



# WEEKLY UPDATE TO THE BOARD OF EDUCATION

January 27, 2022

## A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the first week of our third quarter. As we embark on the second half of our school year, we acknowledge the resilience of our students, staff, families, and community as we continue wrestling with a global health pandemic as well as ongoing racial and social injustice. As we face the challenges associated with elevated rates of COVID-19 infections, staffing shortages, supply chain disruptions, political partisanship, and disparities, we are also witnessing examples of our district and community leaning forward together with equity, excellence, humanity, and intentionality.

Participating in co-curricular activities, including the arts, has been documented to positively impact the academic and social-emotional well-being of students. Efforts to expand access to the arts are active examples of attempts to ensure all our learning spaces are places where our students thrive. Therefore, we commend Wright Middle School's Music Teacher Alida LaCosse for working with community partners to recently secure brand new violins for two of her students.

Ensuring our students have the ability to read well expands access to career paths, civic involvement, and enhanced life outcomes. Creating environments where our students can refine their literacy skills helps them to become ready for college, careers, and the community. As such, we applaud 22 of our elementary schools who recently held spelling bee competitions where our scholars had opportunities to display their ability to analyze words.

As we work to engage our scholars in curricular and co-curricular activities which cause them to grow holistically, we must continue to be mindful of the success stories in our community. Sharing tangible evidence of the ability of MMSD to produce excellence is one way we can enhance the self-efficacy of our students, staff, families, and community. Hence, we pause to celebrate news of Madison Memorial alumna Anna Hoffman who was recently selected for the 2022 U.S. Olympic Ski Team.

As we continue to have discussions about topics as varied as budgets, academic acceleration strategies, wellness policies, and co-curricular participation, we can find inspiration from these stories which exemplify our capacity to be equitable, intentional, and full of humanity. Thank you for your ongoing support and partnership. We look forward to providing you with more updates on our district's progress next week.

Sincerely,

*Carlton*

Carlton D. Jenkins, Ph.D.

## OTHER INFORMATION

➤ **Staffing Analysis Update**  
Attached is the most recent staffing analysis providing a snapshot of the most recent absence management efforts.

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

1.25.2022 Weekly Metrics Meeting [Agenda](#) & [Recording](#)  
No Central Office and School Administrator Operations Meeting this week.

➤ **Articles of Interest**

[“Drop in college enrollment threatens to cause long-term economic, social consequences”](#)

➤ **Weekly News Report**

We are temporarily suspending this part of the *Weekly Update* until we can get our staffing capacity stabilized in this area.

➤ **Community Events:**

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

We are temporarily suspending this part of the *Weekly Update* until we can get our staffing capacity stabilized in this area.

## OUR UPCOMING BOARD CALENDAR

➤ Mon., Jan. 31, 9 a.m. Board Officers  
Virtual

➤ Mon., Jan. 31, 6 p.m. Regular BOE meeting  
Doyle auditorium/virtual

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➤ Wed., Feb. 2, 5 p.m. Student Senate  
Virtual

- Mon., Feb. 7, 5 p.m. Special meeting in closed session  
Doyle 103/Virtual
- Mon., Feb. 7, 5:30 p.m. Instruction Work Group  
Doyle 103/Virtual
- Wed., Feb. 9, 5:30 p.m. City Education Committee  
Virtual
- Mon., Feb. 14, 9 a.m. Board Officers  
Virtual
- Mon., Feb. 14, 5 p.m. Operations Work Group  
Doyle 103/Virtual
- Tues., Feb. 15 Spring Primary Election
- Wed., Feb. 16, 5 p.m. Student Senate  
Virtual
- Sat., Feb. 19, 8 a.m. BOE Retreat  
Madison College—Goodman South Campus
- Week of February 21 BOE Member Briefings  
Virtual
- Mon., Feb. 28, 9 a.m. Board Officers  
Virtual
- Mon., Feb. 28, 6 p.m. Regular BOE meeting  
Doyle Auditorium/Virtual

## ITEMS ATTACHED FOR INFORMATION

1. Staffing Analysis—1/27/22
2. Mail:
  - a. WASB *Policy Perspectives*--November and December 2021

**Staffing Analysis**  
**Madison Metropolitan School District**  
**January 27, 2022**

This report is a snapshot of the work, which is being done for this week, as well as our movement on several programs and processes. We still anticipate this challenge will be exacerbated by additional absences during the week of January 24th – 28th.

The substitute office is working in tandem with the Chiefs to make sure that all schools are staffed with the usage of 93 central office staff to supplement needs within the schools. Also, please note that Absence Management does not necessarily indicate why staff are out of the building; rather, Absence Management depicts who needs a substitute for a particular date.

The following information includes the usage of Central Office personnel where needed.

- Looking at Absence Management for week of January 24, 2022:
  - **The week of January 24<sup>th</sup> – This is an overall look at absences:**
    - Absences – **1329 (694 Unfilled)**
    - Percent Filled – **47.78**
    - Percent Unfilled – **52.22**
  - Monday – January 24, 2022
    - Absences – **290 (167 Unfilled)**
    - Percent Filled – **42.40**
    - Percent Unfilled – **57.8**
    - Percent with Central Office Usage – **58.27**
    - Number of Central Office Personnel - **46**
  - Tuesday - January 25, 2022
    - Absences - **268 (134 Unfilled)**
    - Percent Filled – **51**
    - Percent Unfilled – **49.62**
    - Percent with Central Office Usage – **67.53**
    - Number of Central Office Personnel - **45**
  - Wednesday - January 26, 2022
    - Absences - **269 (146 Unfilled)**
    - Percent Filled – **45.70**
    - Percent Unfilled – **54.23**
    - Percent with Central Office Usage – **60.59**
    - Number of Central Office Personnel - **40**
  - Thursday - January 27, 2022
    - Absences - **279 (144 Unfilled)**
    - Percent Filled – **48.40**
    - Percent Unfilled – **52.59**
    - Percent with Central Office Usage – **63.08**
    - Number of Central Office Personnel – **41**

**Bonuses:**

The bonuses that were voted on at the November 22, 2021, board meeting which focused on the retention of staff and to also attract candidates to work for the district are now being paid. They are adhering to the 85% attendance and paid following the month earned.

**Kronos:**

The company managing the program has assigned a representative to help troubleshoot and work with payroll and tech services to keep moving forward until such time as the program is fully functioning.

Until then, a contingency plan was put in place whereby each employee group has specific pay rules that apply to their hours worked. Supervisors have been asking supervisors and employees to manually track their hours so their tie can be part of a reconciliation of hours paid to hours worked.

Testing and validation of Kronos is expected to be the week of January 31<sup>st</sup> and end users will be notified when they can begin using Kronos again.

Payroll has a temporary employee working to compile the spreadsheet received from schools and departments in preparation for Kronos coming back online and help with the continued recovery effort.

**COVID Leave:**

Covid Relief was approved for five (5) days and two (2) mental health days on January 10, 2022, for benefit eligible employees. The leave will be made available from January 11, 2022, through June 30, 2022.

To date, we have had 360 requests and counting for COVID leave and that number is steadily rising. HR anticipated the volume of work and hired a limited term employee to assist with the processing of leave requests.

**Mental Health Days:**

The two (2) Mental Health Days, approved by the BOE on January 10, 2022, will follow the process requesting the time in advance from supervisors and principals, using the same method that your location uses for other time off requests. A Mental Health Days FAQ was sent to the building secretaries and supervisors to help input the requests so that payroll can keep track of the request.

**Recruitment:**

The Substitute Office is actively recruiting and onboarding new hires. Human Resources will be holding another targeted student teacher career fair on March 10, 2022. The audience focus will be recruiting teachers, student-teachers, and support staff.





# POLICY PERSPECTIVES

Vol. 44, No. 5  
November 2021

## NEW LEGISLATION CHANGES REQUIREMENTS FOR ANNUAL NOTICES OF EDUCATIONAL OPTIONS

Two different state statutes require school districts to provide an annual notice of the educational options that are available to students. One of the statutes requires a *district-level* notice, and the other statute requires a *school-level* notice:

- Section 118.57(1) requires every school district to provide a description of the educational options available to children in the school district. This district-level notice must be published annually by January 31 as a Class 1 legal notice **and** posted on the school district's website.
- Section 115.385(4) requires every public school to annually provide to the parent or guardian of each pupil enrolled in the school a list of the educational options available to children who reside in the pupil's resident school district. Each such school-level notice must be provided at the same time that the school provides parents and guardians with a copy of the school's annual accountability report. This statute neither specifies a deadline nor identifies a mandatory method for giving these school-level notices.

Both section 118.57(1) and section 115.385(4) include a list of specific educational options that must be mentioned in the relevant notices. A new state law, 2021 Wisconsin Act 83, adds the **youth apprenticeship program** to each of those lists. As a result, subject to the flexibility discussed below, local notices should be amended to identify the youth apprenticeship program, which operates under the direction of the Wisconsin Department of Workforce

Development with assistance from the Department of Public Instruction, the Technical College System Board, and local school districts. The program combines industry-directed, competency-based, work-based learning opportunities with related classroom instruction for high school juniors and seniors.

Significantly, school officials should evaluate all of the statutory content requirements for the notices of educational options (including the requirement related to the youth apprenticeship program) in light of new flexibility that has been granted under 2021 Wisconsin Act 83. Specifically:

1. A school board that does not operate high school grades (i.e., a K-8 school district) is not required to include an educational option that is offered only to high school pupils within the district's notice of educational options.
2. A school that does not operate high school grades is not required to include an educational option that is offered only to high school pupils within the school's notice of educational options.

With the new flexibility, school officials have some discretion to determine the information about educational options that will be most relevant to the intended audiences for the different notices. In the case of K-8 school districts, the new flexibility may also prevent some confusion and unnecessary duplication of effort with the notices that are provided by each K-8's corresponding union high school district.

*[Subscribers to WASB's Policy Resource Guide can find updated sample notices of educational options in the exhibits maintained under PRG topic 343.4.]*



## **NEW CONTENT MANDATE FOR HUMAN GROWTH AND DEVELOPMENT CURRICULUM**

School districts that choose to provide an instructional program in human growth and development must comply with a variety of statutory mandates. Among those mandates is a list of required instructional content that must be “provided, when age appropriate, in the same course and during the same year.”

Under new state legislation (2021 Wisconsin Act 90), school districts that provide a human growth and development curriculum must ensure that, at an age-appropriate time, the curriculum includes an explanation of “the process under s. 48.195 under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member.” Section 48.195 is commonly referred to as the state’s Safe Haven law. A parent who relinquishes custody of a newborn child in compliance with the Safe Haven law generally may do so anonymously.

## **WHEN A POLICY ALLOWS AN “APPEAL TO THE SCHOOL BOARD,” WHAT EXACTLY DOES THAT MEAN?**

It is reasonably common for some local policies and complaint procedures to allow a parent, employee, or other person to appeal an initial decision (often made by an administrator) to the school board. In some situations, there are laws that expressly require school districts to offer an appeal to the board. In other cases, a district may grant an opportunity to appeal a decision as an exercise of local discretion. As just a few examples, such appeal steps can be found in procedures that govern (1) employee grievances over discipline, termination, and workplace safety; (2) discrimination complaints; (3) parent requests for program or curriculum

modifications; and (4) challenges to instructional materials or library resources.

The general concept of an appeal to the board is reasonably straightforward: The board will review something that has happened and then make a decision that resolves the appeal. However, local policies sometimes grant the opportunity for an appeal without providing any further explanation as to *how* the appeal will actually proceed. For example, the policy may be silent in regard to one or more of the following questions:

1. Who has the right to initiate an appeal?
2. How will the administration and school board be notified of a decision to invoke the appeal process?
3. Are there any deadlines that the people involved in the appeal process must meet or any general timeframes in which particular steps of the appeal should be completed?
4. Are there any limits on the potential issues that will be considered in the appeal process?
5. Will the appeal involve a formal evidentiary hearing, some type of less formal in-person appearance before the board, a process with no in-person appearances (e.g., a “paper appeal”), or something else?
6. What evidence or information will the board consider?
7. What standard of review will the board apply in making a decision? For example, will the board defer to an administrative decision so long as the board determines that it was within the general boundaries of “reasonableness”?
8. Will the board issue a written decision or simply decide the matter by a motion and vote?
9. Are there any relevant state or federal laws that answer any of these questions or that otherwise establish mandatory requirements for the particular appeal?

The absence of detailed appeal procedures within a policy is rarely insurmountable. However, it will



likely create a need to define some basic procedures on an ad hoc basis. Defining procedures “in the moment” can have the benefit of providing flexibility, but it can also serve as a source of confusion and conflict. For example, in the absence of clear procedures, a party might assume that the right to appeal a decision to the school board will include an opportunity to make their case directly to the board at an in-person meeting. That party may then be disappointed if the district does not provide such an opportunity. Ad hoc decisions about appeal procedures might also be perceived as being somewhat arbitrary. Finally, different board members may each have different ideas about how an appeal should proceed.

School leaders might find it worthwhile to identify local policies that offer appeal opportunities and then evaluate the following questions, taking into account the specific context of each such policy:

1. If no law requires the district to allow the appeal to the school board for the specific topic/decision, is this an issue on which the board should be making decisions, or should the decision of the administration be deemed “final”?
2. If there is a law that requires an appeal to the board, does the local policy capture (and, at a minimum, not conflict with) any legally-mandated appeal procedures?
3. To the extent the existing policy defines some procedures and standards for processing appeals,

do the procedures and standards appear to be reasonable and are they at an appropriate level of detail?

4. What changes might improve the effectiveness of appeals that occur under the policy?

Highly detailed and prescriptive appeal procedures are not always desirable. If an appeal procedure is used infrequently and could present a broad range of potential issues, retaining flexibility may be preferable. In such a case, the board may want to use the written procedures to (1) establish a few basic expectations (e.g., “at a minimum, the party seeking the appeal will be permitted to submit a written statement to the board that presents the issue(s) for the appeal and the party’s position(s)”; (2) identify a general timeframe in which appeals will *normally* be resolved; and (3) reiterate that the board retains discretion to modify the appeal process on a case-by-case basis (e.g., by calling for additional investigation, inviting in-person appearances, or extending timeframes).

Also, some policies include detailed, prescriptive appeal procedures that do not create a clear benefit. For example, in most cases it is not beneficial to state either that “a *special meeting* of the school board *shall* be called to consider the appeal” or that “the appeal *shall* be considered at the *next regular meeting* of the school board.” The timing of most appeals is unpredictable. Whether it will make the most sense to consider the appeal at a regular board meeting or special board meeting is likely to vary.

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

122 West Washington Avenue, Suite 400, Madison, WI 53703  
Phone: 608.257.2622 or 877.705.4422 (toll free)

Teresa Kimball  
Policy Services Assistant  
tkimball@wasb.org

Ben Niehaus  
Director of Member Services  
bniehaus@wasb.org

Scott Mikesch  
Staff Counsel  
smikesch@wasb.org

Dan Mallin  
Staff Counsel  
dmallin@wasb.org

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- **NEW CONTENT MANDATE FOR HUMAN GROWTH AND DEVELOPMENT CURRICULUM**
- **WHEN A POLICY ALLOWS AN “APPEAL TO THE SCHOOL BOARD,” WHAT EXACTLY DOES THAT MEAN?**



# POLICY PERSPECTIVES

Vol. 44, No. 6  
December 2021

## MANDATORY SCHOOL DISTRICT PLANS: ARE THEY JUST “POLICIES AND PROCEDURES” BY A DIFFERENT NAME?

State and federal laws sometimes require school districts to develop and maintain a “plan” in connection with a particular program, operational area, or compliance issue. School leaders might reasonably ask, “How do mandated *plans* differ from mandated *policies and procedures*?” There is probably no single, satisfying answer to that sensible question. In very general terms that are subject to exceptions:

- A plan often has a “parent” policy. The parent policy that is directly associated with a plan may establish some minimum expectations for the content of the plan and assign responsibilities related to the development, approval, review, and updating of the plan. In this sense, like many administrative rules and procedures, plans are often intended (at least in part) to help implement and operationalize a board policy or a legal mandate.
- A plan is often used to provide a comprehensive framework for an entire program area or school district initiative. Plans often include sub-components or sub-sections that deal with topic/program goals, relevant data analysis, resource needs, as well as key operational expectations and procedures.
- The term “plan” is often used when it is expected that stakeholders or subject matter experts will be directly and continuously involved in creating and reviewing the output that constitutes the plan.
- Program plans will often cross-reference or incorporate multiple district policies that already exist outside of the formal plan document.

- Compared to typical board policies, plans are somewhat more likely to make use of graphs, diagrams, and other visual depictions of information.
- Compared to board policies, it is more common for a plan to expressly focus on a defined period of time (such as one year, three years, or five years).
- Plans are typically maintained as stand-alone items and are not normally included in the district’s policy manual or policy coding system.

Lawmakers do not reliably distinguish among the terms “policy,” “plan,” and “procedures” within statutes and regulations. There are times when a mandated policy or procedure might be better characterized as a “plan,” and there are times when a mandated “plan” seems hard to distinguish from a set of rules/procedures that relate to a policy or a legal compliance issue. Also, the need for school board approval does not reliably differentiate plans from policies. Many required plans must be adopted/approved by the school board.

In the end, aside from the general characteristics and rules of thumb listed above, perhaps the most that can be said is that legally (or locally) mandated “plans” are close cousins to both policies and procedures. And, sometimes, the distinctions are primarily in eye of the beholder.

### Examples of Required Plans

A WASB member school district recently asked the WASB’s legal and policy staff whether we had or knew of a list of the different “plans” that school districts are required to maintain. We had not previously attempted to compile such a list, but the remainder of this newsletter is an initial attempt to gather as many examples as we can identify.



**As an important caution, this initial list is almost certainly not exhaustive.** If we have missed a “plan” mandate that you can think of, please let us know. Beginning in 2022, we’ll maintain a version of this list on the WASB website that provides additional details about each plan and that is updated as we identify or become aware of any additions. *(Note: Please also review the additional parameters and limitations mentioned at the end of the list.)*

- A **school safety plan** that is filed with the office of school safety annually by January 1 (required by section 118.07(4))
- An annual **professional staff development plan** (required under section 121.02(1)(b); see also PI 8.01(2)(b))
- The **school district curriculum plan**, which is the composite of the sequential curriculum plans developed in various subject areas (required by section 121.02(1)(k) and PI 8.01(2)(k))
- A plan for the district’s **special education program** that is periodically submitted to DPI (required by section 115.77(4); see also 20 U.S.C. 1413 and ch. PI 11)
- A local education agency **Title I program plan** that is periodically submitted to DPI (required by 20 U.S.C. 6312)
- A plan for the provision of a program of **guidance and counseling services** (required by PI 8.01(2)(e); see also section 121.02(1)(e))
- A long-range **plan for library services development** (required by PI 8.01(2)(h); see also section 121.02(1)(h))
- A district plan for meeting the needs of **children at risk** of not graduating from high school that is to be in place annually by August 15 (required by section 118.153(2)(a); see also PI 25.04)
- A district **truancy plan**, which shall be reviewed and, if necessary revised, at least every two years (required by sections 118.162(4) and (4m))
- A **plan for the district’s gifted and talented program** (required by PI 8.01(2)(t)2; see also section 118.35 and section 121.02(1)(t))
- A long-range **plan for the district’s education for employment program** (required by PI 26.03(1) and PI 26.04)

- A plan to encourage compliance with the state’s student immunization requirements, including applicable documentation requirements (required by section 120.12(16); WASB has asked the Department of Health Services for guidance on the statute’s annual plan submission requirements)
- An **exposure control plan** for bloodborne pathogens and similar potentially infectious hazards (required by 29 C.F.R. 1910.1030)
- A long-range plan which defines the patterns and schedule for **maintaining district operated facilities** at the level of the standards established for safe and healthful facilities (required by PI 8.01(2)(i); see also section 121.02(1)(i) and the **annual building maintenance schedule** required under section 120.12(5))
- A plan for **maintaining indoor environmental quality** in the district’s schools (required by section 118.075(4)(a))
- An **asbestos management plan** for school district buildings (required by 40 C.F.R. Part 763, Subpart E)

The following mandates use the term “policy” or “procedure,” but the specific content expectations appear to call for a document that might be better characterized as a “plan”:

- Each school district participating in one or more federally-subsidized child nutrition programs must maintain, implement, review, and update a **school wellness policy** (required by 42 U.S.C. 1758(b) and 7 C.F.R. 210.12 and 210.30).
- Title I programs must be supported by district-level and school-level **parent and family engagement policies** and **school-parent compacts** (required by 20 U.S.C. 6318).
- Each school board shall provide **emergency nursing services** under a written policy (required by PI 8.01(2)(g); see also section 121.02(1)(g)).
- Each school board is required to adopt written policies and procedures that govern the **administration of medication** to students (required by section 118.29(4); see also sections 118.291 through 118.2925).
- Each school board shall establish specific criteria and a systematic **procedure to measure the performance of licensed school personnel** (required by PI 8.01(2)(q); see also section



120.12(2m) and ch. PI 47 regarding the “Educator Effectiveness” aspects of professional staff performance evaluations, as well as section 118.225)

The following “plan” requirements apply to some school districts, but are contingent on special circumstances being present or a district’s discretionary decision to offer particular programs:

- If fewer than 80% of the pupils score above a designated threshold on the 3<sup>rd</sup> grade reading tests, either in the district or in any individual school, the district shall develop a **written plan for remedial reading services** under PI 8.01(2)(c).
- Under the federal ESSA and IDEA, identified schools/districts are required to develop **improvement plans** related to the relevant ESSA or IDEA designation(s).
- A board that has approved a **long-term capital improvement plan** covering at least a 10-year period may create a long-term capital improvement trust fund under section 120.137.
- In school districts in which unusual hazards exist for pupils walking to and from school, the school board shall develop a plan **addressing transportation in areas of usual hazards**, as required under section 121.54(9) (see also PI 7.01).
- School districts may adopt a **plan for the management of students’ life-threatening allergies**, as provided under section 118.2925.
- Under PI 8.01(3), a school district board may request that the state superintendent approve a **plan for alternative compliance** with any of the PI 8.01(2) school district standards.
- Each board that seeks funding for a **program for school age parents** under Ch. PI 19 shall have on file a written plan for the program, as required by PI 19.03.

- Under sections 115.72 and 115.73, an eligible district that establishes and seeks funding for an **American Indian language and culture education program** must have a written program plan.
- A district that contains federally-qualifying land and that receives federal “**impact aid**” to benefit **children from tribal backgrounds** must develop certain policies and procedures that have characteristics of a “plan.” See 20 U.S.C. 7704 and 34 C.F.R. Part 222, Subpart G. (Note: Separate requirements apply to districts that receive a federal formula grant for “Indian education programs” under Title VI, Part A, Subpart 1 of the ESEA.)
- Each board that seeks funding for a **food services program for elderly persons** under section 115.345 shall develop and file with DPI a plan for such program.

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*Notes: In the PDF version of this newsletter (available on the WASB website), the statutory and regulatory citations that relate to each plan are electronically linked for access to more information.*

*Excluded from the above list are:*

- Any requirements to create plans for individual students or individual staff members;
- Insurance and employee benefits plans (such as a deferred compensation plan or a cafeteria plan);
- Plans that connect to one-time grants, short-term programs, or any similar purpose that is not ongoing in nature;
- Corrective action plans that may be required by a state or federal agency following a finding of noncompliance with legal requirements;
- Plans that govern school board elections in some districts (such as a plan of apportionment of school board seats); and
- Plan requirements that apply only to the Milwaukee Public Schools or only to CESAs.

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Please call or email Teresa Kimball (tkimball@wasb.org), Ben Niehaus (bniehaus@wasb.org),  
Scott Mikesh (smikesh@wasb.org) or Dan Mallin (dmallin@wasb.org)

122 West Washington Avenue, Suite 400, Madison, WI 53703  
Phone: 608.257.2622 or 877.705.4422 (toll free)

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## Renew your sense of purpose when you attend the **2022 KEYNOTE SESSIONS!**



**WEDNESDAY, JAN. 19  
KEYNOTE SPEAKER  
RAVI HUTHEESING**

**The Wisconsin State Education Convention is proud to bring back Ravi Hutheesing as the opening keynote.**

Ravi's journey as a rock star, aviator and U.S. State Department cultural diplomat is an inspiring example of how to pivot and succeed in an ever-changing world.

In his keynote, Ravi talks about how education leaders must re-evaluate the overall goal of education now while committing to teaching the most important life-skills for a global future, including cultural competence and how to continuously pivot.



**THURSDAY, JAN. 20  
KEYNOTE SPEAKER  
BRANDON FLEMING**

**An at-risk youth and college dropout, Brandon Fleming is now an assistant debate coach at Harvard University and founder/CEO of the Harvard Diversity Project.**

Fleming was recruited to join the Harvard debate faculty at the age of 26. Harvard later approved Fleming's proposal to establish a new department called the Harvard Diversity Project — an unprecedented pipeline program.

"Miseducated: A Memoir," released in June 2021, is about Fleming's journey — in life and language — from being an at-risk youth and a college dropout to becoming an award-winning Harvard educator.



**THURSDAY, JAN. 20  
BREAKFAST SPEAKER  
KARYN BUXMAN**

**Karyn Buxman is a brain-based high-performance coach, former school board member — and a neurohumorist, living at the intersection of humor and the brain.**

As a global expert in strategic humor for business, Karyn helps high performers go from great to mastery.

Her latest book, "Funny Means Money: Strategic Humor for Influence & World Domination," will be published by Forbes Books in 2022.

Karyn is serious about humor!



**JANUARY 19-21, 2022 | WISCONSIN CENTER MILWAUKEE**

**For more information and to register, visit [WASB.org/convention](https://www.wasb.org/convention).**





## 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.

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