



WEEKLY UPDATE TO THE BOARD OF EDUCATION

September 16, 2021

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week, which marks the third week of our fall semester, has certainly been eventful. Throughout this week, our district staff have been leaning forward together with intentionality. During visits to schools throughout the district, we are having conversations with students, staff, families, and community members as we work to elevate their voices in our decision making and operations. These discussions have illuminated the level of empathy, positive energy, and equity-mindedness found throughout our district.

One of the topics we have been discussing is providing elementary families with virtual instruction options as we continue grappling with the COVID-19 global health pandemic. During the latter weeks of our summer break, the rise in cases due to the Delta variant spurred an appetite for virtual learning among many of our families. As we made this pivot, our initial plan was to serve 150 students; however, the number of applications received was more than 300 percent higher. In order to accommodate the needs of our families, we deliberated with teachers and administrators about instructional design. We agreed to utilize concurrent instruction as a last resort, because most parents indicated this was not their preferred instructional mode in last spring's feedback surveys. Therefore, many of our buildings made adjustments to classes in order to free up some teachers for virtual instruction, without our district resorting to externally sourcing instruction through an outside vendor during a nationwide teacher shortage. As we refine our practices and monitor our progress, we look forward to paying close attention to the concerns largely coming from three out of our thirty-two elementary schools, because all voices can inspire us to new heights.

Our discussions have also involved coming up with collaborative solutions to emerging challenges such as balancing the transition of our teachers back to five days per week of in-person instruction while increasing our district's capacity to ensure early literacy and beyond through evidence-based insights from the Science of Reading. As such, we have shared our intention to tweak our pacing for the delivery of LETRS professional development as we have listened to the voices of teachers and principals. As we lean forward together with humanity, we will continue to gain powerful insights through additional collaborative conversations.

Intentionally focusing on uplifting human decency as we address the pillars of excellence and equity continues to challenge us to build on and refine our existing policies and practices. One example of these efforts is our conversations around

implementing a moratorium on 4K-5 suspensions. Our desire to minimize the ongoing trauma of our elementary students returning to in-person instruction after 18 months of disruption caused by COVID-19 has caused us to interrogate our out-of-school suspension data and our Behavior Education Plan (BEP). We plan to utilize insights from the best of our collective experiences and current practices to chart a new course toward ensuring each of our schools are places where students, staff, and families thrive.

Thanks for your continued support and partnership. We look forward to providing you with more updates on our district's progress and planning next week.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS



Request for Information from Board Members

A board member asked to know how many principal/assistant principal positions were open. Human Resources reports that the following positions have all been filled.

There were 18 schools that hired for either a principal or assistant principal positions:

- The Schools: Black Hawk; Capital High/Alt; Cherokee; East; Emerson; Anana (Falk); Franklin; Henderson (Glendale); Hamilton; Jefferson; La Follette; Leopold; Sennett; Sherman; Shorewood; Stephens; Whitehorse and Wright
- 7 Elementary school Positions - 5 Principal and 2 Assistant Principal
- 10 Middle school Positions - 3 Principal and 7 Assistant Principal
- 8 High School Positions - 3 Principal and 5 Assistant Principal

OTHER INFORMATION



Update from Cedric email on Olin lease

The City of Madison is working through their process for finalizing the lowest bidder on this project. The schedule indicates that this part of the process should be done by about mid-October. Barring any conditions that may arise during the construction such as material shortages or equipment delays, the project is back on track to a completion date of July 1, 2022, as originally specified in the posted bid documents. The city is moving forward with renovations at the Olin building in November. MMSD will be able to lease the west wing of the building. We are engaging with each other on this project and hope to have an executed lease in place soon.

➤ **Annual Human Resources Report Overview**

The Human Resources Department's work is aligned to our district vision. To realize our vision of every school being a thriving school that prepares every student for college, career and community we must set ambitious goals, embrace new approaches, and partner with others to attract and retain staff that reflects our schools and community and promotes an environment that values excellence with equity and professional growth. We continuously strive to enhance our talent management to attract, develop, engage and retain a diverse workforce and to be a district that embodies the values of diversity, equity and inclusion that plays a key role in the success of our students.

The attached HR report is meant to provide the Board with a snapshot of HR work, goals and accomplishments annually. The accompanying data report highlights annual employee data of recruitment efforts, hiring, including but not limited to the hiring and separation trends, employee composition by unit, demographics and affirmative action summaries. Thanks to the HR staff for compiling this data and their continued hard work.

➤ **Article regarding Increasing Number of COVID Outbreaks Tied to One Activity**

Please take a look at this article suggesting that spikes in COVID cases have been traced to high school and middle school sports:

<https://bestlifeonline.com/school-sports-covid-news/>.

➤ **Community metrics for the most recent two-week window (Aug 23 - Sept 5):**

1. Average **daily case count is 109** and is trending stable
2. Average **daily percent positivity is 3.7%**
3. Percent with **at least one vaccine dose is 72.9% - 84.2% of the eligible population (12+)**
4. Percent **fully vaccinated is 69.8% - 80.6% of the eligible population (12+)**

You can learn more the trends and further breakdowns of the data in the [PHMDC Sept 9 Data Snapshot](#) and other associated resources on the PHMDC website.

➤ **Weekly News Report**

Attached is the weekly News Report which includes a curated list of local news stories directly related to MMSD over the course of the previous week with links provided.

➤ **Weekly Metrics and Ops Recordings and Agendas:**

9.14.21 Weekly Metrics Meeting [Agenda](#) and [Recording](#)

9.16.21 Weekly School and Central Office Administrator Ops. Mtg [Agenda](#) & [Recording](#)

➤ **Proposed Consent Agenda**

Attached is a list of all the proposed consent items for the September 27, 2021, Regular meeting. All the supporting documents have been uploaded into BoardDocs, which you can view at any time. There may be some changes to

these documents before the final versions are released in the Regular meeting packet on **Thursday, September 23**.

Please be sure to send any questions Richard in time for them to be answered either at your briefing or well before the Regular meeting. Thank you!

➤ Community Events:

All dates for community announcements are posted on the [Board Community Activities Calendar](#)

- **An evening with Shane Feldman - Thursday, September 16, 7pm**
Cost: Free
Where: Bethel Lutheran Church
What: Shane Feldman, internationally recognized visionary behind world's largest millennial-led authentic connections movement, will be speaking on his approach to authentically connecting to colleagues. More info can be [found here](#).
- **Alzheimer's and Dementia Walk - Saturday, September 18, at 7:30am**
Cost: Free
Where: Elver Park, Madison, WI
What: This walk recognizes and promotes awareness for those who have been impacted by dementia and Alzheimers, and the walk raises funds for ADAW programs and services. The walk is family friendly. More info can be [found here](#).
- **44th Annual Willy Street Fair - Saturday, September 18, from 1pm-7pm**
Cost: Free
Where: Williamson St., Madison, WI
What: The Willy St. Fair, hosted by Common Wealth Development, includes food vendors, art vendors, music, and more activities. More info can be [found here](#).
- **Monroe Street Festival: September 25 from 10am-5pm**
Cost: FREE to attend
Where: Monroe St. Madison, WI
What: During this annual festival, there will be celebrations of entertainment, children's activities, street sales, and "grab and go" food specials. The full schedule and more info can be [found here](#).
- **YWCA Racial Justice Summit: September 28-September 30**
Cost: Registration Fees
Where: Monona Terrace Convention Center and virtual online community spaces
What: This year's 2021 annual summit will be held in a hybrid model of in-person and virtual participation. The summit consists of keynote speaker presentations and a wide variety of workshops. More info on this year's theme and further details can be [found here](#).

- **NAMI Walk Day - Saturday October 9, from 10:30am-2:30pm**
Cost: Free - but fundraising efforts are suggested
Where: In person at Olin-Turville Park and/or virtual participation
What: The annual 5k walk along lake Monona will be socially distanced and participants can choose to participate virtually as well. NAMI Walks support the collective effort for mental health awareness. More info can be [found here](#).

OUR UPCOMING BOARD CALENDAR

- Mon., Sept. 20, 5 p.m. Operations Work Group
Virtual
- Week of Sept. 20 Board Member Briefings
Virtual
- Mon., Sept. 27, 6 p.m. Regular Meeting
TBD
- Wed., Sept. 29, 5 p.m. Student Senate
Virtual

ITEMS ATTACHED FOR INFORMATION

1. 2021 Human Resources Report
2. Weekly News Report—9/16/2021
3. Proposed September 2021 consent agenda
4. WASB *Policy Perspectives*—8/2021

Invest in People

Culturally Responsive Teaching. Continue to increase diversity, with a focus on Black Excellence and recruiting male teachers of color

Building Collective Efficacy. Implement a fully developed on-boarding process that includes standard start dates throughout the district and a new employee orientation that includes all Central Office departments

Talent Development. Forge strong relationships with local and national organizations and universities, including historically black colleges and universities, that can support our teacher – staff pipelines for top talent

Strategic school support, improved outcomes for our students.

As a school district, we are on a mission to close the gaps in opportunity that lead to disparities in achievement, and to ensure every child is academically challenged in a safe and supportive environment. Together with our teachers, families, staff and community, we want to be the model of a successful public school district. We will **invest in people** – We will commit to investing in and fully supporting our staff, with a focus on anti-racist, culturally responsive and inclusive teaching and **powerfully aligned hiring**, placement, induction, professional growth, coaching and evaluation practices. Below you will find an update to the teacher hiring progress, in alignment with our hiring goals, for the 2021-22 school year.

2021 Recruitment and Hiring Goals and Current Statistics – September 14, 2021

	<i>Goal</i>	<i>Stats</i>	
25% increase in teacher applicants of color	175	93	53%
25% increase of new teachers hires of color	70	42	60%
8% increase in new male/non-binary teachers of color	23	12	52%
30% increase in new male/non-binary teachers	72	51	71%
100% Mega post positions filled by July 1	100%	76	75%
Number of Teacher positions filled		324	84%
Number of Teacher positions open		61	16%
Number of teacher positions filled internal candidates		108	33%
Number of teacher positions filled external candidates		216	67%
Total Number of teacher positions		385	100%
Number of Total positions filled		557	78%
Number of Total positions open		161	22%
Number of Total positions filled by internal candidates		186	33%
Number of Total positions filled by external candidates		371	67%
Total Number of positions		718	100%

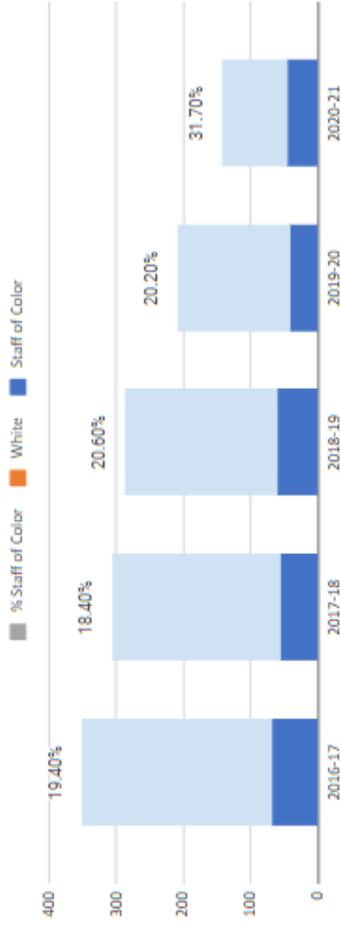
<i>Year over Year Comparison</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
New hires	305	263	371
New hires of color	50	56	42

To Meet These Goals, Human Resources is Committed to:

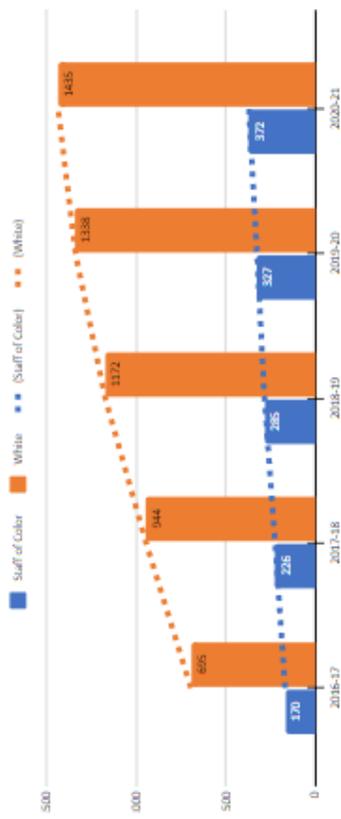
- Intentionally recruit for highly qualified candidates nationally, including creating strong relationships with HBCU's.
- Focus on high-priority candidates, those who are licensed for the position and score highest in the interview process – ensuring these candidates are screened and sent to Principals first.
- Following up with high-priority candidates on principal interview feedback to ensure their success.
- Sending periodic emails to all candidates throughout the hiring process on where they are within the process along with sharing good and exciting news happening within the district.

Teacher Applicants of Color		New Teachers Hires of Color		New Male/Non-binary Teachers		New Male/Non-binary Teachers of Color		Mega Post Positions Filled By July 1		All Staff Vacancies Summary			Total Positions		Year Over Year Comparison		
53%	93	60%	42	52%	12	71%	51	76	75%	557	161	186	371	718	305	263	371
Goal	175	70	23	72	72	100%	100%	78%	22%	33%	67%	100%	100%	50	56	42	

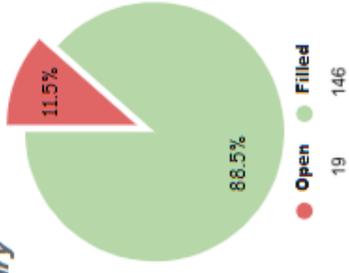
Teachers of Color (Including TE-B & TE-G)



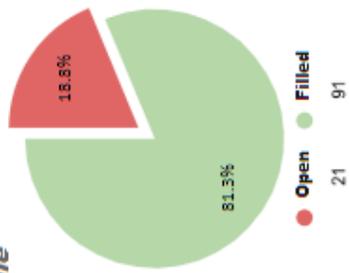
Teacher Cumulative Hires (Including TE-B & TE-G)



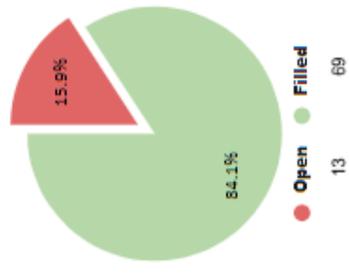
Elementary



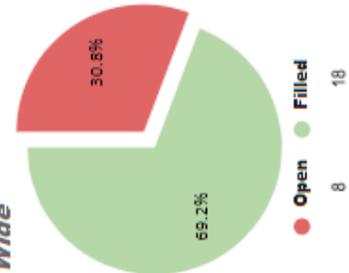
Middle



High



District Wide



- **Mega Post:** Dates for a "The Megapost" is the first Friday in April through the last Friday in June.
 - **No Post period:** Vacancies occurring after the last Friday in June through the first four (4) weeks of school will not be posted. Teachers shall not be permitted to voluntarily transfer during this time.
- Vacancies occurring after the last Friday in July through the first four (4) weeks of school will not be posted. EA Unit staff shall not be permitted to voluntarily transfer during this time.



WEEKLY NEWS REPORT

Edition: 09/16/21

NEWS ORG	NEWS HEADLINE & LINK
WISC News 3	MMSD reports spike in coronavirus cases, people quarantined in latest COVID data update - Channel3000.com - WISC-TV3
Madison365	MMSD to end suspensions of elementary students
NBC 15	MMSD's virtual schooling for the fall semester
Capitol Times	Wisconsin leaders discuss, celebrate community schools model at Hawthorne Elementary
Capitol Times	Cap Times Idea Fest
WI State Journal	2 classrooms quarantined due to COVID-19 in the Madison School District
WISC News 3	Hundreds of K-12 students, staff quarantining in south central Wisconsin: Check your school district here
WISC News 3	Middle school students taken to hospital after E. Washington bus crash
Spectrum News 1	MMSD Suspension Plan
WKOW 27 News	Districts work to keep kids learning as positive cases, quarantines pile up
WI State Journal	Fort Atkinson student dies of COVID-19
Capitol Times	Parents could pull children out of gender sexuality curriculum under proposed bill
Capitol Times	Public hearing to be held on renaming of Madison Memorial HS
WI State Journal	NEA President visits MMSD, says vaccine requirements for students coming
WKOW 27 News	Education groups split over reading test bill

Proposed consent agenda for September 27, 2021

10. Consent Agenda

10.1 Main Motion

10.2 Requests for Shortened Day Agreements

10.3 Interim Bills

10.4 Referendum Construction Bills

10.5 Contract for Natural Circles of Support at Badger Rock, Lowell, Sennett and Toki

In Workflow

Step: 7 of 7

Submitted by: Melissa Ohm

Waiting for: Barbara Osborn

10.6 Restorative Justice in Education – YWCA Agreement Renewal

In Workflow

Step: 7 of 7

Submitted by: Melissa Ohm

Waiting for: Barbara Osborn

10.7 Contract for Dane County TimeBank, Inc.

In Workflow

Step: 7 of 7

Submitted by: Melissa Ohm

Waiting for: Barbara Osborn

10.8 ConnectEd Contract

In Workflow

Step: 5 of 7

Submitted by: Tim K Hernandez

Waiting for: Natalie P Rew

10.9 EC LETRS Professional Learning Support for 4K Teachers at Early Care and Education Sites

In Workflow

Step: 7 of 7

Submitted by: Janet M Brown

Waiting for: Barbara Osborn

10.10 UW-Madison Academic Support Services Agreement

In Workflow

Step: 7 of 7

Submitted by: Jessica Gagan

Waiting for: Barbara Osborn

10.11 Referendum 2020 Design Assist Mechanical, Electrical, Plumbing and Fire Protection
Preconstruction Services- East, West and Capital High

In Workflow

Step: 7 of 7

Submitted by: Brandon L Halverson

Waiting for: Barbara Osborn

10.12 Donation from Roots and Wings Foundation

In Workflow

Step: 7 of 7

Submitted by: Melissa Ohm

Waiting for: Barbara Osborn

10.13 Donation to Support Gompers Elementary School

In Workflow

Step: 7 of 7

Submitted by: Barbara Osborn

Waiting for: Barbara Osborn

10.14 School-Based Mental Health Grant from the WI Department of Public Instruction

In Workflow

Step: 7 of 7

Submitted by: Melissa Ohm

Waiting for: Barbara Osborn

10.15 Grants and Donations under \$10,000.00

10.16 Human Resources Transactions Report



POLICY PERSPECTIVES

Vol. 44, No. 2
August 2021

NEW Q&A RESOURCE MAY HELP DISTRICTS REFINE LOCAL IMPLEMENTATION OF THE 2020 TITLE IX REGULATIONS

In late July 2021, the Office for Civil Rights within the U.S. Department of Education published an extensive set of “Questions and Answers on the Title IX Regulations on Sexual Harassment.” The release of the resource nearly coincides with the one-year anniversary of the initial effective date of the 2020 amendments to those regulations. During that year, nearly all school districts invested heavily in implementing the new federal Title IX mandates. Districts overhauled policies and procedures, conducted training, and adjusted operational practices to ensure that they were prepared to comply with the specific, legally-binding steps that they are now required to take in response to reports of alleged sexual harassment within school programs and activities.

The Department’s new Q&A supplements other available federal guidance and serves as a reminder that the implementation of the Title IX regulations is a continuing responsibility. The resource can also be used as a measuring stick to evaluate a district’s initial efforts to interpret and operationalize the regulations. For example, district-designated Title IX Coordinators can assess whether their own understanding of the regulations is consistent with the answers provided by the Department. Title IX Coordinators also may be able to use the guidance to help improve their district’s local Title IX policies, training, and communications materials.

The following are some examples of the content that is covered in the new guidance:

- The Department’s responses to questions about holding “live hearings” (along with the court case mentioned below) are likely to reinforce the conclusion that most K-12 school districts will not want to commit to providing a live hearing as a standard part of their formal Title IX “grievance process.”
- The Department responds to some questions by identifying different policy options and/or by including specific sample policy excerpts.
- The Department’s responses shed light on some of the less concrete and non-intuitive standards/concepts found in the regulations. School districts may be able to incorporate such responses into the training that is offered to Title IX Coordinators, investigators, decision makers, and others. For example, Questions 5 and 7 address the unique definition of “sexual harassment” under the regulations; Question 8 addresses what it means for an alleged victim of sexual harassment to be “effectively denied equal access to an education program or activity;” and Questions 14 to 18 illustrate different ways that K-12 schools can receive “actual knowledge” of possible sexual harassment.

When reviewing the new Q&A resource, school district officials need to be aware that some of the questions and responses address issues that primarily or exclusively affect postsecondary institutions (i.e., colleges and universities), rather than elementary and secondary schools. In addition, a court decision that was issued after the release of the July 2021 Q&A has now invalidated (1) the mandate that postsecondary institutions must conduct live hearings to resolve certain Title IX complaints; and (2) a regulatory provision that had prohibited a decision-maker from relying on statements that are not subject to cross-examination during a

postsecondary institution's live hearing (which directly affects Question 51 of the Q&A). A link to the Department's new Q&A and to other information about the 2020 Title IX regulations can be found on the WASB website at <https://wasb.org/policy/hot-policy-topics/2020-title-ix-regulations/>.

USING FEDERAL COVID FUNDS TO PROVIDE HAZARD PAY

As school districts continue to determine how to best use their federal stimulus and COVID relief allocations within the allowable types of expenditures, some school leaders have raised questions about providing “hazard” or “premium” pay to employees as a type of incentive and as a means of recognizing potential COVID-related risks and physical hardships that may be present in the workplace. The Department of Public Instruction (DPI) and the U.S. Department of Education have both published resources that provide some guidance:

- See questions 18 to 22 of DPI's Federal Stimulus Relief Funding FAQ (link available at <https://dpi.wi.gov/cares/esser-grants>)
- See question D-6 of the U.S. Department of Education's Frequently Asked Questions on the use of ESSER/GEER funds (link available at <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>)

Taken together, the state and federal guidance emphasize that stimulus funds may not be used to provide a generalized “bonus” to all district employees. However, it is possible to establish a hazard pay program that uses stimulus funding if the program is (1) tied to specific, COVID-related duties of particular positions, and (2) defined within a written policy, plan, or formal agreement that is consistently applied. The federal FAQ identifies a formal regulation, 2 C.F.R. § 200.430(f), that also emphasizes the importance of having a formal plan or agreement in place. *(Note: Section 200.430(f) is part of the federal “Uniform Guidance,” which is a larger set of regulations that apply to a school district's expenditures under most federal grants and*

other federal funding sources, including ESSER and GEER funding.)

In summary, attempts to offer hazard pay using federal COVID relief funds cannot be pursued in a haphazard manner. Local policy work is required on the front end to sufficiently define such a compensation program; the specific funds being used must permit the expenditure; and appropriate documentation will be needed on the back end to demonstrate that the federal funds were used for an allowable purpose and in a manner that otherwise complies with the federal Uniform Guidance.

ENSURE LOCAL POLICY ACCOMMODATES THE CURRENT OPTIONS FOR GIVING NOTICE OF BUDGET AMENDMENTS

Section 65.90(5)(a) is a relatively brief state statute that establishes procedures for making certain changes to “municipal” budgets—including school district annual budgets. Paraphrased to more-clearly convey its specific application to school districts, the statute reads as follows:

“... [E]xcept for alterations made pursuant to a [public] hearing [on a proposed school district budget, as required in another portion of s. 65.90], the amount of tax to be levied or certified, the amounts of the various appropriations and the purposes for such appropriations stated in a budget required under [s. 65.90] may not be changed unless authorized by a vote of two-thirds of the members-elect of the governing body of the [school district]. Any [school district] which makes changes under this paragraph shall publish either a class 1 notice of the changes, under ch. 985, within 15 days after any change is made or post a notice of the changes on the [school district's] website within 15 days after any change is made. Failure to give [such] notice shall preclude the changes”

Although the general elements of the statute have existed for many years, implementing section 65.90(5)(a) and its procedural mandates can be

challenging. The process involves at least the following steps:

1. Recognizing when the statute applies.*
2. When the statute does apply, ensuring that the relevant decision(s) are properly presented for board action and that the board applies the two-thirds voting requirement.
3. If any such budget change(s) are adopted by a two-thirds vote, giving timely public notice of the change(s) using one of the methods allowed under the statute.

Until relatively recently, the third step of giving public notice of a section 65.90(5)(a) budget change required a class 1 legal notice. However, as shown above, the current statute allows a somewhat less burdensome alternative: posting a notice of such changes on the school district website. Whichever method is used, the public notice must be issued within 15 days after the change is made.

Prior to using website posting in place of a class 1 legal notice, school leaders should first evaluate whether their district needs to amend any existing local policy or procedure that expressly commits the district to using a class 1 notice in connection with section 65.90(5)(a).** That is, back when a class 1 legal notice was the *only* allowable method of giving notice under the statute, some districts likely adopted policies or procedures stating that the district *shall* issue a class 1 legal notice of section 65.90(5)(a) budget amendments. However, now that the statute authorizes a second method of giving notice,

retaining such a restrictive local policy could inadvertently confine the discretion of the district's officers and agents. To clearly give the district the option of using website posting, such a local policy could be amended to state, for example, that the district will give timely public notice of a section 65.90(5)(a) budget change "*using any method permitted by state law.*" If a district finds that it currently has no formal policy that reflects the procedural mandates of section 65.90(5)(a), the district is not required to adopt such a policy, but it must still comply with the statute.

*[Notes: * Determining when section 65.90(5)(a) applies is probably the most challenging aspect of implementing the statute because (1) the precise meaning and intended scope of the statute is somewhat ambiguous; and (2) the statute can sometimes be inadvertently overlooked. According to the Department of Public Instruction's website, the DPI "recommends that the two-thirds vote and publication are required if the amount of appropriation and the purposes as presented in the line items of the adopted budget are changed. Changes in subordinate line items from which the adopted budget evolved (but which are not detailed in the adopted budget) do not require the two-thirds vote and publication."*

**** Subscribers to WASB's Policy Resource Guide can find sample policies related to annual budget processes, including language that addresses the section 65.90(5)(a) mandates, within PRG topic 620.]**

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Sue Today, President John Ashley, Executive Director

WASB members are encouraged to contact the WASB's legal and policy services staff with any questions.

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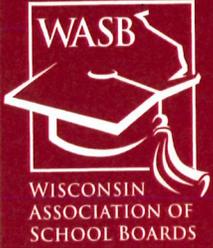


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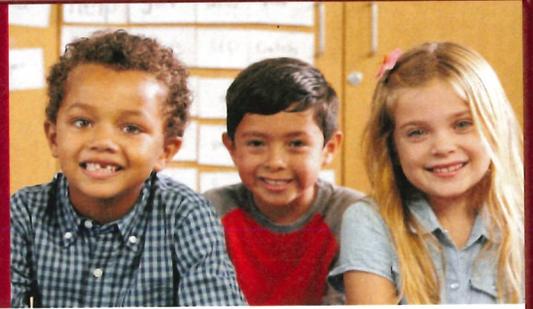
In This Month's Issue of **Policy Perspectives**

- **NEW Q&A RESOURCE MAY HELP DISTRICTS REFINE LOCAL IMPLEMENTATION OF THE 2020 TITLE IX REGULATIONS**
- **USING FEDERAL COVID FUNDS TO PROVIDE HAZARD PAY**
- **ENSURE LOCAL POLICY ACCOMMODATES THE CURRENT OPTIONS FOR GIVING NOTICE OF BUDGET AMENDMENTS**



NEW IN 2021! CIVIL RIGHTS TRAINING

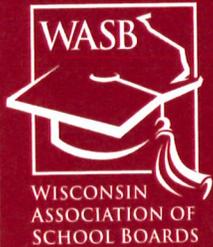
Online training for school district staff on
the civil rights of students and employees.



Understand and implement the numerous state and federal laws and regulations that protect the civil rights of students and staff in public education.

The online, on-demand content is organized into employee- and student-focused modules.

Training covers topics such as First Amendment Rights, religious freedom, race discrimination, and much more.



TITLE IX TRAINING

Online training for school district staff to
meet the new federal mandates.



Comply with the new Title IX regulations with training specifically designed for Wisconsin school districts.

The online, on-demand content includes “mandatory” modules for training required by the new regulations as well as “enhanced” modules that go beyond minimum compliance.

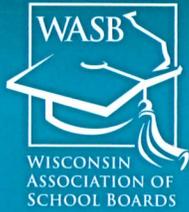
A subscription includes the permission to post training materials on the district’s website.

Both the Civil Rights and Title IX Training series include on-demand webinars and presentation materials. Each series is offered to districts as an annual district subscription based on the number of participating staff:

- \$450 Package: Training for up to five employees for a training series
- \$550 Package: Training for up to 10 employees for a training series
- \$650 Package: Training for unlimited number of employees for a training series

Participating employees are eligible to receive “Certificates of Completion” for each training series.

Visit WASB.org for more information and to subscribe.



Policy Resource Guide



Your gateway to a storehouse of school policy-related information.

What is the Policy Resource Guide?

The Policy Resource Guide is a Web-based policy tool designed to assist Wisconsin school boards and administrators in the important tasks of policy development and implementation. The Policy Resource Guide contains information on a wide variety of policy topics, including those policies required by law and “hot policy” topics. The purpose of the Guide is to help school districts develop local policies that meet their own community needs and interests while keeping in mind general legal considerations.

A Comprehensive Resource:

- Key policy considerations for local decision makers
- Legal considerations
- Sample policies, procedures and exhibits
- Links to relevant statutes and resources
- Frequent updates and additions
- Accessible electronically 24/7

Key Uses:

- Update your school district policies and develop new policies on individual topics
- Answer day-to-day questions on policy implementation and provide board and administration professional development

The Policy Resource Guide has been designed especially for Wisconsin school districts. The guide is a user-friendly and easily navigable tool organized according to the WASB Policy Manual Coding System, but is searchable by topic. In addition to sample model policies, many policy topics also include a “Background Information” that provides school leaders with:

- *Key policy considerations related to the topic, including questions school officials can ask themselves when making local policy decisions;*
- *General legal considerations related to the topic, including hyperlinks to the laws and regulations referenced; and*
- *Hyperlinks to selected additional resources related to the topic including WASB Legal Comments and FOCUS issues, and other relevant educational and other agency resources.*

A Policy Resource Guide subscription also includes “added value” benefits for subscribers such as a “Base Policy Package”, a free subscription to WASB’s subscription policy publication The FOCUS, free access to WASB-recorded legal webinars, and so on.

The Policy Resource Guide offers school board members and administrators streamlined electronic access to school policy development and implementation information in one place.



Developed to be Wisconsin-specific