

EXHIBIT A

4900 Fair Employment Clause

It shall be the intent of the board to award all contracts in excess of \$15,000 to qualified contractors and subcontractors who do not discriminate against any employee or applicant for employment because of age, sex, race, color, religion, creed, age, physical handicap, ancestry, national origin, sexual orientation, height, weight, or marital status. Compliance with this policy shall be assured by contractual provisions.

Prior to awarding a bid or purchase order for construction, materials and services, a firm shall be in compliance with all state and federal laws, and verify same. The superintendent shall review and evaluate all such plans and his approval or disapproval shall be subject to review by the board. A bidder has five working days to appeal the decision of the superintendent.

The above policy shall not apply to those contractors employing less than five persons.

Approved: August 18, 1997

Revised: October 2, 2017

Revised: November 6, 2017

LEGAL REF: MCL 37.2101-2211 (Michigan Civil Rights Act); Fair Employment Practices Act;

MCL 37.1101-1303 (Handicappers Civil Rights Act); Act 251 of P.A. 1955, Act 344 of P.A. 1965, and Act 349 of P.A. 1966

EXHIBIT B

7500 Guidance Program

The guidance program shall be organized to meet the needs, interests and abilities of all individual students with their own particular capabilities, their aptitudes and their personalities. It is a district goal to make each student an active participant in the learning process and not simply a passive absorber of knowledge.

The guidance and counseling services of the district shall be available to any student and shall not discriminate against any student on the basis of sex, race, age, color, national origin, religion, sexual orientation, gender identity, gender expression, or disability.

Educational Guidance

The educational guidance program shall relate to the educational objectives and needs of the students.

Personal Guidance

The guidance program shall provide for the individual needs of the students.

Vocational Guidance

The district shall assist students in formulating vocational goals and objectives. Cooperative vocational education, job placement, apprenticeship training, where offered, is non-discriminatory with regard to race, age, color, sex, national origin, sexual orientation, gender identity, gender expression, or disability.

Approved: August 18, 1997

Revised: October 2, 2017

Revised: November 6, 2017

LEGAL REF: MCL [380.1233](#); Family Rights and Privacy Act; Title VI, Civil Rights Act of 1964, Section 100.4 (a & b); Title IX, Education Amendments of 1972, Section 106.4; Section 504, Rehabilitation Act of 1973, Subpart 104.5

EXHIBIT C

8010 Equal Educational Opportunity

Every child, regardless of race, creed, color, sex, national origin, religion, sexual orientation, gender identity, gender expression, cultural or economic background, or handicap, is entitled to equal opportunity for educational development.

No student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The board shall treat its students without discrimination as this pertains to course offerings, athletics, counseling, employment assistance, and extracurricular activities.

No district employee or student enrolled in the district, on the basis of sex, shall be excluded from participation in, be denied the benefits or, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

A grievance procedure for responding to claims of discrimination based upon sex by an employee or student of the district has been developed and is available in the superintendent's office.

This statement and information about complaints about Title IX compliance shall be disseminated to students, parents, employees, applicants, and the general public in a manner as determined by the superintendent.

Approved: August 18, 1997

Revised: October 2, 2017

Revised: November 6, 2017

LEGAL REF: Civil Rights Act of 1964, as amended, 1972, Title VI, Title VII. Executive Order 11246, 1965, as amended by Executive Order 11375, Equal Employment Opportunity Act of 1972, Title IX 45CFR, Parts 81, 86 (Federal Register, June 4, 1975, August 11, 1975.) Act No. 453 of the Public Acts of 1976 (Michigan Civil Rights Act); MCL 380.1146

EXHIBIT D

8011 Gender Identity

The Williamston Community Schools fosters an educational environment for all students that is safe, welcoming, and free from stigma and discrimination, regardless of sex, sexual orientation, gender identity, or gender expression. WCS requires compliance with local, state, and federal laws concerning bullying, harassment, privacy, and discrimination (See Policy 8260 and 8260-R Bullying).

WCS shall accept the gender identity that each student asserts reflecting the student's legitimately held belief once the student and/or his or her parent/guardian, as appropriate, notifies District administration that the student intends to assert a gender identity that differs from previous representations or records. The District will customize support to allow each student's equal access to the District's educational programs and activities.

Parental and family support are key determinants of transgender and nonconforming student health; therefore, student support teams, staff, and community partners should provide resources to help families and students locate information, counseling, and support services. School officials must consider the health, safety, and well-being of the student, as well as the responsibility to keep parents informed.

This policy applies to the entire school community, including educators, school district staff, students, parents, and volunteers.

Legal References: Title IX, Education Amendments of 1972, 20 U.S.C. 1681 et seq.; Title VII, Civil Rights Act of 1964, 42 U.S.C. 2000e, et seq.; Elliott-Larsen Civil Rights Act, MCL 37.2101, et seq.

Adopted: November 6, 2017

EXHIBIT E

8040 School Admissions

The board expects the administrative procedures for the admission of students to be designed in such a fashion that enrollment is handled expeditiously and with the least possible inconvenience to parent(s)/guardian(s), or other caregivers, and students. The enrolling school administrator shall enter on the student's permanent record card the student's legal name and the name, address and telephone number of his/her lawful custodian(s), or other relatives acting as caregivers, as required in board policy 8090 Release of a Student During the School Day. Any unusual custody circumstances shall be explained and updated insofar as possible. The district may require "Power of Attorney" papers for relatives of the student acting as caregivers in the stead of the legal parent(s)/guardian(s).

First Time Enrollments

The parent(s)/guardian(s), or person in *loco parentis* applying to have a child registered for the first time in a school and, beginning in 2002-2003, the parent(s)/guardian(s) or person in *loco parentis* of a child entering the sixth grade, shall present to school officials, at the time of registration or not later than the first day of school, a certificate of immunization or statement of exemption under section 1177 of the Revised School Code. A social security number for the child will be requested. Social security numbers are to be used only as an identifier in data collection and analysis.

Resident Students

In order to obtain an estimate of the number of resident students who are expected to enroll in school during the following year, a pre-enrollment period shall be scheduled annually during the spring months.

New Resident Students

New resident students are urged to contact the superintendent's office as soon as possible after establishing residence in the District.

Non-Resident Students

A non-resident student shall be defined as any student who does not meet the requirements to be a resident student of the district, as defined in state law. The enrollment of non-resident students is a privilege granted by the district and is not a legal right provided to the non-resident student and/or his/her parent/guardian. Non-resident students shall not be granted or refused enrollment based upon disability, religion, race, color, national origin, sexual orientation, gender identity, gender expression, sex, height, or weight, or generally, in violation of any state or federal law prohibiting discrimination.

The superintendent will consider and may permit the enrollment of non-resident students upon receiving a release from the school district of residence or upon payment of tuition unless exempt from either by state law.

Enrollment requests from non-resident students will be subject to space availability as determined by the superintendent considering resident student enrollment projections.

Requests from the parents/guardians of special education students for admission shall be considered in accordance with applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school or program can meet the student's needs. When necessary, a written cooperative agreement with the student's resident district shall cover, but not be limited to, an arrangement on the responsibility for the payment of the added costs of special education programs and services, including transportation, for the student.

Non-resident students admitted pursuant to the following exceptions will not be required to pay tuition or seek approval from their district of residence if:

1. The student was a victim of a criminal sexual assault or other serious assault, that (1) occurred "at school" in the student's district of residence, or (2) that was committed by one or more students from the student's district of residence, or (3) that was committed by employee of the student's district of residence.
2. The student was enrolled as a resident in the district at the beginning of the school year and became a non-resident after the pupil membership count day (fourth Wednesday in September).
3. The student is the child of an employee who is under a full-time or part-time employment during the current school year. This exception shall cease to exist when the parent/guardian ceases to be an employee of the district. However, under such circumstances, a student may finish the school year without payment of tuition or approval from his/her resident district if the parent/guardian discontinues employment with the district after the pupil membership count day.

Unless as otherwise required by law, transportation for enrolled non-resident students shall be furnished by their parents/guardians.

Resident Attendance in another District – Non-Schools of Choice

The superintendent may approve resident students attending another school district when the needs of the student dictate as determined by the school's counselors, teachers, administrators and the student's parent(s)/guardian(s).

Assignments

To Classes

To the extent possible, class assignments will be made in such a way as to give each student the greatest freedom of choice consistent with the student's interests and abilities.

Transfers and Withdrawals

All students who plan to transfer to another district or who intend to withdraw entirely from the school are encouraged to give advance notice, insofar as this is possible, in order that the school rolls may accurately reflect the current student enrollment of the district.

LEGAL REF: MCL [380.10](#); [380.1134-1135](#); [380.1147-1148](#); [380.1177](#); [380.1204a](#); [380.1282](#); [380.1324](#); [380.1401](#); [380.1416](#); [388.1606](#); OAG, 1979-1980, No 5642, p 587 (February 4, 1980); OAG, 1981-1982, No 5925, p 234 (June 23, 1981); OAG, 1981-1982, No 5995, p 412 (October 12, 1981); OAG, 1987-1988, No 6467, p 196 (September 16, 1987)

Approved: August 18, 1997

Revised: February 2, 1998

Revised: November 15, 2004

Revised: October 2, 2017

EXHIBIT F

8260-R Bullying

Procedure

Any student who believes he/she has been or is the victim of bullying, cyberbullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, cyberbullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying, cyberbullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action in accordance with Code of Conduct or remedial action as determined by the Superintendent. This may include up to expulsion for students, up to discharge for employees, exclusion for parents/guardians, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, cyberbullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board and Michigan Department of Education on an annual basis. The superintendent is charged with maintaining a formal system of assurances of confidentiality for all parties.

Non-Retaliatio n/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying, cyberbullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying, cyberbullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying or cyberbullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/cyberbullying/aggressive behavior.

Making intentionally false reports about bullying/cyberbullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Prevention/Training

The Superintendent shall establish such Task Force, committees and/or training necessary to fully implement the policy.

Definitions

The following definitions are provided for guidance. Each incident will be assessed according to the standards of a reasonable person.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, cyberbullying hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying/Cyberbullying" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

1. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
2. Adversely affecting the ability of a student to participate in or benefit from the school District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
3. Having an actual and substantial detrimental effect on a student's physical or mental health; and/or
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

1. Physical - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal - taunting, malicious teasing, insulting, name calling, making threats.
3. Psychological - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, gender identity, gender expression, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as Harassment, see policy 8018; Hazing, see Policy 8270.

Approved: May 7, 2012

Revised: April 20, 2015

Revised: March 21, 2016

Revised: October 2, 2017

LEGAL REF: MCL [380.1310B](#) Matt's Safe School Law, PA 241 of 2011, amended March 31, 2015); Model Anti-Bullying Policy, Michigan State Board of Education

EXHIBIT G

8720 Student Organizations

The district encourages students to broaden their knowledge and citizenship by the formation of clubs and other groups organized to promote or pursue specialized activities outside the regular classroom environment provided membership is open to all interested and eligible students, approval of the building principal and the board is obtained and a member of the faculty attends the meetings or activities as an official advisor.

Student Clubs

The administrative council shall establish regulations for the operation of school-sponsored clubs. Such clubs shall operate for the welfare and in the best interests of the students and the school. School-sponsored clubs are those directly under the control of school personnel. Non-school clubs may not conduct their activities on school property without prior permission from the board.

Student Equal Access

Student initiated, non-curricular related groups shall be permitted to conduct voluntary meetings on high school premises only before or after the school day, provided that the meetings do not materially and substantially interfere with the orderly conduct of the educational activities of the school or violate board policy or state and federal law.

Such meetings shall be open to all students without regard to race, creed, color, sex, sexual orientation, gender identity, gender expression, handicap, religion, or national origin.

No public funds may be expended on behalf of the student groups covered by this policy except for the incidental cost of providing space for the meeting.

Students seeking to establish voluntary, non-curriculum related student group shall first seek approval of the building principal.

Student Government

A student council may be established in each attendance center provided that it is under the direct control of the building principal or designated faculty representative. Student councils shall exercise only that authority expressly delegated to them by the building principal.

Student Publications

School-sponsored student publications shall be under the control and supervision of the building principal. All material published in school-sponsored publications must have the prior approval of the faculty sponsor.

Students are exposed to diverse opinions on an infinite number of topics through the various mass media. Students who have facts and opinions should be allowed to express them in print as well as through oral communication. However, student editors and writers must observe the same legal responsibilities as those imposed upon conventional newspapers and communication media. Thus, no student shall distribute in any school any student publication which:

Is obscene as to minors according to current legal definitions;

Is libelous according to current legal definitions; or

Creates a material or a substantial disruption of the normal school activity or appropriate discipline in the operation of the school.

Student Social Events

Student social events, such as dances and parties, contribute an important element in the development of the individual. All such events must have the prior approval of the building principal and the faculty sponsor of the club or class sponsoring the event..

Approved: August 18, 1997

Revised: October 2, 2017

EXHIBIT H

7175-R Parent Involvement in the School Program

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. Providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. Establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. Establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. Providing for the proper health, safety and well-being for their child;
- F. Developing English language proficiency.

The Board is committed to communicating to parents at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among other, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. Requested parent conferences.
- C. Newsletters informing parents of upcoming District events.
- D. Folders sent home each week at the elementary level to keep parents abreast of progress and maintain open lines of communication. Teachers make calls, use e-mail and mail letters as needed to parents.
- E. Community involvement in the District is encouraged by continued positive partnership throughout the community.
- F. Parents are encouraged to serve as chaperones for class field trips and other activities.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor student's behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct. To this end, parents should be meaningfully involved in:

- A. Participation in school functions, organizations and committees;
- B. Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. Requiring their child to observe all school rules and regulations;
- D. Supporting or enforcing consequences for their child's willful misbehavior in school;
- E. Sending their children to school with proper attention to his/her health, personal cleanliness and dress;

- F. Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. Reading all communications from the school, signing and returning them promptly when required;
- H. Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Sec. 1112, 1118 ESEA M.C.L.A. 380.1294
Adopted: January 23, 2012

EXHIBIT I

8190 Behavior Code

The expectations for student behavior along with guidelines for consequences if a student fails to meet behavioral expectations shall be published in a district “code of conduct” which shall annually be reviewed by the board along with other district and building level handbooks.

It is the responsibility of each building principal/supervisor to ensure that parents and students are appraised of behavior expectations presented in the “code of conduct” handbook.

Approved: August 18, 1997

Revised: January 17, 2000

LEGAL REF:

MCL, 380.1311; 750.71 - 750.80; 750.520b; 750.520c; 750.520d; 750.520e; 750.520g; 750.237a; 380.1211; 380.1596; PL 103-227, 20 U.S.C. 3351; Gun-Free School Zones Act of 1994; P.L. 103-382

EXHIBIT J

7800 School Ceremonies and Observances

Opening Exercises

Classrooms may open the school day with appropriate exercises. Such may include the pledge to the flag, patriotic songs, and reading of excerpts of material which will implement the development of moral values, patriotism, and high standards of conduct. A student who expresses a religious objection to repeating the pledge to the flag shall not be required to participate. However, such students shall not cause a disturbance or interfere with the participation of others.

Recognition of Religious Beliefs and Customs

No religious belief or non-belief shall be promoted in the district by its employees, and none shall be disparaged. The board encourages all students and staff members to appreciate and to be tolerant of each other's religious views. The board shall utilize its authority to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious belief. Students and staff members may be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues overriding concern that would prevent it.

Approved: August 18, 1997

LEGAL REF: MCL 380.1175; 380.1217; AG Opinion #4405; *Lee v. Weisman*, 112 S. Ct. 2649 (1992)

EXHIBIT K

1000 - BOARD BYLAWS

Introduction and Information

The board shall establish programs and procedures which shall best produce the educational achievement needed by district's students and to do so within the financial limitations of the district. The board will function as a legislative body in formulating and adopting policy, by selecting an executive officer to implement policy and by evaluating the results.

In accordance with these principles, the board, through its operations, shall seek to achieve the following goals:

1. To function in a non-partisan, broadly representative manner and to emphasize that every board member should represent open-mindedly the entire district;
2. To concentrate the board's collective effort on its policy making and planning responsibilities, and to formulate board policies that best serve the educational interests of each student;
3. To provide the superintendent with sufficient and adequate guidelines for implementing board policies;
4. To maintain effective communication with the school community, the staff, and students; and
5. To conduct board business openly, soliciting and encouraging broad-based involvement in the board's decision-making processes by public, students, and staff.

Regular Election

The board shall be composed of seven members serving six-year terms, and elected at an election held on the first Tuesday following the first Monday in November of even years.

Nominating Petition

Candidates for election shall file nominating petitions in compliance with County election regulations.

Term of Office

The term of office of a board member shall begin on January 1 following the election, and shall end on December 31 of the year the term expires.

Special Elections

Special elections shall be called by the board at such time and place as it shall designate and for such purposes as determined by the board and in compliance with current law.

Advice of Legal Counsel

The board shall seek the advice of legal counsel concerning the proper procedure for conducting school elections.

Approved: August 18, 1997

Revised: March 16, 2009

Revised: March 19, 2012

EXHIBIT L

1032 Powers and Duties

The board shall observe and enforce the rules and regulations of the Michigan Department of Education affecting the operation and maintenance of a general powers school district.

The board of a general powers school district shall make reasonable bylaws, policies, and regulations relative to anything necessary for the proper establishment, maintenance, management and carrying on of the public schools of the district. This includes policies and regulations relative to the conduct of students while in attendance at school or en route to and from school.

The board shall act as a legislative body and shall appraise the work and programs of the district.

The board has expressed, implied and incidental powers as provided for in the Revised School Code and by the Constitution and Statutes of the State of Michigan.

Functions of the Board

The board considers its most important legal functions fall into the following categories:

1. Legislative or Policy Making - The board is responsible for the development of bylaws and policy, and for the employment of a superintendent who shall carry out the board's policies through the development and implementation of regulations.
2. Educational Planning and Appraisal - The board is responsible for acquiring and requiring reliable information from responsible sources which shall enable it to make the best possible decisions about the scope and nature of the educational program. The board is responsible for requiring appraisals of the results of the educational program.
3. Staffing and Appraisal - The board is responsible for employing a superintendent of schools and the staff necessary for carrying out the instructional program, for establishing salaries and salary schedules and other terms and conditions of employment, for establishing personnel policies and appropriate evaluation processes district-wide.
4. Financial Resources - The board is responsible for adopting a budget that will provide the financial basis for buildings, staff, materials and equipment which will enable the district to carry out the educational program. The board is responsible for exercising control over the finances of the district to assure proper use of and accounting for all district funds.
5. School Facilities - The board is responsible for determining school-housing needs, for communicating these needs to the community, for purchasing and disposing of properties, and for approving building plans that will support and enhance the educational program.
6. Communication With Public - The board is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself informed about the wishes of the public.
7. Judicial - The board is responsible for acting as a court of appeal for school staff members, students and the public when issues involve board policies and their fair implementation.

The board may exercise the above legal powers and duties only when convened in a legally constituted meeting.

Approved: August 18, 1997

Revised: November 17, 2014

LEGAL REF: Michigan Constitution, Article 8; MCL [380.11a](#); [380.1261](#), General Powers School Districts

EXHIBIT M

1010 District Legal Status

The legal basis for the Williamston Community Schools is vested in the will of the people as expressed in the Michigan Constitution, the statutes pertaining to education, various court interpretations and the powers implied by the above.

The official name of the school district shall be Williamston Community Schools, Ingham County, and the district shall operate as a general powers school district .

Approved: August 18, 1997

LEGAL REF: MCL 380.11a