent/guardian.

**G-5.70 Reading LITERACY Skills**

(2003; Rev. 2021)

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

- (a) Local boards of education to provide in-service education to assist teachers to be proficient in the teaching of reading and the early identification of reading difficulties.
- (b) Local boards of education to develop programs promoting reading activities for students and encouraging school staff, parental and community participation in such programs.
- (c) Local boards of education to encourage parents AND GUARDIANS to spend time reading with their children to better equip them with the tools needed to excel in an educational setting.
- (d) School systems to PROVIDE RESEARCH BASED LITERACY RESOURCES AND SUPPORTS FOR STUDENTS READING BELOW GRADE LEVEL. **maintain remedial assistance at all levels of instruction.**
- (e) Teacher preparation institutions to provide

adequate instruction in reading for teachers at the elementary through secondary levels.

Explanatory Note:

The Committee felt that the title needed to be modernized. They also thought that using the term remedial assistance was negative and outdated.

**G-6.10 Equity in Education**

(2019; Rev. 2021)

The Michigan Association of School Boards urges all school board members to affirm by their actions that each student can, will and shall learn. Educational equity is the intentional allocation of resources, instruction and opportunities according to need. The MASB recognizes that based on factors including, but not limited to, disability, race, ethnicity, gender, **and socioeconomic status, SEXUAL ORIENTATION, GENDER IDENTITY, GENDER EXPRESSION AND DOCUMENTATION STATUS** some students are deprived of equitable educational opportunities. The MASB strongly encourages all involved in the delivery and oversight of public education, from the state to the local district, to work to identify and eradicate discriminatory practices to ensure **equity in all STUDENTS HAVE ACCESS TO EQUITABLE educational practices AND SERVICES.**

Explanatory Note:

The Committee wanted to create consistency across all resolutions and to highlight all students should receive equitable funding.

**G-6.20 ~~Students at Risk~~ ELIMINATING BARRIERS TO LEARNING**

(2019; Rev. 2021)

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

- (a) Establishing a supportive school climate to assist staff, classroom volunteers, parents AND GUARDIANS and students in providing learning opportunities responsive to the total school population.

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

Explanatory Note:

The Committee believed that the previous title was vague and confusing and added guardians to create consistency with terms used in schools and throughout resolution changes. Problems was changed to issues to remove the negative connotation.

**G-6.30 Family Involvement in the Schools**

(2012; Rev. 2021)

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

**THE MASB URGES ITS MEMBERS, WORKING TOGETHER WITH OTHER COMMUNITY AGENCIES, TO SUPPORT PROGRAMS THAT ENGAGE PARENTS AND GUARDIANS AND EDUCATE THEM ON STUDENT SUCCESS AND CHILD DEVELOPMENT.**

The MASB urges involvement in the schools through local parent-teacher groups, school community groups, neighborhood organizations, and participation in local school and districtwide programs and activities designed to increase family-school communications and involve families in the

development and implementation of educational policies, school programs and the school improvement process.

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

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

Explanatory Note:

The Committee combined G-5.75 Parental Education and Engagement into this resolution and deleted G-5.75.

**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.

Explanatory Note:

The Committee added the Red Cross because they are already involved with military families through the federal government.

**G-7.01 Student Participation**

(2017; Rev. 2021)

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, both athletic and nonathletic, that schools offer to their students, and any additional involvement beyond academic classes can add to a student's total educational experience.

Explanatory Note:

The Committee thought the inclusion of athletic and nonathletic was unnecessary and put more emphasis on athletics over other types of activities.

**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.

Explanatory Note:

The wording from the MHSAA eligibility guidelines was added to clarify why MASB has taken this position. The Committee thought it would clear up confusion and questions.

**G-9.05 Safe and Secure Schools**

(2018; Rev. 2021)

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

implemented if that designation is given to a school.

RESTORATIVE JUSTICE PRACTICES SHOULD BE CONSIDERED AS A PART OF A CONFLICT RESOLUTION PROCESS. RESTORATIVE JUSTICE PRACTICES ARE ENCOURAGED BY STATE LAW AND ENDORSED IN THE STATE BOARD OF EDUCATION POLICY ON REDUCING STUDENT SUSPENSIONS AND EXPULSIONS. WORKING IN PARTNERSHIP WITH STAKEHOLDERS, INCLUDING STUDENTS, EDUCATORS, FAMILIES AND MEMBERS OF THE COMMUNITY, SCHOOLS CAN LOWER SUSPENSIONS AND EXPULSIONS BY IMPLEMENTING EVIDENCE-BASED DISCIPLINE POLICIES AND PREVENTATIVE PRACTICES.

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

Explanatory Note:

The Committee wanted to highlight and encourage the use of restorative justice practices as part of a conflict resolution policy.

**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.

~~The MASB also encourages its members to work cooperatively with media representatives and toy manufacturers to provide educational activities, including original local programming that will counter the current alarming trend toward the increasingly frequent and intensive use of crime and violence as forms of entertainment for children.~~

Explanatory Note:

The Committee believed that the language on working with media representatives and toy manufacturers was outdated and outside the role of the school board.

**G-9.50 Health Curriculum and Policies**

(2019; Rev. 2021)

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 (including vaping), performance-enhancing drugs, prescription and nonprescription drugs, including opioids, and other harmful substances.
- (c) Providing assistance to students in obtaining information about weight control, nutrition, reproductive health, the prevention of teen suicides and other adolescent health problems.
- (d) The importance of lifelong health and wellness.
- (e) Providing assistance to students in obtaining

information about emotional and mental health issues and how to identify them, assist fellow students or seek assistance.

Explanatory Note:

The Committee wanted to highlight vaping as its own issue because not just tobacco is used. It also moved it to the beginning because it is a method not a substance and it made more sense to include it with prevention, separate from the other substances.

**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 citizen 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.

Explanatory Note:

The Committee felt the word 'community' was more inclusive than 'citizen.'



### **A-3.10 Open Meetings and Records ACT**

(2005; Rev. 2021)

Given the uncertainties resulting from recent 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 MASB also supports an amendment to the Open Meetings Act to permit consideration of the sale of real property in closed sessions.

#### Explanatory Note:

School boards have demonstrated the ability to hold virtual meetings while still providing transparency and allowing public input. The Committee feels the law should be changed to allow virtual meetings to continue. The Committee also changed the title to reflect the law's title and removed the word 'recent' as there are many court cases.

### **A-4.10 Civil Rights**

(2019; Rev. 2021)

The Michigan Association of School Boards strongly supports the U.S. CIVIL RIGHTS ACT AND MICHIGAN'S Elliott-Larsen Civil Rights Act and the protection it provides from discrimination for individuals based on religion, race, color, national origin, age, sex, height, weight, familial status and marital status. The

MASB also believes the U.S. CIVIL RIGHTS ACT AND THE Elliott-Larsen Civil Rights Act should be updated to include sexual orientation and gender identity and expression.

#### Explanatory Note:

The Committee wanted to include reference to federal Civil Rights Act to recognize the importance of their role.

### **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.

#### Explanatory Note:

The Committee wanted to highlight the need for additional resources and the state's responsibility to provide them.

### **A-6.20 Instructional Time**

(2017; Rev. 2021)

The MASB supports a school year incorporating no fewer than 180 days and 1,098 hours of student

instruction and supports the change in state law that reflects that minimum number. Days cancelled due to severe storms, fires, epidemics or health conditions should be made up in order to assure maximum instructional time for students in all districts.

The MASB believes counting professional development hours toward the instructional time requirement should be at the discretion of the school district. THE SCHOOL DISTRICT SHOULD CONSIDER WHETHER OR NOT THE PROFESSIONAL DEVELOPMENT WILL POSITIVELY AFFECT STUDENT ACHIEVEMENT BEFORE COUNTING IT TOWARD INSTRUCTIONAL TIME.

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

Explanatory Note:

The Committee wanted to be clear that professional development should benefit teacher growth as well as student success.

**A-6.65 Charter Schools PUBLIC SCHOOL ACADEMIES**

(2012; Rev. 2021)

The Michigan Association of School Boards supports innovative change in our elementary and secondary school system, including charter schools, defined in Michigan as public school academies, if they are established and operated as traditional public schools. URGES legislation REGULATING authorizing charter schools PUBLIC SCHOOL ACADEMIES (CHARTER SCHOOLS) in Michigan to:

- (a) ~~Must~~ Conform with state constitutional requirements.
- (b) ~~Must~~ Limit the authorization of charter schools PUBLIC SCHOOL ACADEMIES 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.

- (c) ~~Must~~ Include a means of assuring public oversight and accountability, both with respect to the educational programs provided for students and the governance of ~~charter schools~~ PUBLIC SCHOOL ACADEMIES.
- (d) ~~Must~~ Require ~~charter schools~~ PUBLIC SCHOOL ACADEMIES to meet all academic, health, safety, open enrollment and other mandates applicable to public school districts.
- (e) ~~Must be limited, so that a charter may be granted only by the board of education of a local or intermediate school district.~~
- (e) ~~Must~~ Provide that the ~~board~~ AUTHORIZOR that grants a charter to any entity to operate a ~~charter school~~ PUBLIC SCHOOL ACADEMY is directly responsible and accountable for the legal, fiscal and educational operations of every public school academy it charters.
- (f) ~~Must~~ Limit the foundation allowance of each ~~charter school~~ PUBLIC SCHOOL ACADEMY to the basic foundation allowance for school districts in the state.
- (g) ~~Must, when the charter is a cyber school,~~ Differentiate the student foundation level WHEN THE PUBLIC SCHOOL ACADEMY OPERATES AS A CYBER SCHOOL based on the lower cost of providing an online program, ~~and also~~
- (h) Require operators of cyber schools to have previous experience delivering EFFECTIVE online learning.
- (I) MAINTAIN ACCOUNTABILITY AND TRANSPARENCY OF THE AUTHORIZORS 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 would enhance the education opportunities for students in their districts.

Explanatory Note:

The title was changed to reflect how charter schools are referred to in Michigan law. The Committee felt much has changed around charter school law since this resolution was last amended and wanted to better reflect the current status. It also wanted to

maintain the idea that MASB wants equal oversight and treatment of all public schools.

#### **A-10.25 State Financial Support**

(2017; Rev. 2021)

The Michigan Association of School Boards believes every child in Michigan should receive a comprehensive educational program. The MASB also believes that the state of Michigan must fulfill its constitutional responsibility to assure sufficient funding to support quality public education and an equal educational opportunity for all. State funding must be sufficient to provide a well-rounded educational program that includes, but is not limited to, the state model core content standards for students in all districts. THE MASB ALSO BELIEVES THAT THE FEDERAL GOVERNMENT SHOULD PROVIDE ADEQUATE RESOURCES TO SUPPLEMENT STATE FUNDING, INCLUDING BUT NOT LIMITED TO, FULLY FUNDING THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

To that end, the MASB supports:

- (a) A constitutional amendment to limit the allowable usage of the State School Aid Fund to PreK-12 expenditures.
- (b) Continued reduction in disparities in per-pupil revenue among school districts, with a final goal of equitable funding for all districts. This should be accomplished without reducing the revenues of any school district.
- (c) Specifically dedicating sufficient state revenue sources to fully fund Michigan's PreK-12 public education system. The current reliance on an annual appropriation from the state's General Fund needed in order to fully fund PreK-12 education should be eliminated. In the future, if dedicated revenues are reduced, they should be replaced with other dedicated revenues.
- (d) Continued focus on research to clearly delineate the cost of providing a world-class education to the children of Michigan.
- (e) Requiring that prorated per-pupil funding follow students who transfer between charter schools PUBLIC SCHOOL ACADEMIES 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.

Explanatory Note:

This change highlights that districts receiving funding from both the state and federal governments and reflects the need for timely appropriation of funds from both entities. The Committee also added the need for financial support for the operational costs of transporting students.

**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.

Explanatory Note:

The Committee wanted to specifically include transportation capital costs under the umbrella of infrastructure and highlight the pressing need to expand broadband access.

**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. However, 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.

Explanatory Note:

The Committee wanted to highlight the importance of quality public schools in economic development.

**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. ~~who would serve for terms of six years. Members of the State Board of Education should be elected at nonpartisan elections in each even-numbered year. Terms of the board members should be arranged so that not more than three members are elected at~~

~~the same election.~~

Explanatory Note:

The Committee felt this resolution was too prescriptive so they cleaned up the language to simply reflect the desire for a nine-member board instead of the current eight.

## Chapter 5

# New and Substituted Resolutions

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

### **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.

#### Rationale Statement:

Michigan's State Board of Education and the Michigan Department of Education have developed and approved a strategic education plan and goals for the state of Michigan. For the state's plan to be successful, local boards of education should also create district plans and goals and in alignment with the state.

### **G-6.40 SOCIAL-EMOTIONAL LEARNING AND SUPPORTS**

(2021)

THE MICHIGAN ASSOCIATION OF SCHOOL BOARDS URGES SCHOOL BOARDS TO ESTABLISH AND IMPLEMENT SOCIAL-EMOTIONAL LEARNING AND SUPPORTS WITHIN THEIR SCHOOLS TO ADDRESS THE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS. SOCIAL-EMOTIONAL COMPETENCIES INCLUDE SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS, RELATIONSHIP SKILLS AND RESPONSIBLE DECISIONMAKING.

DEVELOPING SOCIAL-EMOTIONAL SKILLS IMPROVES STUDENT CAPACITY TO ENGAGE IN ACADEMIC LEARNING, PREPARES STUDENTS TO MEET COLLEGE AND CAREER READINESS STANDARDS, AND DECREASES NEGATIVE BEHAVIOR AND EMOTIONAL DISTRESS.

THE STATE OF MICHIGAN SHOULD PROVIDE PROPER RESOURCES TO LOCAL DISTRICTS TO ASSIST THEM IN ESTABLISHING THESE PROGRAMS.

#### Rationale Statement:

Social-emotional needs can be a barrier to learning. In order to participate in rigorous standards, students need to be able to regulate their emotions, collaborate with their peers, communicate their ideas and take the perspective of others.

# Chapter 6

## Bylaw Proposals

This chapter contains proposed 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 XVIII, Section 2).

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

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

### Article VII—Meetings

**Section 1. Annual Meeting.** The annual meeting and conference of the Association shall be held at a time and place determined by the Board of Directors.

**Section 2. Special Meetings.** Special meetings of the Association may be called when authorized by the Board of Directors. Written notice of the time and place of any special meeting shall be mailed or emailed to each member school board at least 30 days in advance of the date set for the meeting. The notice shall state the purposes for which the meeting is called, and no other business shall be transacted at that special meeting.

**Section 3. Quorum.** The PHYSICAL OR ELECTRONIC presence of Delegates representing at least 40 active member school boards in not less than 15 counties constitutes a quorum at any meeting of the Association.

**Section 4. Delegates and Alternates.** Each school board that is an active or academy member of the Association is entitled to representation at an annual or special meeting, as follows:

Group I.....One Voting Delegate and Alternate  
Group II.....One Voting Delegate and Alternate  
Group III.....Two Voting Delegates and Alternates  
Group IV.....Three Voting Delegates and Alternates  
Group V.....Four Voting Delegates and Alternates  
Group VI.....Four Voting Delegates and Alternates  
Group VII.....Four Voting Delegates and Alternates

**Section 5. Selection of Delegates and Alternates.** Each school board that is an active or academy member of the Association shall select its Delegates and Alternates in accord with Section 4 and certify the Delegates and Alternates to the Executive Director prior to an annual or special meeting. The Executive Director shall make a complete list of the certified Delegates and Alternates entitled to vote at the meeting.

**Section 6. Voting Rights.** Voting at an annual or special meeting shall be done BY THE DESIGNATED DELEGATE(S) OR ALTERNATE(S), ~~in person~~, and not by proxy. Associate and honorary members, as well as school board and academy members who are not Delegates or Alternates, may participate in the discussion at a meeting, but cannot vote on any questions.

Explanatory Note:

The Committee wanted to allow for a situation where the Delegate Assembly may need to be held virtually, as was needed in 2020 due to the pandemic, by removing in person.

**Article VIII – Board of Directors**

**Section 1. Representation.** Except as provided in Section 2, the Board of Directors shall be composed of ~~19~~ **Directors. By 2021, the Board shall consist of** 22 members, including three at-large Directors. Sixteen Directors shall be elected from eight regions, with two elected from each region: and one Director per group shall be elected from Group V, Group VI and Group VII. The MASB President will nominate a member to serve as an at-large director, subject to board approval.

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

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

- If Michigan has a member on the National School Boards Association's Board of Directors, that person shall be an ex-officio member of the Michigan Association of School Boards' Board of Directors. This section shall not apply if the person is an elected member of the MASB Board of Directors.
- If the President's term as a Director expires immediately following the end of their presidency, the Board of Directors may appoint that person, as Immediate Past President, to serve as an ex-officio member of the Board of Directors without voting rights for a one-year term.

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

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

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

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

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

Nominations for Director may be made by any active or academy member school board by forwarding the

nominee's name in writing to the Executive Director between the third Monday in November and the second Wednesday in January of each year.

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

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

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

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

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

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

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

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

If a Director's term expires immediately following the end of their term as PRESIDENT OR President-Elect, the term of office for that person shall be extended for one year and the Director subsequently elected to that seat on the Board of Directors shall be elected for a two-year term.

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

The Director resigns from the Board of Directors.

- The school board on whom the Director is a trustee ceases to be a member of the Association.
- The Director ceases to be a trustee on a school board in the region or group that elected them, except that a Director whose term expires on their local board on Dec. 31 shall continue to serve on the Board of Directors until the second Friday in March.
- The Director fails to attend three consecutive meetings of the Board of Directors during an annual period commencing on the second Friday in March, except that the Board of Directors may waive this requirement for any reason, in each individual case, the Board deems appropriate.

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

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

A vacancy created by an At-Large Director shall be filled by board appointment until the normal expiration of that term.

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

Explanatory Note:

The Committee wanted to ensure continuity of leadership if a President's board term expired before the end of their presidency. Also removes date reference as we've passed it.

**Article XII — Resolutions**

**Section 1. Initiation.** Resolutions may be initiated by a member school board, the Board of Directors or the Resolutions and Bylaws Committee. All resolutions, other than courtesy resolutions, must be submitted in writing to the Resolutions and Bylaws Committee or Board of Directors 90 days prior to the date of the annual meeting or 60 days prior to the date of any special meeting.

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

**Section 3. Adoption.** Resolutions approved by the Resolutions and Bylaws Committee or Board of Directors for submission to the Delegates at the annual or any special meeting and sent to the Delegates in accordance with Section 2 may be adopted by a majority vote of the Delegates present and voting AS DEFINED UNDER ARTICLE VII, SECTION 6.

A resolution without such prior approval may be proposed from the floor by a Delegate and may be accepted for discussion by a majority vote of the Delegates present and voting AS DEFINED UNDER ARTICLE VII, SECTION 6. The resolution may be adopted by a two-thirds vote of the Delegates present and voting AS DEFINED UNDER ARTICLE VII, SECTION 6.

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

Explanatory Note:

Updated reference to reflect change in Article VII.

## **Article XVII — Amendments**

**Section 1. Initiation.** An amendment to or revision of these Bylaws may be proposed by a member school board, the Board of Directors or the Resolutions and Bylaws Committee by submitting the amendment or revision in writing to the Resolutions and Bylaws Committee 90 days prior to the day of the annual meeting or 60 days prior to the date of any special meeting.

Within 10 days of receipt of any amendment or revision, the Resolutions and Bylaws Committee shall submit the amendment to the Board of Directors for comment.

**Section 2. Adoption.** No amendment or revision shall be considered unless it has been submitted to the Board of Directors and notice of the proposed amendment or revision has been sent to each member school board at least 30 days prior to the meeting at which action is to be taken upon the amendment or revision.

A two-thirds vote of the Delegates present and voting AS DEFINED UNDER ARTICLE VII, SECTION 6 thereon is necessary for the adoption of an amendment or revision. Unless otherwise provided, all amendments or revisions shall take effect immediately upon their adoption.

### Explanatory Note:

Updated reference to reflect change in Article VII.



# Chapter 7

## Deleted Resolutions

This chapter contains resolutions previously adopted by the Delegate Assembly and deleted by the 2018-2019 Resolutions and Bylaws Committee. There are five resolutions being recommended for deletion this year.

### **G-3.40 Open Meetings and Records**

(Rev. 2005)

Believing that public trust and confidence are essential to maintain and strengthen a democratic form of government, the Michigan Association of School Boards urges all member boards of education and other public bodies and agencies to comply with laws calling for open public meetings and disclosure of public records.

#### Explanatory Note:

The Committee felt this resolution was unnecessary as MASB does not list other laws that districts should follow in resolutions.

### **G-5.15 Public Service and Volunteerism**

(2009)

The Michigan Association of School Boards supports the inclusion of a public service or volunteerism component as part of a school district's graduation requirements. Beyond the basic academic skills schools provide, it is also the responsibility of our education system to produce civic-minded and engaged populace.

#### Explanatory Note:

The Committee combined this resolution with G-5.10 Character Education.

### **G-5.75 Parent Education and Engagement**

(2016)

The Michigan Association of School Boards urges its members, working together with other community agencies, to support programs that engage parents and educate them on student success and child development.

The MASB will work with other organizations and governmental entities to seek funding to establish and develop a program to improve parenting skills.

#### Explanatory Note:

The Committee combined this resolution with G-6.30 Family Involvement in Schools.

### **G-12.05 Administrator Certification**

(1994)

The Michigan Association of School Boards supports a state certification program for school administrators. The MASB encourages school administrators to participate in professional certification programs and recommends that local and intermediate boards of education establish hiring standards and continuing education requirements for administrators in their districts.

#### Explanatory Note:

This resolution is no longer needed as state law already requires administrators to become certified.

### **A-9.05 Reproductive Health**

(Rev. 2001)

The Michigan Association of School Boards supports legislation enabling board of education, on a voluntary basis, to establish elective programs on reproductive health, including sex education, hygiene, sexually transmitted infections, and birth control.

#### Explanatory Note:

The Committee is deleting A-9.05 as it is covered by G-9.58 Reproductive Health.

# Chapter 9

## Complete Listing of Resolutions

### Key:

“A” indicates an amended Resolution.

“N” indicates a new or substituted Resolution.

“D” indicates a deleted Resolution.

Continuing Resolutions have no letter designation.

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## **SCHOOL PRESENTATIONS**

### **2020-2021 Audit Presentation**

Kim Lindsay from Rehmann Robson, LLC presented the [2020-2021 financial audit](#), reporting the District has “no findings or reportable conditions,” the highest possible opinion. Mr. Lindsay walked Trustees through the details of the audit report, congratulating Dexter CFO Dr. Sharon Raschke and her team for their diligence in maintaining the District’s stable financial position. Both Lindsay and Superintendent Chris Timmis remarked that the majority of Dr. Raschke’s Business Office team is new this year, and thanked them for a smooth and productive audit. Board President Mara Greatorex thanked Lindsay for the presentation, saying it helps make the report more manageable.

## **FIRST OPPORTUNITY FOR PUBLIC PARTICIPATION**

A DHS parent asked if the Board has considered withdrawing from the National School Boards Association (NSBA), requested website updates, and asked for Board meetings to be livestreamed.

## **SUPERINTENDENT UPDATE**

### **National Principals Month**

Dr. Timmis began his update by recognizing October as National Principals Month and applauding Dexter’s outstanding principals.

## **SWWC Highlights**

The [SWWC Open House & Business Showcase](#), "Preparing Tomorrow's Essential Employees Today," is scheduled for Tuesday, November 30th from 6:00 - 7:30 p.m. at Saline High School. The SWWC is a career and technical education program available to students from Chelsea, Dexter, Lincoln, Manchester, Milan and Saline. GraphX, housed at DHS, provides students authentic experiences through use of state-of-the-art visual imaging and digital printing technology and equipment. Chelsea houses the Engineering/Robotics program, and both Building Trades and Advanced Manufacturing are based at Saline HS. These are only a few of the many educational opportunities available via [SWWC](#) (click link for more program information).

## **Upcoming State of the School District & Job Postings**

Dr. Timmis announced a State of the School District event is being planned for November 4<sup>th</sup>, and will be held virtually to allow all to participate. Lastly, job postings for additional social workers for both the DEEC and the District, as well as two counselor positions, will soon be posted.

## **STUDENT REPRESENTATIVES UPDATE**

Student Representative Griffin Patel shared several recent school events, including Beacon Blast Fun Run, Anchor Fun Run, Walk or Roll, Wylie Run/Walk/Roll and Creekside Move-It Day. Both Beacon and Anchor’s Fun Runs raised over \$20,000 each. Patel also reported the District recently celebrated Homecoming with a parade and dance, and all schools are actively presenting the message of being kind and positive to one another.

## **CONSENT ITEMS**

The evening’s consent items, including a request for leave and the June & September Budget Reports, were unanimously approved.

**ACTION ITEMS****Schedule Board Workshop 11/15/21**

Trustees voted to change their regular meeting scheduled for November 11<sup>th</sup> to a Board workshop to be held at WISD in order to train all board members in official MASB evaluation processes.

**2020-21 Fund Balance Designations and Fund Balance Classifications**

Following a brief explanation by Dr. Raschke, the Board unanimously approved the 2020-21 fund balance designations as defined in the packet memo, and authorized by resolution the intent to define fund balance classifications for the 2021-22 fiscal year as defined in the same memo.

**Accept 2020-21 Financial Audit**

Trustees received the 2020-2021 Financial Audit that was presented earlier in the meeting.

**Policies – Second Reading**

At its September 20, 2021 meeting, the Board of Education reviewed recommended edits and approved for first reading policies 2260.01 (section 504/ADA prohibition against discrimination based on disability), 5341 (emergency medical authorization), 5342 (new - DNR orders for minor students), 5343 (new - physician order for scope of treatment), 7440.01 (video surveillance and electronic monitoring), 8321 (criminal justice information security), 8330 (student records), 8400 (school safety information), and 8500 (food services). The Board unanimously approved these policies for second reading and final approval as presented.

**DISCUSSION ITEMS****2020-21 Financial Results**

The meeting packet included a second memo from Dr. Raschke detailing the 2020-2021 Financial Results. Treasurer Dick Lundy noted that the District's budget is always striving to break even, and this year's financial performance was within \$78,000. Dr. Timmis clarified that the audit report shows an overage of \$1.8M, but most of that amount is COVID-19-related (ESSER) funds; the true revenue over expense is \$78,000.

Dan Alabré asked if ESSER (Elementary and Secondary School Emergency Relief Fund) will continue to be reported, to which Dr. Raschke replied it will be reported until the money is spent down. Elise Bruderly thanked Dr. Raschke for presenting the financial information in such an accessible way, as well as detailing specific revenues and expenses related to COVID-19 protocols. Mara Greatorrex echoed Bruderly's thanks, citing her attention to detail and the challenge of bringing a new business office team up to speed.

**MASB Delegate Assembly Resolutions**

The MASB Annual Assembly will be November 11th in Grand Rapids. Mara Greatorrex will represent DCS as voting delegate with Jennifer Kangas as alternate. A compilation of resolutions to be voted on at the conference was included in the board packet. Trustees are to review the resolutions and bring any particular concerns to the next meeting (November 1, 2021) for discussion so the voting delegates will know the Board's wishes.

**SECOND OPPORTUNITY FOR PUBLIC PARTICIPATION**

There were no speakers.

## **BOARD COMMENTS**

### **Behind the Scenes Conference Update**

Daniel Alabré reported on his experience attending the recent MASB Behind the Scenes Workshop in Lansing. Alabré found the event to be very interesting and was able to meet with 2 Michigan senators and 2 congressmen, as well as have lunch with State Representative Donna Lasinski. Topics discussed at the workshop included staff shortages through the state and country, the diminishing pipeline of teachers in Michigan and several possible bills.

Elise Bruderly shared she is thrilled to hear about the new social work/counseling positions being posted. She also thanked Dr. Timmis and all building staff after recently touring each building in the District. Bruderly commented it was wonderful to see the kids happy and engaged in learning, a wonderful reminder of all the good happening in our buildings.

Melanie Szwara commented on the successful Walk to School event last week, saying she was excited to see the bus hub in action as she walked her kids from building to building.

Dick Lundy echoed Bruderly's comments about the value of in-school Board visits, saying he has toured buildings in the past, but found this opportunity to spend time in buildings talking with students and teachers in action to be extremely valuable.

Mara Greatorex reminded the community about the Educational Foundation of Dexter's Rivalry Challenge with Chelsea. To "get in the game," text Dreads to 44321 or visit [efdexter.org/Dreads](http://efdexter.org/Dreads) for details and updates.

## **INFORMATION ITEMS**

- [Board Bulletin 9/30/2021](#)
- [Draft Finance Minutes 9/28/2021](#)

## **CALENDAR**

Monday, November 1 – 7:00pm - Regular Meeting - Bates

Monday, November 15 – 5:00pm - Board Workshop - Bates (Superintendent Evaluation)

Monday, December 6 – 7:00pm - Board Meeting - Bates

**Dexter Community Schools  
Finance Committee  
Meeting Minutes  
October 18, 2021**

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Board Committee Members Present – Daniel Alabre, Dick Lundy (Chair)  
Staff Committee Members Present –John Heuser, Sharon Raschke, Chris Timmis  
Others Present –Kim Lindsay (Rehmann), Paul Krzeczowski, Mike Wagner

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Meeting convened at 3:20 pm.

**Approval of Minutes**

A motion was made by Daniel Alabre to approve the finance committee meeting minutes of September 28, 2021. Dick Lundy seconded the motion. Motion Carried (unanimous).

**Audience Participation**

Sharon Raschke introduced the Business Office staff who were present to hear the Audit Presentation.

**Discussion Items**

**1. 2020-21 Audit Presentation**

Kim Lindsay presented the financial audit for the fiscal year end 2020-21 and answered questions. He also discussed the management letter. He presented the Single Audit and reported on the findings. The financial audit will be presented to the full Board at tonight's meeting.

Meeting adjourned at 4:30 pm.



## ***Social Media Guidelines for School Board Members***

*Adapted from TASB School Law eSource*

Revised 10/4/2021

Many School Board members are active users of social media, including online platforms like Facebook and Twitter, blogs and personal websites. When communicating online about school district business, Board members ought to follow best practices. Consider the following guidelines when using social media as public officials.

### ***Clarify that you are communicating about school district business as an individual member of the Board, not as an official district spokesperson.***

When community members hear from Board members, they often assume that these trustees are speaking for the Board and the district. They do not distinguish between a single Board member's musings, and Board policy and District direction. It must be clear that the official spokesperson for the Board is the President, and the official spokesperson for the District is the Superintendent.

### ***Deliberating with a quorum of the Board about school district business violates the OMA.***

A message sent to an internet-based group whose membership is unknown could constitute a deliberation and a meeting under OMA. Board members should not use online communications as a vehicle for communicating with each other outside of meetings. In addition to the risk of an OMA violation, such communication undermines good working relationships, and the purpose of open meetings.

### ***Direct complaints or concerns presented online to the appropriate administrator.***

When a community member approaches a Board member with a concern, in person or online, the Board member ought to direct the person to an appropriate administrator and/or encourage them to access the "Talk to Us" link or other functions on Dexter's website. This maintains chain-of-command and separates "management," which is the work of administration, from "governance," which is the work of the Board.

***Avoid posting content that indicates you have already formed an opinion on pending matters.***

When an issue is presented to the Board of Education, it is with the understanding that the Board will sit as a deliberative body and operate with due process. Social media posts by a Board member expressing an opinion on a pending matter may be considered evidence of bias or prejudice and call into question the validity of Board action.

***Ask for community input to be provided through appropriate channels and do not allow your social network to direct your decisions as a trustee.***

Soliciting input from the community is part of the District's communication strategy. Yielding governance decisions to social network influences violates local policy, Board norms, ethics, and, in some instances, the law.

***Only post content that the District has already released to the public.***

In light of the sensitivity of many school district matters and the risk of inadvertent disclosure of confidential material, a trustee should limit the use of social media to sharing content already released to the public by the District.

***When attempting to restate what happened at a previous Board meeting, clarify that the posting is not an official record of the meeting and share information only from the open portions of the meeting.***

The minutes are the official record of the meeting. When describing what took place at a Board meeting, remember to honor the vote of the Board. Whether in the minority or the majority, once the motion is approved, the Board has spoken and policy has been enacted. It is particularly destructive to use social media to vent about a contentious decision.

***Retain electronic records—including your own posts and content others post to your account—when required to do so by District's records retention policy.***

Generally speaking, posts about school district business ought to be retained if the content goes beyond simply sharing existing District information—like a link to the website—or routine correspondence—date/time/location of an upcoming Board meeting.

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Board Member's signature

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Date