MASB LeadStrong

Michigan Association of School Boards

2012 RESOLUTIONS & BYLAWS

This booklet contains Resolutions and Bylaws adopted by the MASB Delegate Assembly in November 2012.

Resolutions and Bylaws approved by the Delegate Assembly are binding on the MASB Board of Directors, association committees and staff.

MASB LeadStrong

Michigan Association of School Boards

The mission of the Michigan Association of School Boards is to provide quality educational leadership services for all Michigan boards of education, and to advocate for student achievement and public education.

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Get Involved in MASB's Resolutions Process

The Resolutions and Bylaws Committee encourages your board's input for developing MASB positions on legislative, legal and administrative issues of statewide significance.

Your board may submit new resolutions and/or amendments to any resolution approved by the Delegate Assembly last year. To have your submission considered at the August 2013 Resolutions and Bylaws Committee meeting, the proposal must be submitted in writing to the Michigan Association of School Boards, Attn: Resolutions and Bylaws Committee, 1001 Centennial Way, Suite. 400, Lansing, MI 48917-8249. New and/or amended resolutions must be received in our office by July 26, 2013.

Resolution

For the 2013 MASB Delegate Assembly

Subject: _____

Submitted by: _____

Contact person: _____

Text of resolution: _____

Rationale: _____

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RESOLUTIONS of the Michigan Association of School Boards

The following is the complete and official text of the Resolutions adopted by the MASB Delegate Assembly which met in Detroit on Nov. 8, 2012. Resolutions are the driving force behind the positions taken by the association on issues important to public education and Michigan's schools.

A. General Goals and Objectives

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.

1.03 Increasing Board Member Effectiveness
(Rev. 2005)

The Michigan Association of School Boards recognizes that the survival of the concept of lay 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 the area of oversight and policymaking by individual board of education members, the MASB:

(a) Urges that local and intermediate boards, as well as county and area school board associations, continue to promote orientation programs for school board members and candidates as well as participation in the MASB's voluntary school board member certification program.

(b) Offers its services to assist boards of education and county and area associations in the preparation of materials and development of programs.

(c) Urges local and intermediate boards, as well as county and area school board associations, to support and attend continuing education programs and conferences.

(d) Urges school board members to participate in state and national conferences 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.

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.

1.10 Promotion and Advocacy for Public Education
(Rev. 2006)

The Michigan Association of School Boards will endeavor to promote a greater citizen 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 grass-roots 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.

1.25 Continuous School Improvement
(2007; Rev. 2010)

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 achievement its first priority, exercising strong fiscal responsibility, utilizing best practices and demonstrating a willingness to look beyond current practices to support school improvement based on educational research.

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.

B. Governance of School Districts

3.05 Local Control
(2003; Rev. 2012)

The Michigan Association of School Boards supports local control of elementary and secondary school systems by means of locally-elected school boards. Boards of education should be recognized in the State Constitution and shall be organized with plenary powers to carry out the functions delegated by the legislature. The MASB believes the people of Michigan have a strong interest in local participation in educational policy-making, which provides for increased initiative and permits the structuring of public school programs to fit local needs.

Local control must include:

(a) Control over financial matters.

(b) Control over curricula and educational programs.

(c) Control over personnel matters.

(d) Control of educational priorities based upon the varying educational needs of the local communities.

(e) Control over the dates which begin and end the school year.

The MASB also opposes attempts by state and federally elected officeholders to further erode the local governance of public schools in this state by legislation, executive order, or through the rules process.

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.

3.15 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.

3.20 Student Involvement in Educational Policy and Program Development
(1999; Rev. 2010)

The Michigan Association of School Boards urges that local school boards 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.

3.30 Educational Accountability
(Rev. 1998)

The Michigan Association of School Boards supports accountability systems that focus on improving student achievement including the identification of goals and performance standards. To benefit students and the school community in general, school boards in Michigan should make accountability plans a priority in their local districts.

3.35 Site-Based Decision-Making
(Rev. 2007)

The Michigan Association of School Boards supports site-based decision-making at the school building level with the participation of teachers, administrators, parents, pupils and community members as a means of making schools more responsive to the needs of students. Decisions made at the building level must support and promote the policies and educational goals adopted by the board of education.

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.

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.

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

3.45 Financial Disclosure
(Rev. 2000)

The Michigan Association of School Boards opposes any state legislation which 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.

3.60 Recall Elections
(1982)

Recall election laws and procedures should be modified to make the recall process fairer to public officials without infringing upon the basic right of recall guaranteed under the State Constitution. Specific areas of concern which must be addressed by means of amendatory legislation include:

(a) The need to furnish specific reasons, supported by facts, on recall petitions. Reasons stated on recall petitions should be sufficiently specific to give the public official and the electorate adequate notice of the conduct which is the basis of the recall.

(b) Deficiencies in the recall law applicable to time lines. A public official should not be eligible for recall until nine months after taking office. The time frame for challenging petition signatures should be extended to 15 days following validation by the city or township clerk. A public official should have seven days to submit his or her justification of conduct in office.

(c) The desirability of cost-savings reforms. Copies of recall petitions should be available to the public official being recalled at no cost to that official. The duties of election officials should be clearly specified in the law to eliminate unnecessary litigation over their duties and responsibilities.

3.62 School Elections
(Rev. 2008)

The Michigan Association of School Boards believes it is important to reestablish autonomous decision-making authority at local and intermediate school districts for the purpose of conducting school elections in their districts. The MASB opposes any legislation that further limits local flexibility related to school elections. This includes consolidating or limiting school elections, mandating local governmental control of elections or other changes in election law that would erode local control.

The MASB believes that the Legislature should continue to find ways to reduce election costs for all units of government.

3.70 Privatization
(Rev. 1998)

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) in non-instructional areas within the public school setting.

The MASB is opposed to any private activities which would allow control of our schools to be assumed by the private sector, including divestiture, vouchers, grants, or the sale of school facilities.

C. Human Rights

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.

4.10 Equal Rights, Discrimination, Harassment and Bullying
(2010; Rev. 2011)

The Michigan Association of School Boards supports equal rights for all, and the MASB urges immediate action by all district boards to adopt policies on discrimination, harassment and bullying. The MASB also encourages boards of education to consider the State Board of Education's model policy on bullying when they are reviewing, amending or adopting their local policy.

4.15 Gender Equity
(Rev. 2003)

The Michigan Association of School Boards supports a gender-fair educational system for all students. The MASB urges continuing action to eliminate any gender gap between female and male students in all aspects of school programs.

4.25 School Prayer
(1982)

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

D. Curricula and Instruction

5.01 Excellence in Education
(Rev. 2008)

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 child an opportunity to achieve his or her fullest potential.

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

The MASB supports state guidelines for learning objectives and encourages school boards to establish core curricula based upon the recommended state model. However, the MASB opposes a state-mandated, uniform core curriculum for all Michigan school districts. The MASB believes the local school board must have the final responsibility for decisions as to curriculum content, subject to state laws and regulations.

The MASB also encourages local and intermediate boards of education to adopt standards of excellence for teachers and administrators. These standards should be designed to lead to greater student achievement.

5.05 Student-Centered Education
(Rev. 2004)

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

5.07 Disciplinary Education Programs
(Rev. 2005)

The Michigan Association of School Boards encourages local and intermediate boards of education to provide an alternative disciplinary education program for those students who have been expelled due to disciplinary problems.

The MASB encourages 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.

The MASB believes it is essential to include human service agencies and the judicial system in the design and financial support of alternative disciplinary education programs for this student population to address those issues outside of education that affect children today.

The MASB also believes it is important to continue the educational process for all students so that they may become contributing members of society.

5.08 Special Education
(Rev. 2006)

The determination of appropriate special education programs, services, testing and the extent to which the student will participate in regular education programs should be determined by the Individual Education Program (IEP) 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 detection and intervention programs to reach children 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, students and parents.

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

5.10 Character Education
(Rev. 2004)

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. Fairness, honesty, compassion, responsibility, civility and respect are essential in a free and democratic society where every citizen has personal and civic responsibilities in addition to inalienable rights.

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 a civic minded and engaged populace.

5.20 Curricula and Parental Control
(Rev. 2006)

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, including textbooks.

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.

5.25 Instructional Materials and Technology
(Rev. 2003)

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.

5.42 Assessment and Competency Testing
(Rev. 2005)

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 to aid in the focus of professional development activities.

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

All completed and scored state competency tests should be made available upon request to those districts where the tests were administered. The state should provide timely reports on the test-takers to their districts indicating at least the specific areas in which the test-takers did not attain a proficient score.

The MASB opposes the use of testing as the sole criterion for student promotion, graduation, school district accreditation, school funding or for the determination of school district success.

5.50 Post-Secondary and Career Readiness
(2009)

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 post-secondary programs and into careers. MASB also urges continued restructuring, expansion and funding of programs that:

(a) Incorporate existing state academic standards into CTE coursework.

(b) Increase student engagement through connected relevance to career skills.

(c) Coordinate academic and rigorous career and technical education delivery systems that are up-to-date with the needs of business and industry.

(d) Grant academic credit for curricular objectives learned in technical programs.

(e) Facilitate partnerships for student internships between industry leaders and schools.

(f) Develop employability skills, including dependability, the ability to work cooperatively, good communication skills, etc.

(g) Improve the transitions for students from high school to their post-secondary education and to the world of work.

5.56 Multicultural Education
(1993)

The Michigan Association of School Boards urges its members to establish programs in their schools to engender 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 culturally responsible teaching and the promotion of understanding and respect for diverse cultures.

5.57 English as a Second Language
(1993)

The Michigan Association of School Boards supports multilingual programs to ensure access to a quality education for non-English speaking students.

These programs should include instruction in English, unless a proven English as a Second Language (ESL) program is established for speakers of other languages and bilingual education until each student attains proficiency at his or her grade level in basic skills and in English.

5.70 Reading Skills
(Rev. 2003)

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

5.75 Parenting Education
(Rev. 2002)

The Michigan Association of School Boards urges its members, working together with other community agencies, to support programs for parents which will increase their knowledge of child development and improve the child's likelihood of success in school.

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

5.80 Adult and Community Education
(Rev. 2002)

The Michigan Association of School Boards supports adult and community education programs provided by public schools and community colleges. The MASB supports cooperation among local school districts, intermediate school districts and community colleges in the delivery of adult and community education programs so that the public receives the best possible services with the resources available.

E. Correlative Schooling Issues

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.

6.10 Kindergarten Programs
(2008)

The Michigan Association of School Boards opposes legislation which would alter the current minimum enrollment age requirement for the entry into kindergarten. The MASB encourages districts to provide for the special needs of beginning students through appropriate programs, including full-day classes where a longer school day will provide each child with learning activities appropriate to his or her learning level.

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.

6.12 Early Childhood Education
(Rev. 2008)

The Michigan Association of School Boards supports a greater focus on early childhood education, especially from birth to age 5, 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 5.

(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 realizes its pivotal part in the funding of, and support for, early childhood education.

(d) The State of Michigan and local and intermediate school districts encourage and support interagency cooperation in providing early childhood education programs.

6.20 Students At Risk
(Rev. 2007)

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

(a) Establishing a supportive school climate to assist staff, classroom volunteers, parents 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 children and youth with different behavioral patterns, skill levels, interests, needs and learning styles.

(d) Guaranteeing that all children 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 children and youth 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 of delinquent, abused, neglected and truant students.

(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.

6.30 Family Involvement in the Schools
(2002; Rev. 2012)

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 involvement in the schools through local parent-teacher groups, school community groups, neighborhood organizations, and participation in local school and district wide 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.

6.50 School Year
(2003; Rev. 2011)

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

The MASB supports a school year incorporating no fewer than 180 days and 1,098 hours of student instruction and supports a change in state law that would reflect that minimum number. Days spent because of severe storms, fires, epidemics or health conditions, as well as time lost for staff development, conferences and other non-instructional activities, should be made up in order to assure maximum instructional time for students in all districts.

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.

6.53 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.

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.

6.65 Charter Schools
(2005; Rev. 2012)

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.

Legislation authorizing charter schools in Michigan:

(a) Must conform with state constitutional requirements.

(b) Must limit the authorization of charter schools so that a charter is not granted to a public school academy which merely duplicates programs being offered in a school district.

(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.

(d) Must require charter schools 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.

(f) Must provide that the board that grants a charter to any entity to operate a charter school is directly responsible and accountable for the legal, fiscal, and educational operations of every public school academy it charters.

(g) Must limit the foundation allowance of each charter school to the basic foundation allowance for school districts in the state.

(h) Must, when the charter is a cyber school, differentiate the student foundation level based on the lower cost of providing an online program, and also require operators of cyber schools to have previous experience delivering online learning.

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

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.

6.80 Military Families
(2009)

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 and the Michigan State University extension services.

F. Extra-Curricular Activities

7.01 Student Participation
(Rev. 2002)

The Michigan Association of School Boards urges every board of education to encourage student participation in co-curricular activities. There are many valuable programs, both athletic and non-athletic, that schools offer to their students, and any additional involvement beyond academic classes can add to a student's total educational experience.

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.

7.05 Interscholastic Athletics
(Rev. 1999)

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.

7.10 Training of Coaches
(2008; Rev. 2012)

The Michigan Association of School Boards urges all local school boards to:

(a) Employ qualified persons as coaches of interscholastic teams.

(b) Provide in-service training for all coaches, including training in first aid, current CPR certification, proper athletic conditioning, recognition of athletic injuries, 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 (CAP).

(c) Require supervision and evaluation of coaches.

(d) Make coaches aware of pertinent school policies, rules, and regulations and require compliance.

(e) Encourage coaches to follow the athletic code for coaches in the MHSAA handbook and include information regarding NCAA eligibility guidelines and requirements.

7.15 Athletic Officials
(1993)

The Michigan Association of School Boards 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.

7.20 National Athletic Tournaments
(2003)

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.

7.25 Volunteer Coaches
(Rev. 2009)

The Michigan Association of School Boards supports state law that allows a school board member to serve in a volunteer, non-compensated coaching position in the school district on which board they serve.

MASB understands the difficulty that many school districts have in attaining coaches for certain programs and also understands that many school board members are interested and capable of doing these jobs.

G. General Concerns Affecting Youth and Schools

8.01 Child Abuse and Neglect
(Rev. 2002)

The Michigan Association of School Boards believes all children should be free from physical 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 insure that school personnel comply with the child protection law.

(c) Promote the awareness of abuse and neglect through programs of prevention and education.

8.25 Environmental Protection and Educational Resources
(Rev. 2003)

The Michigan Association of School Boards urges local boards of education to take whatever measures are appropriate and desirable with state, county and other local levels of government to achieve protection and conservation of natural areas within or near their districts.

8.40 Advertising in Schools
(1991)

The Michigan Association of School Boards urges local and intermediate school boards to develop policies on the presence of advertising in schools. The MASB recommends that all boards examine the issue of commercial advertising in all forms in the schools.

8.50 Community Responsibility and Involvement in the Schools
(Rev. 2006)

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 children 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 which 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 children is the joint responsibility of both the school community and the community-at-large.

H. Health, Safety and School Facilities

9.01 Health and Safety
(Rev. 2000)

The Michigan Association of School Boards is committed to the safety and protection of the health of all persons utilizing or frequenting public school facilities, especially all employees and students. The MASB urges local school boards to continue 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 urges local boards to develop and review periodically a plan which will 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.

9.05 Safe Schools
(Rev. 2004)

The Michigan Association of School Boards urges school boards to develop 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 NCLB and a plan of action should be created and implemented if that designation is given to a school.

The MASB also encourages school officials to develop school safety plans and crisis intervention plans with parents, families, teachers, counselors, law enforcement personnel, social services workers and appropriate community resources and agencies to reduce, but also to be prepared for, crime and violence in our schools and communities.

9.07 Mandatory Expulsions
(Rev. 2009)

The Michigan Association of School Boards urges the Legislature to amend MCL 380.1311 of the Revised School Code, to:

(a) Assure consistency in the application of state and federal law when students must be expelled for bringing a firearm or other weapon to school.

(b) Allow exceptions from the mandatory, one-year expulsion requirement so that shorter expulsions or a suspension may be imposed when circumstances warrant.

(c) Allow districts more options for the education of expelled students, including allowing another district in Michigan to educate the student.

9.10 School Bus Safety
(1998; Rev. 2012)

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 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.

9.20 Crime and Violence
(Rev. 2004)

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, and through the mass 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, which will counter the current alarming trend toward the increasingly frequent and intensive use of crime and violence as forms of entertainment for children.

9.30 Tobacco Free Schools
(Rev. 2002)

The Michigan Association of School Boards encourages school boards to adopt policies prohibiting the use of tobacco in all facilities or on school property owned, leased or otherwise controlled by their districts at all times in order to contribute to the health and well-being of all students, employees and other persons at school and school events.

The MASB also urges school boards to create a supportive environment for tobacco free schools by sponsoring programs to assist employees and students who wish to quit using tobacco products.

9.35 Substance Abuse Prevention Programs
(Rev. 2000)

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.

The MASB also urges the state Legislature to appropriate a portion of all current and future settlement monies from tobacco litigation for the purpose of educating school-age children on the dangers of tobacco use.

9.40 Positive Nutrition
(2002)

The Michigan Association of School Boards encourages school districts to offer positive nutritional options in the food available through school programs and vending machines. The MASB also believes all decisions related to such programs should be made at the local level with the input of school personnel, parents and other concerned individuals.

9.50 Health Curriculum and Policies
(Rev. 2003)

The Michigan Association of School Boards urges school districts to review and update their school health policies for the purpose of establishing 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 substance abuse, by addressing the high risks associated with the use of alcohol, marijuana, tobacco, performance enhancing drugs 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.

9.55 Communicable Diseases
(1998, Rev. 2010)

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

9.58 Reproductive Health
(Rev. 2001)

The Michigan Association of School Boards approves of the legislation enabling boards of education, on a voluntary basis, to establish elective programs on reproductive health, including sex education, hygiene, sexually transmitted infections (STI) and birth control. The MASB urges all boards of education to take the initiative locally and give serious consideration to the establishment of such voluntary programs as a part of the elective school curriculum, while simultaneously following the procedures prescribed by statute and ensuring responsiveness to the needs and desires of their local school communities.

9.65 School Construction
(2009)

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 "qualifications based selection" (QBS), 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.

I. Public Finance and Taxation

10.01 Support for Financing Public Education
(Rev. 2002)

The Michigan Association of School Boards believes every child in Michigan should receive a comprehensive educational program. Sufficient funding must be made available to support a free public school system that ensures excellence and equity for all 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.

The MASB also supports legislation to provide for equitable taxation on all homesteads in Michigan, including mobile, modular and manufactured homes in manufactured housing developments.

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.

10.20 Federal Financial Support
(Rev. 2009)

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 children 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.

10.23 Federal Spending Priorities
(Rev. 2009)

The Michigan Association of School Boards urges Congress and the president to adequately fund federal programs such as special education and the No Child Left Behind Act.

10.25 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.

10.30 State Financial Support
(2008; Rev. 2011)

The Michigan Association of School Boards 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.

To that end, the MASB supports:

(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. This should be accomplished without reducing the revenues of any school district.

(c) Specifically dedicating sufficient state revenue sources to fully fund Michigan's K-12 public education system. The current reliance on an annual appropriation from the State's General Fund needed in order to fully fund K-12 education should be eliminated. In the future, if dedicated revenues are reduced, they should be replaced with other dedicated revenues.

(d) A legislatively funded school finance study that would 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 and/or public school districts after the September student count.

(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) The timely appropriation and disbursement of state funds so that local and intermediate districts can establish their budgets and maintain an adequate cash flow. The distribution system needs to be returned to a system which awards districts all funds in the district's fiscal year for which the funds were appropriated.

(h) Providing individual districts with the ability to raise limited local revenues for operational purposes.

(i) 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.

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.

10.35 School Infrastructure Funding
(Rev. 2003)

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.

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.

10.40 Local Financial Support
(Rev. 1998)

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 which, in partnership with the State of Michigan, will be sufficient to provide an equal and equitable educational opportunity for all public school children.

10.43 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.

10.45 State Aid and Millage Rollbacks
(Rev. 1996)

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

10.50 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 which 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.

10.55 Property Tax Assessments
(Rev. 1992)

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.

10.60 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.

10.70 Economic Development
(Rev. 2008)

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.

However, 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.

J. Research

11.01 Educational Research and Program Evaluation
(Rev. 2002)

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 the public schools. These projects should be conducted by objective 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, the state Board of Education, institutions of higher education, and all local and intermediate boards of education to encourage and assist in the development and implementation of a coordinated statewide research, development and evaluation program for the improvement of public education in Michigan.

K. School Personnel and Labor Relations

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.

12.20 Staff Development and Evaluation
(Rev. 2006)

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 continuing education courses to improve their skills and knowledge.

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

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

12.50 Public Employment Relations Act
(Rev. 1995)

The Michigan Association of School Boards endorses Public Act 112 of 1994, which reforms the Public Employment Relations Act to assure an uninterrupted school year for our children and gives school boards increased control over expenditures and programs to better accommodate state limitations on revenues and implement state education initiatives.

The MASB particularly urges the Legislature to retain the following provisions of Public Act 112:

(a) The imposition of mandatory penalties against public school employees who participate in illegal strikes and school boards who engage in illegal lockouts.

(b) The prohibition preventing a bargaining representative or education association from vetoing an agreement made by a school district and the local union representing employees of that district.

(c) The protection of management rights and limitations on the scope of topics subject to the collective bargaining process.

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

12.60 Employee Insurance Benefits
(Rev. 2007)

The Michigan Association of School Boards urges the Legislature to enact legislation that will assist school districts in controlling health insurance costs by requiring public school employers be the policy-holder for health insurance policies for employees.

12.70 Public School Employee Compensation and Benefit System
(Rev. 2008)

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 pension plan that would be a defined contribution (401K type) system with a school district contribution on behalf of the employee that would not create an undue financial burden to the district.

(c) A retirement health care plan that provides benefits based on years worked in the public school system not to exceed 90 percent of the premium payment.

MASB also acknowledges that current employees entered the education field with an understanding of their future retirement benefits and these changes to the system would only affect new employees and any existing employees wishing to enroll in this program. Any additional changes related to the calculation of retirement benefits for school employees should also only affect new employees and not be allowed to be retroactive for current employees.

L. Intergovernmental Relations

13.30 State Board of Education
(Rev. 2006)

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 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 nine-member board, 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.

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.

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BYLAWS of the Michigan Association of School Boards

(As adopted by the MASB Delegate Assembly Nov. 8, 2012.)

Article I — Name

Section 1. The name of this Association is the "Michigan Association of School Boards."

Article II — Definitions

Section 1. As used in these Bylaws:

(a) "Association" means the Michigan Association of School Boards.

(b) "Internal Revenue Code" means the federal Internal Revenue Code of 1954, 26 United States Code Sections 1 et seq. A reference to a specific section of the Code means that section, as amended, or the corresponding provision of any future United States revenue law.

(c) "Nonprofit Corporation Act" means the Michigan Nonprofit Corporation Act, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws.

Article III — Purposes

Section 1. General Purposes. The purposes of this Association are:

(a) To advance the quality of public education in our state through the cooperative efforts of locally-elected boards of education.

(b) To promote high standards in providing educational programs and services to meet the needs of all students.

(c) To produce and make available to school board members information concerning educational issues.

(d) To conduct and sponsor meetings, seminars, conferences, and courses of study about various aspects of education.

(e) To represent the interests of boards of education, school districts, and their students in the study, discussion, and determination of educational affairs.

(f) To promote public understanding about the role of school boards in our educational system and the need for citizen involvement in maintaining and improving our schools.

(g) To do all other acts the Delegate Assembly or Board of Directors considers appropriate for the improvement of public education.

Section 2. Tax-Exempt Purpose. The Association is organized exclusively for charitable, educational, or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Article IV — Membership

Section 1. Classes of Membership. Membership in the Association is of five classes: active, associate, academy, council of school attorneys, and honorary.

Section 2. Active Members and Academy Members. The board of education of any public school district in Michigan may become an active member of the Association. The governing board of any public school academy chartered by the board of education of a local or intermediate school district that is an active member of the Association may become an academy member of the Association.

Active and academy members of the Association shall be divided into eight regions. The regions shall be designated according to intermediate school district boundaries. The regions shall be as follows:

Region 1. Copper Country ISD, Delta-Schoolcraft ISD, Dickinson-Iron ISD, Eastern Upper Peninsula ISD, Gogebic-Ontonagon ISD, Marquette-Alger RESA, and Menominee ISD.

Region 2. Alpena-Montmorency-Alcona ESD, Charlevoix-Emmet ISD, Cheboygan-Otsego-Presque Isle ESD, Crawford-Oscoda-Ogemaw-Roscommon ISD, Iosco RESA, Manistee ISD, Traverse Bay Area ISD, and Wexford-Missaukee ISD.

Region 3. Ionia County ISD, Kent ISD, Mecosta-Osceola ISD, Montcalm Area ISD, Muskegon Area ISD, Newaygo County RESA, Ottawa Area ISD, and West Shore Educational Service District.

Region 4. Bay-Arenac ISD, Clare-Gladwin RESD, Clinton County RESA, Gratiot-Isabella RESD, Midland County ESA, Saginaw ISD, and Shiawassee RESD.

Region 5. Genesee ISD, Huron ISD, Lapeer ISD, Sanilac ISD, St. Clair County RESA, and Tuscola ISD.

Region 6. Allegan Area ESA, Barry ISD, Berrien RESA, Branch ISD, Calhoun ISD, Kalamazoo RESA, Lewis Cass ISD, St. Joseph ISD, and Van Buren ISD.

Region 7. Eaton ISD, Hillsdale ISD, Ingham ISD, Jackson ISD, Lenawee ISD, Livingston ESA, Monroe County ISD, and Washtenaw ISD.

Region 8. Macomb ISD, Oakland Schools, and Wayne RESA.

Active and academy members shall also be divided into the following seven groups based on pupil membership.

Group		Pupil membership
Group I	All intermediate districts	
Group II	School districts and academy members	0 - 1,400
Group III	School districts	1,401 - 2,500
Group IV	School districts	2,501 - 5,000
Group V	School districts	5,001 - 11,000
Group VI	School districts	11,001 - 60,000
Group VII	School districts	over 60,000

Section 3. Associate and Academy Members. The Board of Directors may create an Associate Member classification of the Association for persons, organizations, and groups related to public education. The Board of Directors may create an Academy Member classification of the Association for the governing boards of public school academies chartered by the board of education of a local or intermediate school district that is an active member of the Association.

Section 4. Council of School Attorneys Members. The Board of Directors may create a Council of School Attorneys for school board attorneys.

Section 5. Honorary Members. The Board of Directors may grant an honorary, lifetime membership in the Association to an individual who has made an outstanding contribution to education in Michigan.

Section 6. Rights of Membership. Except as specifically provided in these Bylaws, the Board of Directors shall prescribe the rights and privileges of membership in the Association.

Section 7. Withdrawal from Membership. Any member of the Association may withdraw by notifying the Association in writing.

Section 8. Suspension of Membership. Any member of the Association who or which is in arrears for membership dues for three months shall be automatically dropped from the membership roll of the Association, after being duly notified, unless some arrangement has been made between the member and the Board of Directors for the payment of the dues at a later date.

Section 9. Renewal of Membership. Any former member of the Association who or which has withdrawn or has been dropped from membership in the Association may reaffiliate with the organization at any time in the same manner as the member became a member in the first instance.

Article V — Dues

Section 1. Annual Dues. Subject to the provisions of Section 2, the Board of Directors, by resolution, shall prescribe the annual dues for each class of membership.

Section 2. Limitations. A dues increase adopted by the Board of Directors shall not exceed 10 percent of the preceding year's dues in any fiscal year, unless the increase is approved by the Delegate Assembly by a majority vote of the delegates present and voting at an annual or special meeting. A dues increase approved by the Delegate Assembly shall not become effective until the beginning of the next fiscal year following approval. The Delegate Assembly shall review dues increases every three years.

Section 3. Due Date. Membership dues are payable annually at the beginning of the Association's fiscal year.

Article VI — Finances

Section 1. Fiscal Year. The fiscal year of the Association shall begin on July 1 and end on June 30.

Section 2. Annual Audit. The Executive Director shall provide for an annual audit of all Association resources and expenditures at the end of each fiscal year. The audit shall be presented to the Board of Directors.

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 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 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 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 question.

Article VIII — Board of Directors

Section 1. Representation. Except as provided in Section 2, the Board of Directors shall be composed of 19 Directors. Sixteen Directors shall be elected from the eight regions, with two elected from each region; and one Director per group shall be elected from Group V, Group VI, and Group VII.

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

(a) 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.

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

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

Section 4. Meetings. The Board of Directors shall meet at least five times each year, beginning in September. Beginning in 2014, 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 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 be a qualified trustee of an active or academy member board of education and have attained level one certification at the time of his or her nomination to office.

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

Section 7. Nominations. The Elections Committee 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 May and the second Wednesday in July of each year. A nominee for a Director shall be a trustee of the active or academy member board that makes the nomination. This paragraph shall cease to have effect on July 1, 2013.

Beginning July 1, 2013, the Elections Committee 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. A nominee for a Director shall be a trustee of the active or academy member board that makes the nomination.

Section 8. Elections. The Elections Committee 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 July 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 September. This paragraph shall cease to have effect on July 1, 2013.

Beginning July 1, 2013, the Elections Committee 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. Beginning in 2014, 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.

If a Director's term expires immediately following the end of his or her term as 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:

(a) The Director resigns from the Board of Directors.

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

(c) The Director ceases to be a trustee on a school board in the region or group that elected him or her, except that a Director whose term expires on his or her local board on December 31 shall continue to serve on the Board of Directors until the second Friday of the third month after that December 31.

(d) 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 he or she was elected.

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

Article IX — Officers

Section 1. Officers. The officers of the Association shall be the President, Immediate Past President, President-Elect, and Vice President.

Section 2. Duties. The officers shall perform the duties assigned them by the Nonprofit Corporation Act.

Section 3. Election, Designation and Succession. The Board of Directors annually shall elect a President-Elect and Vice President from among the members of the Board of Directors. At the expiration of the President's term, the President-Elect shall become President.

Section 4. Appointed Officers. The Executive Director shall serve as the Secretary-Treasurer of the Board of Directors without voting power.

Section 5. Term of Office. The term of office of the officers shall begin on July 1 and shall be for one year, or until the term of their successors begins.

Section 6. Vacancies. If there is a vacancy in the office of President, the President-Elect shall succeed to the office immediately and shall serve a full term as President upon completing the remainder of the term caused by the vacancy.

If there is a vacancy in the office of President-Elect or Vice President, the Board of Directors shall fill the vacancy.

Article X — Committees

Section 1. Executive Committee. The President, Immediate Past President, President-Elect, Vice President, and one director from each region not represented by an officer, shall constitute the Executive Committee of the Board of Directors. The Executive Committee shall exercise the powers prescribed by the Board of Directors.

Section 2. Elections Committee. The Elections Committee shall consist of not less than four members appointed by the President, each from a different region. The Elections Committee shall exercise the powers prescribed in Article VIII and by the Board of Directors.

Section 3. Resolutions and Bylaws Committee. The Resolutions and Bylaws Committee shall be appointed by the Board of Directors and shall exercise the powers prescribed by Articles XIII and XVIII.

Section 4. Other Committees. The Board of Directors shall create additional committees necessary for the proper conduct of the work of the Association. The President shall appoint, with the approval of the Board of Directors, the members of these committees.

Section 5. Term. Members of committees shall serve one-year terms. Appointments to committees shall be made pursuant to policies established by the Board of Directors.

Section 6. Policy. No committee shall adopt any position which is inconsistent with the purposes of the Association or contrary to the official position of the Association as stated in actions taken by the Association.

Section 7. Expenditures. No committee shall create any financial liability for the Association, unless such an expenditure has been approved both as to purpose and amount by the Board of Directors.

Section 8. Communications Conferencing. The Board of Directors may adopt a policy permitting a committee member's participation in a committee or subcommittee meeting by conference telephone or similar communications equipment. The policy shall provide that all persons participating in the meeting shall be able to converse with one another.

Article XI — Chapters

Section 1. The Board of Directors may authorize local chapters of the Association in each intermediate district of the state, or where expedient, one chapter in two or more contiguous intermediate districts, and may prescribe the rules concerning the chapters.

Article XII — Executive Director

Section 1. The Executive Director shall be the chief executive officer of the Association, shall have immediate direction of the work of the Association staff, shall act as general manager of the Association under the direction of the Board of Directors, shall prepare an annual budget of the Association, and shall perform specific duties assigned by the Board of Directors. The Executive Director or persons designated by the Executive Director shall furnish a satisfactory surety bond in an amount to be fixed by the Board of Directors.

Article XIII — 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.

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. The resolution may be adopted by a two-thirds vote of the Delegates present and voting.

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.

Article XIV — Indemnification

Section 1. Indemnification Other Than in Actions by or in the Right of the Association. Any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Association) and whether formal or informal, by reason of the fact that the person is or was a director, officer, employee, committee member, or agent of the Association or is or was serving at the request of the Association as a director, officer, employee, committee member, or agent of another corporation, partnership, joint venture, trust, or other enterprise shall be indemnified by the Association against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceedings if the person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Association, or its members, and with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interests of the Association, or its members, or, with respect to any criminal action or proceeding that the person had reasonable cause to believe that his or her conduct was unlawful.

Section 2. Indemnification in Actions by or in the Right of the Association. Any person who was or is a party to any threatened, pending, or completed action or suit by or in the right of the Association to procure a judgment in its favor by reason of the fact that the person is or was a director, officer, employee, committee member, or agent of the Association or is or was serving at the request of the Association as a director, officer, employee, committee member, or agent of another corporation, partnership, joint venture, trust, or other enterprise shall be indemnified by the Association against expenses (including attorneys' fees) actually and reasonably incurred in connection with the defense or settlement of such action or suit if the person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Association, or its members, except that no indemnification shall be made in respect to any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the Association unless and only to the extent that the court in which such action or suit is brought determines upon application that, despite the adjudication of liability but in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses which the court deems proper.

Section 3. Expenses. To the extent that a director, officer, employee, committee member, or agent of the Association has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in Section 1 or 2, or in defense of any claim, issue, or matter therein, the person shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection with that matter.

Section 4. Authorization of Indemnification. Any indemnification under Section 1 or 2 (unless ordered by a court) shall be made by the Association only as authorized in the specific case upon a determination that indemnification of the director, officer, employee, committee member, or agent is proper in the circumstances because the person has met the applicable standard of conduct set forth in this Article. The determination shall be made:

(a) by the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to the action, suit, or proceeding;

(b) if such a quorum is not obtainable, then by a majority vote of a committee of Directors who are not parties to the action but including not less that two disinterested Directors;

(c) by independent legal counsel (who may be the regular counsel of the Association) in a written opinion; or

(d) by the members.

Section 5. Advancing of Expenses. Expenses incurred in defending a civil or criminal action, suit, or proceeding described in Section 1 or 2 may be paid by the Association in advance of the final disposition of the action, suit, or proceeding as authorized by the Board of Directors in the manner provided in Section 3 upon receipt of an undertaking by or on behalf of the director, officer, employee, committee member, or agent to repay the amount unless it is ultimately determined that the person is entitled to be indemnified by the Association as authorized in this Article.

Section 6. Indemnification Not Exclusive. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which a party seeking indemnification may be entitled under any Bylaw, agreement, vote of members or disinterested directors, or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office or position, and shall continue as to a person who has ceased to be a director, officer, employee, committee member, or agent, and shall inure to the benefit of the heirs, executors, and administrators of that person.

Section 7. Insurance. The Association may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, committee member, or agent of the Association, or is or was serving at the request of the Association as a director, officer, employee, committee member, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Association would have the power to indemnify the person against liability under this Article.

Article XV — Inurement of Income

Section 1. No part of the net earnings of the Association shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons, except that the Association shall be authorized and empowered to pay reasonable compensation for services rendered.

Article XVI — Limitation on Activities

Section 1. Legislative or Political Activities. No substantial part of the activities of the Association shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Association shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Section 2. Operational Limitations. Notwithstanding any other provisions of these Bylaws, the Association shall not carry on any other activities not permitted to be carried on: (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Article XVII — Dissolution

Section 1. Upon the dissolution of the Association, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Association, dispose of all the assets of the Association exclusively for the purposes of the Association in such manner, or to such organization or organizations, organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, or a local unit of government for a public purpose, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the circuit court of the county in which the principal office of the Association is then located, exclusively for such purposes or to such organizations, as the court shall determine, which are organized and operated exclusively for such purposes.

Article XVIII — 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 date 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 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.

Article XIX — Parliamentary Authority

Section 1. The rules contained in the current edition of "Robert's Rules of Order Newly Revised" shall be used as a guideline by the Association where they are not in conflict with these Bylaws or the Nonprofit Corporation.

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