



WEEKLY UPDATE TO THE BOARD OF EDUCATION

August 4, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the first week of the interlude between our summer semester and the start of a new school year. During this week, our community has been part of a national conversation about issues which continue to impact public education: unprecedented staffing shortages; unyielding global health pandemic; international supply chain disruptions; persistent racial injustice and social unrest; ultra-partisan political environment; and historic inflation. These challenges loom large but can be overcome by the resilience and determination of our students, staff, families, and community members.

As we begin the month of August, our entire community is engaged in preparations for our upcoming school year. Scholars are maximizing every moment of reflection about upcoming opportunities in the classroom, the arts, and other co-curricular activities. Staff are beginning to catch up with their colleagues to collaboratively refine instructional plans. Families are making plans for their last summer gatherings while discussing strategies for a successful school year. Community members are reflecting on how they might contribute to the success of our schools, students, and families.

As preparations for the upcoming school year continue, it is inspiring to think about our Strategic Framework, particularly our core values. As we aspire to create learning spaces where excellence and belonging (as well as racial equity and social justice) abound, we are inspired to raise our voices in a focused and creative fashion. These core values are not empty words; rather, they challenge us to lift our sights toward the unlimited potential in our community. As we reflect on the talent and promise of our scholars and families, we find the inspiration and resilience to grapple with the pressing issues of today as we co-create a more dynamic tomorrow. Yes, reflecting on our core values reminds us of our larger purpose as a district and community as we race toward an upcoming school year full of wonders and possibilities.

Thank you for your ongoing support and partnership. I look forward to providing you with further updates on our district's progress in the coming weeks.

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

PARTNERSHIPS AND GRANTS

- **Madison Public Schools Foundation**
Please see the attached memo for an update on Teacher Support Network impact in 2021-2022.

BOARD OF EDUCATION QUESTIONS

- **MMSD Hiring Stats**
Please see the attached HR Update that shows hiring statistics from 2017-2022.

- **Graduation via IEP Portfolio Plan Template**
Please see the attached template for a Graduation via IEP portfolio plan.

- **Restraint and Seclusion Data**
Please see the restraint and seclusion data attached below. Please note that 2022/2021 is the most current data available at this time.

- **Retiree Insurance Update**
Thank you for letting us know your concerns regarding “why the retiree dental coverage is more expensive than the active employees’ dental coverage since both retirees and active employees are in the same plan group.” We looked into this inquiry and would like to provide clarification:

Retirees pay a higher premium for dental coverage because they are moved from being an active employee to a retiree of the Madison Metropolitan School District (MMSD). As an active employee, the district contributes to the dental premium. MMSD offers two premium options for retiree dental coverage.

- If you are using your Escrow/HRA, the premiums are \$43.75 for single coverage and \$111.68 for family coverage.
- If a retiree does not have or is not using the Escrow/HRA option for their dental coverage, then the premium amounts are \$45.89 for single coverage and \$114.83 for family coverage.

All MMSD employees and retirees are in the same plan group as our dental coverage is exclusive to MMSD employees. However, within the plan group we have two designations - active employees and retiree employees.

I hope this answers your question.

- **Response to School Safety at Lowell Elementary School Inquiry**
I am a first-grade teacher at Lowell Elementary. With the rise in mass shootings, I am wondering if MMSD is planning on replacing the old doors in many of our classrooms throughout the district. My classroom has two old doors, which have 9 panes of glass at the top. The glass could easily be broken, allowing a perpetrator entry into the classroom. In fact, several students broke the glass panes in doors at our school throughout the year (either by punching them out or slamming the doors) --which is another reason to replace the doors.

- This was brought up at Lowell's safety visit by the principal as the glass on many of the doors is old/brittle and prone to breaking. When panes have broken, they have been replaced with sturdy, reinforced glass. It is a recommendation to replace all panes with reinforced glass and a short-term action step was to submit a work order for the remaining doors. We will work with Building Services to get a timeline on this project as they are also aware.

Another safety concern is that our MMSD badges open every door in the school. Therefore, if a perpetrator had one badge, they would be able to open almost every classroom in the school.

- It is best practice and safest to have keyless (Salto) locks on all doors and have all doors be accessible to all staff in case of an emergency. Yes, the staff badges open all doors within a school building, which is designed to ensure any staff can quickly and easily get students behind a door that is inaccessible to someone without a badge. This means it is imperative that all staff must keep their badge with them at all times. They should have them around their neck or visibly on their waist band. They should not put them down anywhere in the classroom/building, give them to other staff, or let students use them. We will reinforce the importance of keeping your badge on your person at all times with principals at the Leadership Institute.



Questions and Responses about Special Education

1. What new funding is allocated in the 2022-23 budget to evidence-based, district-wide solutions for including and educating students with IEPs?

The 2022-23 funding for the delivery of special education services has not yet been determined. MMDS anticipates the level of funding for FY23 to be similar to the level of funding provided in FY22.

2. Why are no ESSER funds being allocated to special education or IEP needs in the third round of the ARPA funds, since community feedback showed this was a priority area?

There were significant ARPA funds earmarked for special education services in FY22, in conjunction with funds carried over from the school closure period in FY21.

3. Why isn't attention being paid to the lack of funds and training for SEAs?

There are funds and Student Services personnel resources dedicated to professional learning for special education assistants (SEAs). SEAs are provided time on Monday afternoons plus 25 additional paid hours annually to engage in professional learning.

4. How is your protocol for including Student Services when making decisions that affect children with disabilities?

There is now (as of July 1st) an Associate Superintendent position in Student Services (Dr. Nancy Molfenter), which will offer increased involvement for

Student Services in all decisions that impact scholars with an IEP, their staff, and families.

5. How are the voices of families with children who have disabilities being centered when making decisions about people with disabilities?

The Special Education Advisory Council will continue to be supported by Student Services, there will be monthly meetings with Dr. Nancy Molfenter that will be open to all family members of scholars with an IEP, and Student Services will continue to employ a Family Ombudsperson (Anna Moffit).

OTHER INFORMATION

- **Weekly Metrics and Ops Recordings and Agendas:**
7.26.22 Bi-Weekly Metrics Meeting [Agenda](#) & [Recording](#)
No Biweekly School-Central Office Operations Meeting
- **Human Resources Update**
Please see the attached Human Resources updates dated July 28, 2022, and August 4, 2022, for a snapshot of all the work that has been done for this week and last as well as movement on a number of programs and processes.
- **Construction Update**
Attached you can find construction updates for East High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Hourly Wage History**
Please see the attached memo below. The purpose of this memo is to outline historical data as it relates to how our rates for hourly employees have changed between 7/1/14 and 7/1/22 (based on 3% preliminary budget approval).
- **Great Things Happening Around MMSD**
 - Bucks star and MMSD alum Wesley Matthews makes donation to Madison schools' [Play Every Day](#) initiative.
 - MMSD launches [new app](#) to keep families, students, staff, and the community informed of the latest news and events.
 - Residency programs aim to expose more Madison students to the [arts](#).
- **Articles of Interest**
[School Teacher Shortage](#)

A Wisconsin Educator Effectiveness Research Partnership (WEERP) Evaluation Brief – New Teacher Retention (attached).

OUR UPCOMING BOARD CALENDAR

- Mon., August 8, 8 a.m. Board Officers
Virtual
- Mon., August 8, 5 p.m. Operations Work Group
Virtual and in person for Board Members only
- Mon., August 8, 6:30 p.m. Special BOE Meeting-Open Session WORKSHOP
Virtual and in person for Board Members only
- Thurs., August 10, 5:30 p.m. City Education Committee
Virtual
- Mon., August 15, 5 p.m. Instruction Work Group
Virtual and in person for Board Members only
- Mon., August 16, 5 p.m. Special Board of Education Meeting- Closed
In person- Board only
- Sat., August 27, TBD Board of Education Retreat
In person—Location TBD
- Mon., August 29, 5 p.m. Special Board of Education Meeting- Closed
Virtual and in person for Board Members only
- Mon., August 29, 6 p.m. Regular Board of Education Meeting
Virtual and in person – Open to the public

ITEMS ATTACHED FOR INFORMATION

1. Madison Public Schools Foundation – Teacher Support Network Impact
2. Hiring Update
 - a. Weekly Human Resources Update from July 28, 2022
 - b. Weekly Human Resources Update from August 4, 2022
3. Graduation via IEP Portfolio Template
4. Restraint and Seclusion Data 20-21
5. Construction Update – East High School
6. Construction Update – Memorial High School
7. Hourly Wage History
8. WEERP Article
9. U.S. Mail:
 - a. 2022 WASB Resolutions
 - b. WASB Policy Perspectives- July 2022
 - c. WASB Policy Perspectives- August 2022



MADISON PUBLIC SCHOOLS FOUNDATION

The Madison Public Schools Foundation is proud to have supported all 52 MMSD schools and 3 special programs through our Teacher Support Network program in the 2021-22 school year. Through a unique collaboration with local business EZ Office Products and the MMSD Department of Strategic Partnerships, the Foundation has delivered more than **\$160,000** in material resources to our public schools. Our primary operation is an online supply store with a pre-loaded budget available to every school in the district. Supplies—everything from crayons and pens to basketballs and paint to snacks and period products—are delivered directly to schools, typically within 24 hours of ordering.

Teacher Support Network impact in 2021-22:

- Total dollars allocated = \$185,000
- Total dollars expended (i.e., value of material resources delivered directly to schools) = \$160,680
 - Dollars expended through Teacher Support Network online store = \$104,125
 - Dollars expended through special initiatives (5K books, winter gear) = \$56,555
- 51 of 55 eligible schools/programs participated. 100% of elementary schools, all but one middle school, and all four comprehensive high schools participated.
- Number of items distributed = 71,876
 - Highlights include:
 - 16,000 books to every 5K student
 - 10,170 pencils
 - 3,665 spiral notebooks
 - 2,135 whiteboards
 - 1,944 items of winter gear (boots, gloves, hats, etc.)
 - 238 jump ropes
 - 199 boxes of granola bars
 - 134 soccer balls
 - 150 oil pastels

Foundation staff work very closely with MMSD's Strategic Partnerships office. Namely, Laura Whitmore is instrumental in creating a conduit between MMSD and the Teacher Support Network and helps communicate program details to all schools. Laura also works with the Foundation to create a formula for supply budget allocation based on school population size and percentage of students that qualify for free/reduced lunch. Using this model helps to ensure a more equitable distribution of materials to schools most in need of support.

Madison Metropolitan School District Human Resources Update July 28, 2022

This report is a snapshot of all the work that is being done for this week as well as focusing on process improvements within HR.

Current Updates: The following information is historical data that references the hiring trends for the following years of 2017-2022. The 2022–2023 year's data is fluid as we continue to hire.

2017-2018		
Total Teacher Vacancies		530
Filled	518	98%
Unfilled	12	2%
Hire Breakdown		
Regular Contract - Filled	480	91%
Regular Contract - Unfilled	11	2%
ELTS (Temp) - Filled	38	7%
ELTS (Temp) - Unfilled	1	0%
Hire Type		
Internal Hires	136	26%
External Hires	382	74%
Race/Ethnicity		
External Hires	86	17%
African American	21	4%
American Indian/Alaska Native	2	0%
Asian	19	4%
Hispanic/Latino	37	7%
Native Haw/Pacific	1	0%
Two or More Races	6	1%
Undisclosed	12	2%
Internal Hires	26	5%
African American	10	2%
American Indian/Alaska Native	1	0%
Asian	3	1%
Hispanic/Latino	11	2%
Native Haw/Pacific	0	0%
Two or More Races	1	1%
Undisclosed	0	2%
Top three (3) Positions		
Cross-Categorical Teacher	99	19%
Grades - K-5	106	20%
Bilingual	51	10%
Gender		
Male	122	24%
Female	396	76%
Non-Binary	0	0%

2018-2019		
Total Teacher Vacancies		440
Filled	430	98%
Unfilled	10	2%
Hire Breakdown		
Regular Contract - Filled	395	98%
Regular Contract - Unfilled	6	1%
ELTS (Temp) - Filled	35	8%
ELTS (Temp) - Unfilled	3	1%
Hire Type		
Internal Hires	133	31%
External Hires	297	69%
Race/Ethnicity		
External Hires	56	13%
African American	15	3%
American Indian/Alaska Native	0	0%
Asian	13	3%
Hispanic/Latino	25	6%
Native Haw/Pacific	0	0%
Two or More Races	3	1%
Undisclosed	1	0%
Internal Hires	22	5%
African American	7	2%
American Indian/Alaska Native	1	0%
Asian	3	1%
Hispanic/Latino	10	2%
Native Haw/Pacific	0	0%
Two or More Races	1	1%
Undisclosed	0	2%
Top three (3) Positions		
Cross-Categorical Teacher	86	20%
Grades - K-5	62	14%
Bilingual	49	11%
HS Core Content	42	10%
Gender		
Male	108	25%
Female	322	75%
Non-Binary	0	0%

2021 - 2022		
Total Teacher Vacancies		479
Filled	388	81%
Unfilled	91	19%
Hire Breakdown		
Regular Contract - Filled	336	72%
Regular Contract - Unfilled	81	17%
ELTS (Temp) - Filled	45	10%
ELTS (Temp) - Unfilled	5	1%
Hire Type		
Internal Hires	121	31%
External Hires	267	69%
Race/Ethnicity		
External Hires	57	15%
African American	18	5%
American Indian/Alaska Native	5	1%
Asian	11	3%
Hispanic/Latino	21	5%
Native Haw/Pacific	1	0%
Two or More Races	1	0%
Undisclosed	6	2%
Internal Hires	28	7%
African American	12	3%
American Indian/Alaska Native	0	0%
Asian	2	1%
Hispanic/Latino	14	4%
Native Haw/Pacific	0	0%
Two or More Races	0	0%
Undisclosed	0	0%
Top three (3) Positions		
Cross-Categorical Teacher	30	45%
Grades - 6-8	6	9%
Bilingual	19	29%
Gender		
Male	95	25%
Female	280	75%
Non-Binary	0	0%

2022 - 2023 - In Progress		
Total Teacher Vacancies		537
Filled	340	81%
Unfilled	197	19%
Hire Breakdown		
Regular Contract - Filled	0	0%
Regular Contract - Unfilled	0	0%
ELTS (Temp) - Filled	0	0%
ELTS (Temp) - Unfilled	0	0%
Hire Type		
Internal Hires	0	0%
External Hires	275	0%
Race/Ethnicity		
External Hires	58	0%
African American	0	0%
American Indian/Alaska Native	0	0%
Asian	0	0%
Hispanic/Latino	0	0%
Native Haw/Pacific	0	0%
Two or More Races	0	0%
Undisclosed	0	0%
Internal Hires	0	0%
African American	0	0%
American Indian/Alaska Native	0	0%
Asian	0	0%
Hispanic/Latino	0	0%
Native Haw/Pacific	0	0%
Two or More Races	0	0%
Undisclosed	0	0%
Top three (3) Positions		
	0	0%
	0	0%
	0	0%
Gender		
Male	95	25%
Female	280	75%
Non-Binary	0	0%

Madison Metropolitan School District Human Resources Update August 3, 2022

This report is a snapshot of all the work that is being done for this week as well as focusing on process improvements within HR.

Current Updates: The following information is related to a variety of questions that HR has received related to staffing. The information is specifically related to the following positions: ESEA Unit; Nurse Assistants; Floater SEA; Family Liaison and School Security Assistants. Some of the data provided is historical to add context to the questions.

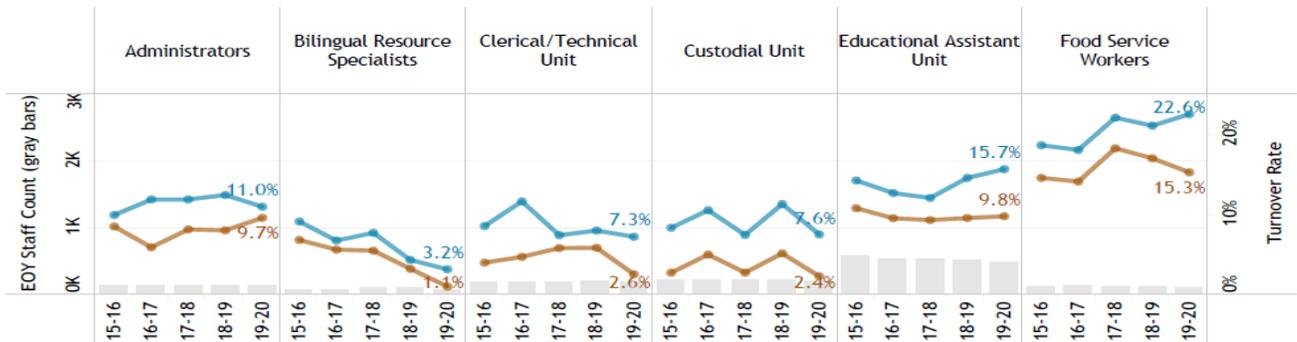
What is the number of total staff positions for each position and how many openings are in each and the number of individuals in the hiring process per category?

- Education Assistant Unit (ESEA) – 114 total staff positions posted since 4/1/2022 and 91 current vacancies.
- Supportive Education Employee (SEE) – 7 total staff positions since 4/1/2022 and 4 current vacancies

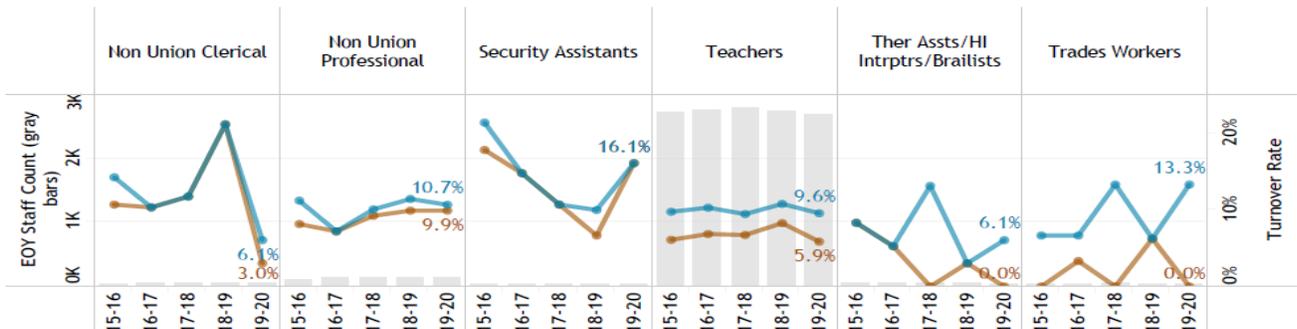
What is the historic average turnover rate for each position? What is the turnover rate for the last two (2) years?

- 2020-2021 – Total: 90
 - ESEA – 71
 - Security Assistants – 5
 - SEE - 14
- 2021-2022 – Total: 135
 - ESEA – 105
 - Security Assistants – 6
 - SEE – 24
- Historical data: 2015 - 2020

Turnover Rates by Job Type



Turnover Rates by Job Type (2)



What is the market rate of pay for each of the positions (i.e., what neighboring districts are paying for the upcoming year, and does it include benefits)?

- Market Rate of Pay from neighboring districts within our surrounding areas (*Numbers are from CESA 2 school districts*)
– *some districts outsource nursing duties, otherwise they are included in the paraprofessional unit.*
 - ESEA
 - Lowest Rate - \$11.52
 - Highest Rate - \$19.00
 - Float SEA
 - Lowest Rate - \$11.52
 - Highest Rate - \$19.00
 - Family Liaison
 - Lowest Rate - \$11.52
 - Highest Rate - \$19.00
 - School Security Assistant
 - Lowest Rate - \$11.52
 - Highest Rate - \$19.00

What is the number of resignations since the last Board special board meeting, July 27, 2022, broken down by job category?

- Resignations between July 27, 2022 – August 1, 2022 – Total: 28
 - Category breakdown:
 - Custodian – 1
 - Professional – 1
 - SEE – 2
 - ESEA – 6
 - Teacher - 18



Graduation Plan via IEP-Based Portfolio

For Students receiving Specially Designed Instruction through an Individualized Education Plan

Student Name: Anticipated Graduation Date:				Graduation Plan Developed On:	
Post-Secondary Goal Summary Employment: Education: Community:			Entry Requirements Necessary for Post-Secondary Goal: Employment: Education:		
<p><u>Current Status</u> - Complete this section prior to the IEP Team Meeting</p> <p><i>The purpose of this section is to develop a comprehensive profile of this student's accumulated credits, skills, knowledge and experiences. It requires a substantive review of records and in-depth interview with the student. You may wish to use the Portfolio Worksheet as a guide to the interview process. It may require that additional assessments be completed in order to provide an accurate picture of core academic and employability skills.</i></p>					
Typical Graduation Credit Requirement	Earned Credits	Assessment Information		Experiential Learning	
# of credits and required Courses for credit-based graduation		Must be a high school level assessment. May include: <ul style="list-style-type: none"> • ACT, ASPIRE, SAT • GED or HSED scores (can include practice scores) • individualized assessments administered by special education or student services personnel • AccuPlacer or other assessments administered by post-secondary institutions • assessments administered by outside agencies 		Include work experience, independent study, life experiences, counseling experiences, volunteer work, involvement in community groups, teams, etc. These are experiences that have already been completed by the student outside the classroom.	
4 English including <ul style="list-style-type: none"> • English I • English II • Choice 					

• Choice			
3 Math including <ul style="list-style-type: none"> Algebra Geometry Choice 			
3 Social Studies including <ul style="list-style-type: none"> U.S. History Modern U.S. Choice 			
3 Science			
1.5 PE/.5 Health		N/A	
6 Electives		N/A	
.5 Financial Literacy		N/A	
1.0 Humanities		N/A	
Social Emotional Learning Standards/ Employability Skills/Self-Advocacy Skills	N/A	Employability Skills Certificate <i>This may be used to assess current employment skills.</i>	
Civics Test	N/A	Civics Test Score	
Transition Plan	N/A		
Community Connections	N/A		

Portfolio Plan --- Complete at the IEP Team Meeting

This section is completed by the IEP team (a draft may be provided) and is developed to prepare the student for their desired post-secondary career, college and community goals. A Principal, Asst. Principal for Sp Ed or Asst. Director must serve as LEA. The plan should reflect MMSD's graduate vision.

Competency Area	Skill Level or Credential to be Obtained <ul style="list-style-type: none"> • Include the specific level of skill to be reached and/or the specific skills to be gained as appropriate. Must be indicated for literacy & math. • Include credentials to be earned that support post-secondary goals. 	Experiences to be Completed <ul style="list-style-type: none"> • If skill levels are not a definable outcome (or in addition to skill levels), include specific activities the student will complete that support a comprehensive educational experience and prepare the student for career, college & community success. 	Evidence of Completion <ul style="list-style-type: none"> • Evidence is to be presented at the graduation IEP meeting • Evidence provides sufficient basis for graduation.
Literacy (Reading, Writing, Oral)	<i>Must list a specific skill level.</i>		
Math	<i>Must list a specific skill level.</i>		
Other Academic Skills/Knowledge (Science, Social Studies, Other Content/Elective Courses)			
Employment Experience & Skills			
Financial Literacy			
Humanities			
Health & Wellness			
Social Emotional Learning			
Self-Advocacy			
Civics			

Transition Activities			
Community Connections & Network			
<ul style="list-style-type: none">• IEP must document that credit-based options were considered for graduation and the reason they were rejected. This should be recorded in the "Other Options Considered" section of the Placement page.• IEP also must document that a diploma will be issued based on the completion of an IEP-Based Portfolio. This should be recorded in the "Course of Study" section of the transition plan.• Portfolio Plan must be completed in Oasys.			

MMSD Restraint and Seclusion: Data Report for 2020-2021 School Year

[Wisconsin State Statute 118.305](#) regulates the use of restraint and seclusion in the school setting and also establishes reporting requirements related to individual incidents of restraint and seclusion ([DPI Link](#)). Annually by December 1st, the Principal of each school or their designee are required to submit the following to the Board of Education; this report is also completed annually by December 1st and submitted to the state superintendent:

- The number of incidents of physical restraint and seclusion
- Total number of pupils involved in the incidents
- The number of children with disabilities involved in the incidents

Level	Number of Students Involved	Number of Students with Disabilities Involved	Incidents of Restraint	Incidents of Seclusion	Incidents of Restraint & Seclusion	Total*
Elementary School	43	31	72	22	66	161
<i>Prior Year</i>	183	129	598	573		821
Middle School	2	2	2	–	–	2
<i>Prior Year</i>	34	28	47	35		60
High School	–	–	–	–	–	–
<i>Prior Year</i>	5	4	5	2		5
Total	45	33	74	22	66	163
<i>Prior Year</i>	222	161	650	610		886

*Total is number of incidents = (# of Restraints + # of Seclusions) - Incidents that involve Restraint AND Seclusion

	w/o Dis	w/Dis	Sec w/Dis	Res w/Di	S&R w/Dis	Sec w/o Dis	Res w/o Dis	S&R w/o Dis	Total Incidents
TOTAL	45	33	22	55	59		19	7	163

B = 23	73% Students w/Dis	26/163 w/o Dis
M = 9	100% Sec. Students w/Dis	98/163 B
W = 7	74% Res. Students w/Dis	32/M
L = 3	89% S&R Students w/Dis	25/W
A = 2	84% total incidents Students w/Dis	3/L
	60% incidents Students who are Black	3/A
	19% incidents Students who are Multiracial	
	15% incidents Students who are White	



Future Ready Construction Update

PROVIDED BY FINDORFF

Madison Metropolitan School District 07.29.2022



This week's update: East High School

We are committed to keeping you informed as we complete construction from the MMSD 2020 facilities referendum.

Full steam ahead

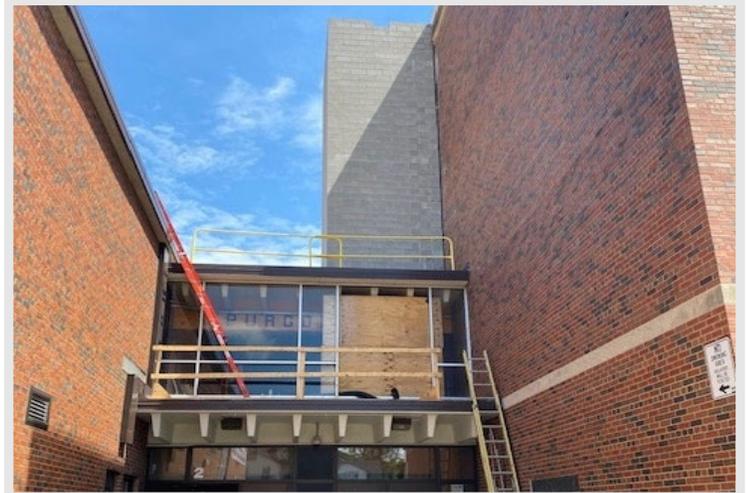
Over the past few weeks, construction crews continue to make great headway at East High School – especially with the new elevator addition in the welcome center lobby!

Inside the school, new masonry and steel stud walls are being constructed in multiple phases, along with a plethora of new mechanical, electrical, plumbing, and fire protection (MEPF) infrastructure. This work is setting the stage for the numerous interior finish elements such as painting, floor finishes, casework, and ceramic tiling to be installed in the coming weeks.

On the exterior, crews are nearly complete with the underground utility work that will enable the new MEPF systems to be brought online throughout the project.

Ongoing construction activities

- Continuing steel stud framing, drywalling, and finishing in preparation for interior finish work
- Building the new elevator shaft that will improve accessibility to the lower-level locker room and multipurpose room addition
- Installing exterior underground utility infrastructure
- Progressing with masonry restoration work on the building façade



The structural walls for the new welcome center elevator shaft are complete. Elevator equipment will arrive this fall for installation.



Employee Spotlight: Gary Farrey (pictured above engaged in planning with the construction team) is the Building Custodian at East High School and plays a pivotal role in coordinating onsite MMSD janitorial and trades staff as the team prepares for school to return in the fall.

DID YOU KNOW?

There will be over 77,000 concrete masonry units (CMU) blocks installed at East High School to construct the new walls for all the renovation areas as part of the 2020 Facilities Referendum. If these blocks were stacked one on top of the other, they would reach over 51,000 feet high – that's nearly 10 miles!

For additional information or questions,
scan the QR CODE to be directed to the MMSD construction page.



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BUILDING & BEYOND



Future Ready Construction Update

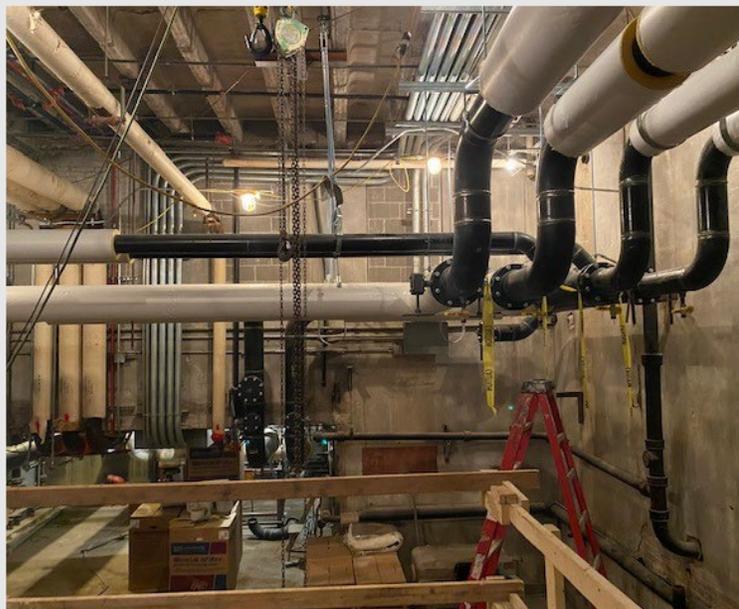
PROVIDED BY FINDORFF



Remote-control robotic equipment is used for demolition work in preparation for the new multipurpose room addition in the courtyard.



Interior wall framing is nearly complete in the second floor English classroom renovation.



New hot/cold water supply and return piping were installed, which will improve the efficiency and control of the heating and cooling systems throughout the school.



Waterproofing treatment was installed on the walls of the new elevator shaft in the lower-level locker room and multipurpose room addition.

For additional information or questions,
scan the QR CODE to be directed to the MMSD construction page.



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BUILDING & BEYOND



Future Ready Construction Update

PROVIDED BY FINDORFF

////// Madison Metropolitan School District ////////////////////////////////////// 08.05.2022



This week's update: Memorial High School

We are committed to keeping you informed as we complete construction from the MMSD 2020 facilities referendum.

Focus on the renovated spaces

A big push is underway to finish out spaces in the renovated areas inside Memorial High School in preparation for staff and students to return in the fall.

Painting, ceilings, and flooring are all proceeding in renovated classroom areas. Above ceiling work is wrapping up for the summer, and soon ceiling tiles will be installed in classrooms.

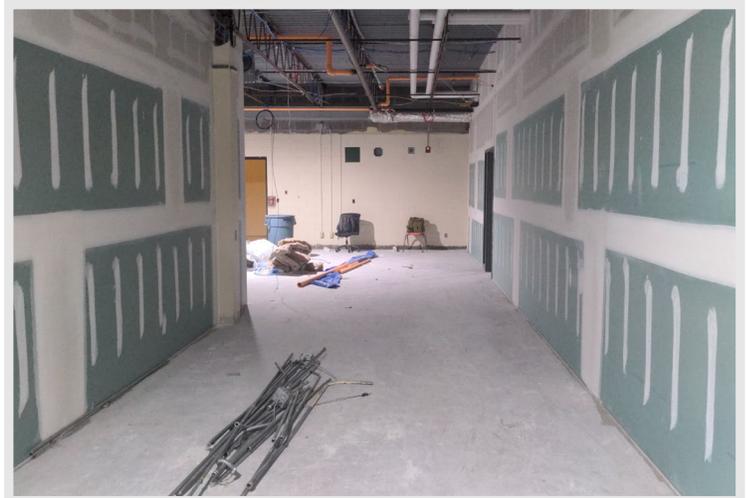
Work continues for the music addition, with foundation work completed and masonry walls beginning. Excavation and utility re-routes are nearly complete for the technical education expansion on the east side of the school.

Upcoming work for building renovations and additions

- Patching in the roof at new air handler locations
- Demolishing and tying in the roof structure at building additions
- Taping, finishing, and painting walls throughout renovated spaces
- Continuing ceiling grid and flooring work in renovated classrooms to be turned over before the start of the school year.



Paint, flooring, and ceilings are installed throughout the southwest classrooms



The corridors on the second floor are ready for paint, with ceiling installation to follow

DID YOU KNOW?

Kinetex flooring, a carpet-like product that is being installed as part of the renovation at Memorial High School, is a durable and absorption-resistive material that provides the softness of carpet but the durability of resilient flooring. This product is being installed in most classroom spaces at Memorial High School.

For additional information or questions,
scan the QR CODE to be directed to the MMSD construction page.



Findorff
BUILDING & BEYOND



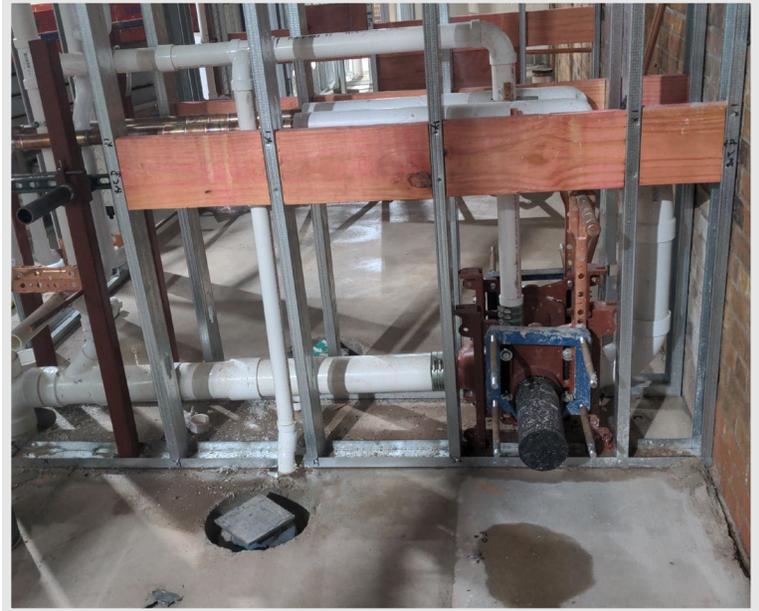
Future Ready Construction Update

PROVIDED BY FINDORFF

Madison Metropolitan School District PAGE 2



Openings have been cut for new windows on the second floor of the school



Bathrooms in the special education rooms are ready for drywall, which will be finished by the end of summer



Excavation work is proceeding onsite for the technical education renovation and addition

For additional information or questions,
scan the QR CODE to be directed to the MMSD construction page.



Findorff
BUILDING & BEYOND

To: Members of the Board of Education
From: Ross MacPherson, Asst Supt Financial Services
 Tracey Caradine, Snr Exec Dir Human Resources
Re: MMSD Hourly Wage History
Date: July 25, 2022

During the 2022-23 budget development, the district identified a desire to update the hourly rates for some of our hourly staff to address the largest rate of inflation in over 40 years. We all know by now that the 21-23 state budget provided no increase in the revenue limit. During the June regular board meeting, the board approved a 3% increase to base wage for staff for the 22-23 school year using our 2020 referendum, revenue identification, and budgetary realignment. This increase is the largest investment in our staff in over a decade.

The purpose of this memo is to outline historical data as it relates to how our rates for hourly employees have changed between 7/1/14 and 7/1/22 (based on 3% preliminary budget approval). Over the past decade, the board and administration has prioritized compensation in our annual budget process, including several investments to move the base wages of our hourly staff. The following data is presented by employee type and base/maximum rate for illustration purposes to show the range of hourly rates for the staff listed. Some categories of staff have been updated based on actions taken in certain budget years. These actions will be highlighted where applicable.

As we examine the alignment of these schedules for future discussion, we must be sure to acknowledge that universal adjustments to some rate tables may cause one group to overtake another. We should remain aware of this going into whatever action we take to adjust our rates going forward.

At a later date, the administration will be bringing a proposal to the board that will incorporate a more deliberate proposal of how to structure our salary schedules to provide a more predictable and manageable salary structure for all employees.

Education Assistant Rates

Educational Assistant

	7/1/14	7/1/15	7/1/16	7/1/17*	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	12.70	12.73	12.75	15.00	15.32	15.69	15.77	15.96	16.44
Max Rate	17.92	18.12	18.15	18.38	19.88	20.37	20.47	20.72	21.31

*Hourly rates were adjusted to a minimum \$15/hr during 17-18 budget development. After 7/1/17, the EA and SEA rates were combined into one schedule.

Special Educational Assistant

	7/1/14	7/1/15	7/1/16	7/1/17*	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	13.33	13.36	13.38	15.00	15.32	15.69	15.77	15.96	16.44
Max Rate	18.64	18.85	18.87	19.11	19.88	20.37	20.47	20.72	21.31

*Hourly rates were adjusted to a minimum \$15/hr during 17-18 budget development. After 7/1/17, the EA and SEA rates were combined into one schedule.

Special Education Assistant Floater

	7/1/14	7/1/15	7/1/16	7/1/17*	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	13.95	13.98	14.00	15.00	15.78	16.17	16.25	16.45	16.94
Max Rate	19.53	19.75	19.77	20.02	20.48	20.98	21.08	21.34	21.98

*Hourly rates were adjusted to a minimum \$15/hr during 17-18 budget development.

Nursing Assistant

	7/1/14	7/1/15	7/1/16	7/1/17	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	15.50	15.54	15.56	15.76	16.10	16.49	16.57	16.77	17.27
Max Rate	21.10	21.34	21.37	21.63	22.09	22.64	22.75	23.03	23.72

School Security Assistants

Security Assistant

	7/1/14	7/1/15	7/1/16	7/1/17	7/1/18	7/1/19	7/1/20*	7/1/21	7/1/22
Base Rate	15.63	15.67	15.69	15.89	16.23	16.63	18.38	18.61	19.17
Max Rate	21.98	22.03	22.06	22.34	22.81	23.37	25.82	26.14	26.92

*Hourly rates were increased during 20-21 budget development to increase SSA pay and establish Lead roles.

Food Service Rates

Food Service Worker Floater / Base

	7/1/14	7/1/15	7/1/16	7/1/17*	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	13.31	13.35	13.36	15.00	15.32	15.69	15.77	15.96	16.44
Max Rate**	16.20	16.24	16.26	17.37	17.73	18.17	18.26	18.48	19.03

*Hourly rates were adjusted to a minimum \$15/hr during 17-18 budget development.

**Max Rate based on percentage of base rate and position longevity per the employee handbook.

Food Service Worker III

	7/1/14	7/1/15	7/1/16	7/1/17	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	14.20	14.23	14.25	15.05	15.37	15.75	15.83	16.02	16.50
Max Rate**	16.59	16.63	16.65	17.48	17.85	18.29	18.38	18.61	19.17

**Max Rate based on percentage of base rate and position longevity per the employee handbook.

Baker I / Cook I

	7/1/14	7/1/15	7/1/16	7/1/17	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	14.86	14.89	14.91	15.10	15.42	15.80	15.88	16.08	16.56
Max Rate**	17.39	17.43	17.45	17.67	18.04	18.48	18.57	18.80	19.36

**Max Rate based on percentage of base rate and position longevity per the employee handbook

Baker II / Cook II / Lead FSW

	7/1/14	7/1/15	7/1/16	7/1/17	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	16.00	16.04	16.06	16.26	16.61	17.02	17.11	17.32	17.84
Max Rate**	19.07	19.12	19.14	19.38	19.79	20.27	20.37	20.62	21.24

**Max Rate based on percentage of base rate and position longevity per the employee handbook

Cook Lead / Kitchen Coordinator

	7/1/14	7/1/15	7/1/16	7/1/17	7/1/18	7/1/19	7/1/20	7/1/21	7/1/22
Base Rate	18.50	18.54	18.56	18.80	19.20	19.67	19.77	20.01	20.61
Max Rate**	21.97	22.03	22.06	22.33	22.81	23.37	23.49	23.78	24.49

**Max Rate based on percentage of base rate and position longevity per the employee handbook



The Impact of the Wisconsin Educator Effectiveness Process on New Teacher Turnover

WEERP

Wisconsin Educator Effectiveness Research Partnership

A Wisconsin Educator Effectiveness Research Partnership (WEERP) Evaluation Brief September 2019

Curtis J Jones, Elizabeth Cain, & Leon Gilman - University of Wisconsin Milwaukee

Since the passage of Act 10 in 2011, which greatly diminished the collective bargaining rights and retirement benefits of teachers, Wisconsin districts have experienced increased teacher turnover through retirements and transfers, which has resulted in teacher shortages (Umhoeher, & Hauer, 2016).

Tied up in this difficult political context, Wisconsin Educator Effectiveness (EE) is intended to promote the use of performance feedback to enhance the quality of teaching and student learning across the state. New teachers complete a structured process that involves a series of observations and feedback opportunities with an administrator. EE encourages schools to use the EE process, less as an accountability tool, but more as a learning-centered process (Kimball, et. al, August 2019). Given that new teachers, as a group, are at a greater risk of moving away from their school (Lankford,

Loeb, & Wychoff, 2002), EE has the potential to either help or hurt the teacher turnover challenges facing Wisconsin schools. **In this brief we explore how the implementation of the EE process relates to new teacher retention.**

Key Findings

New teachers in schools that implement EE as a learning-centered process, with useful and accurate feedback, have greater trust in their principal and view them as a more effective leader.

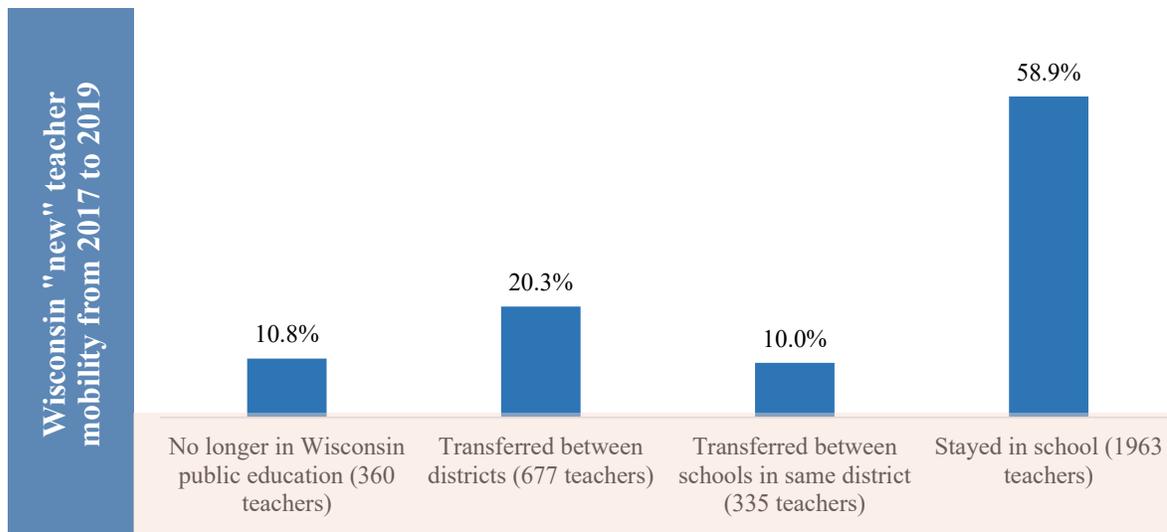
By increasing the trust teachers have with their principal, a learning-centered EE approach promotes greater teacher commitment to their school and results in greater teacher retention. The opposite is true in schools that provide less and less effective feedback.

These results suggest that EE can either promote or hinder the retention of new teachers, depending on how it is implemented.

Key Findings

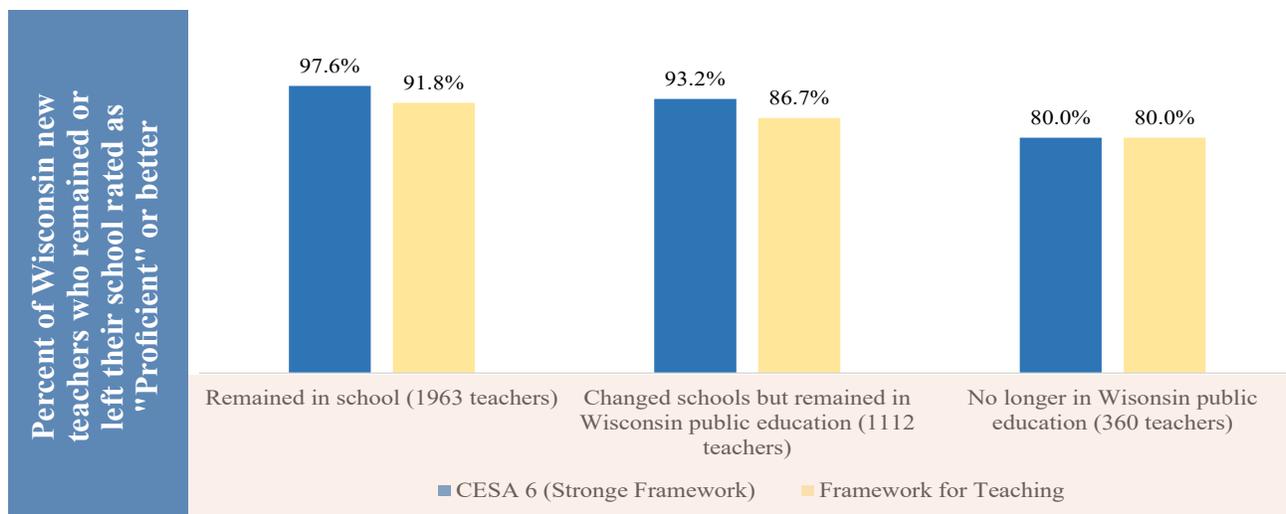
After two years, more than 40% of "new" teachers transferred to a new school or district, or left public education

Of the 3,335 new teachers in 2016-17, roughly six in ten teachers new to their school or to public education remained in their school by 2018-19. More than one in ten were no longer working in Wisconsin public education.



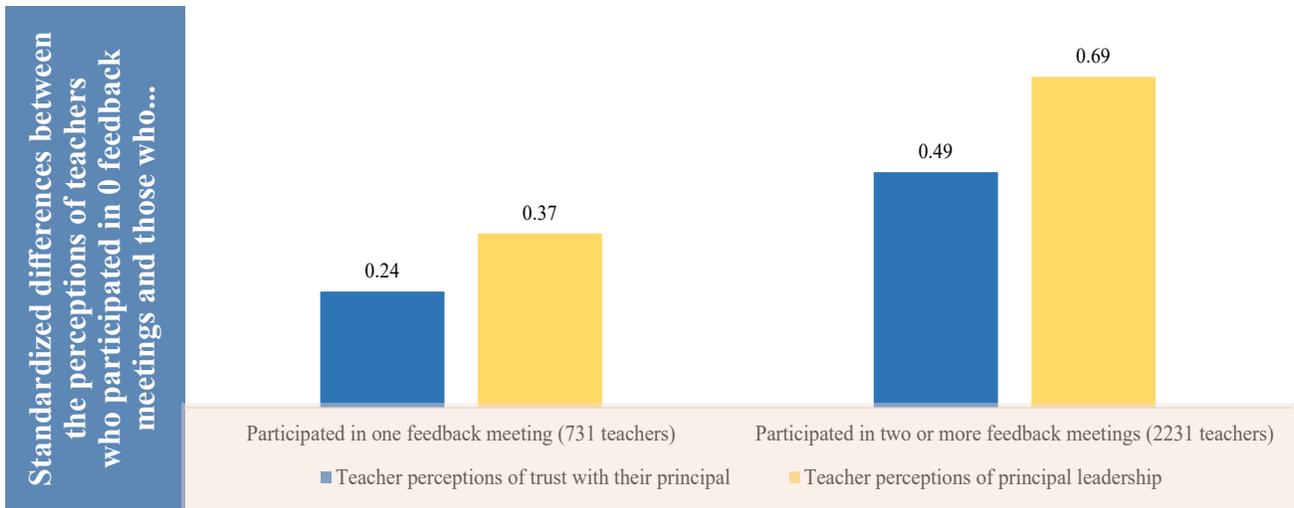
Schools lost effective teachers

Most new teachers who transferred or left public education were rated as effective overall. While fewer teachers who transferred or ceased to work in public education were rated as effective than those who remained in their school, the great majority of these teachers were rated as proficient or better on most aspects of professional practice, according to their local evaluation process.



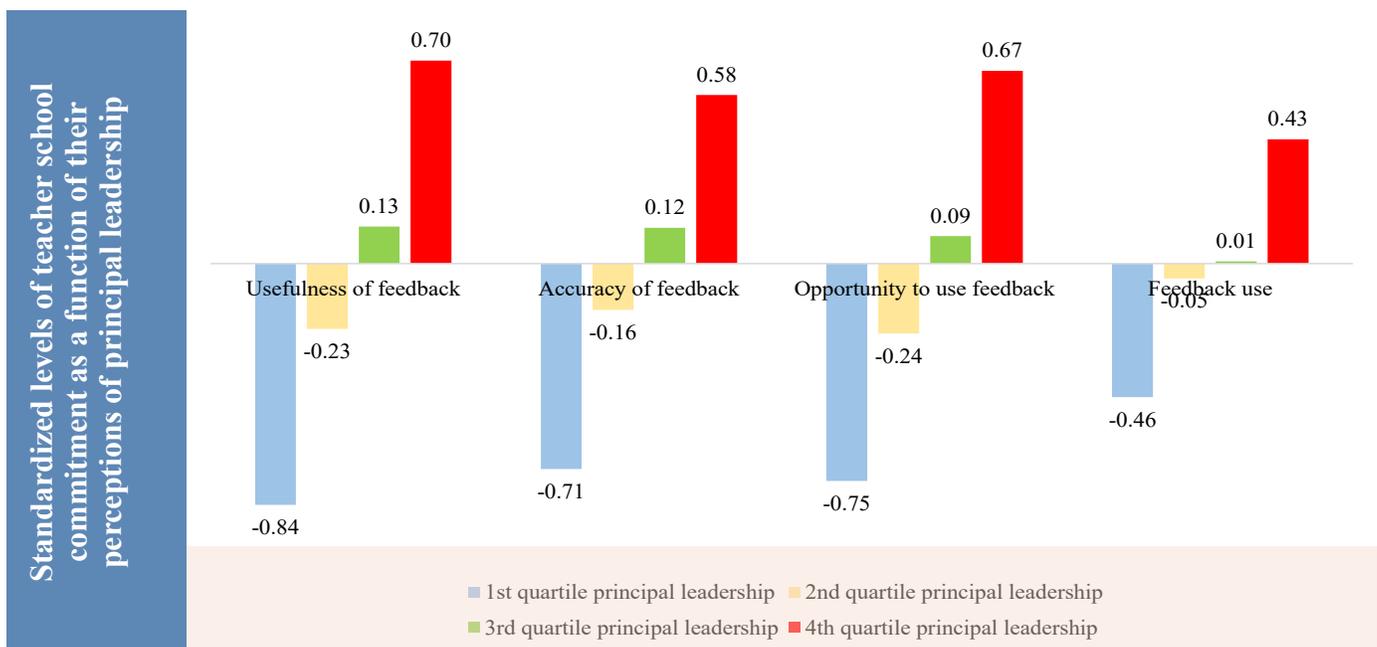
New teachers who received verbal feedback from their principal or evaluator were more likely to view their principal as an effective leader

Compared to teachers who participated in two or more feedback meetings, the roughly 11% (358) of all new teachers who reported they did not participate in any feedback meetings with their evaluator, rated their principal as .49 standard deviations less trusted by teachers and their leadership as .69 standard deviations less effective. This leadership effect size difference suggests that 76% of teachers with two or more feedback meetings viewed their principal as a more effective leader than those who did not participate in any. Having just one feedback meeting had roughly half the effect on teacher perceptions of their principal.



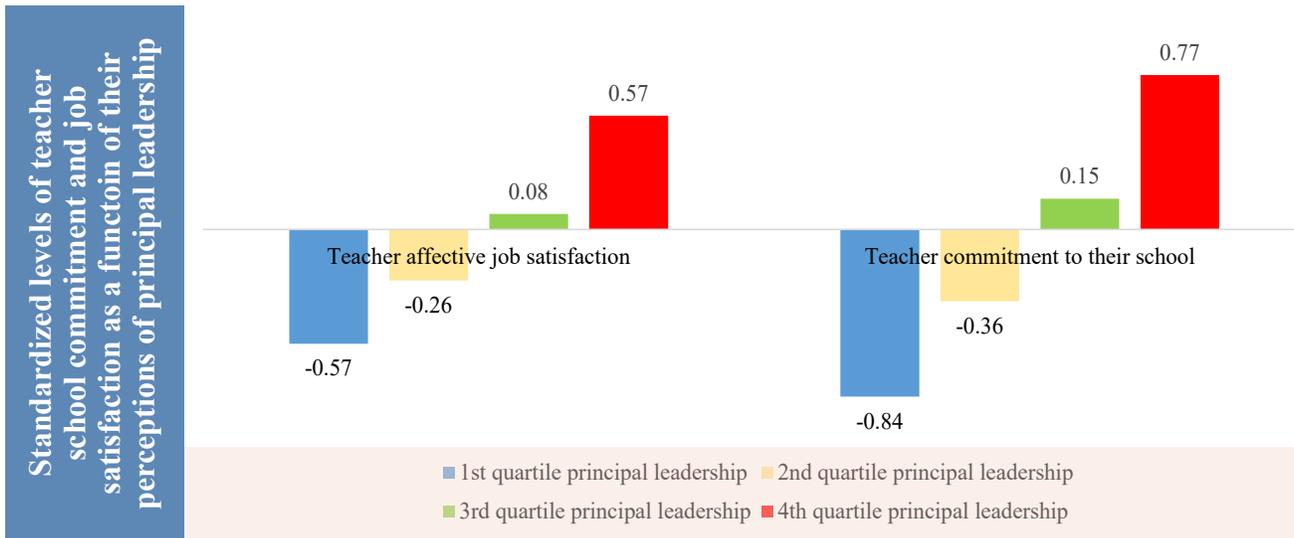
New teachers who received useful and accurate feedback were more likely to view their principal as an effective leader

The feedback provided to new teachers who viewed their principal as a strong leader (4th quartile) was rated as over 1 and 1/2 standard deviations more useful and nearly 1 and 1/3 standard deviations more accurate than the feedback provided to teachers who viewed their principal as a less effective leader (1st quartile).



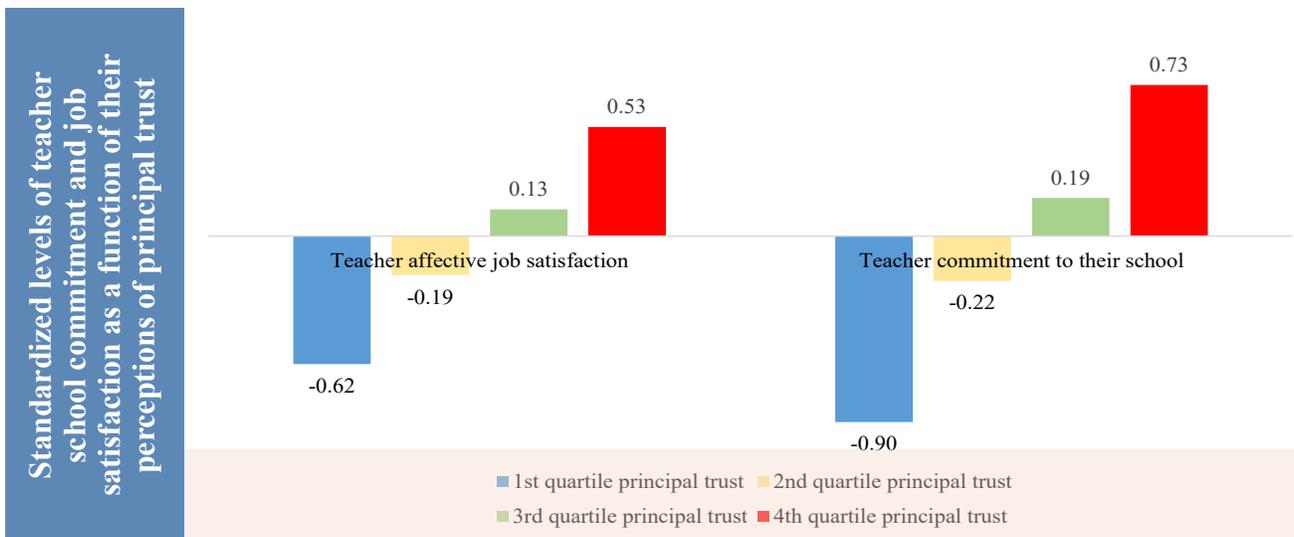
New teachers who viewed their principal as an effective leader were more committed to their school and satisfied with their job

New teachers who viewed their principal as a strong leader (4th quartile) were over 1 and 1/2 standard deviations more committed to their school (0.77 compared to -0.84) and over one standard deviation more satisfied with their job (0.57 compared to -0.57) than teachers who viewed their principal as a less effective leader (1st quartile).



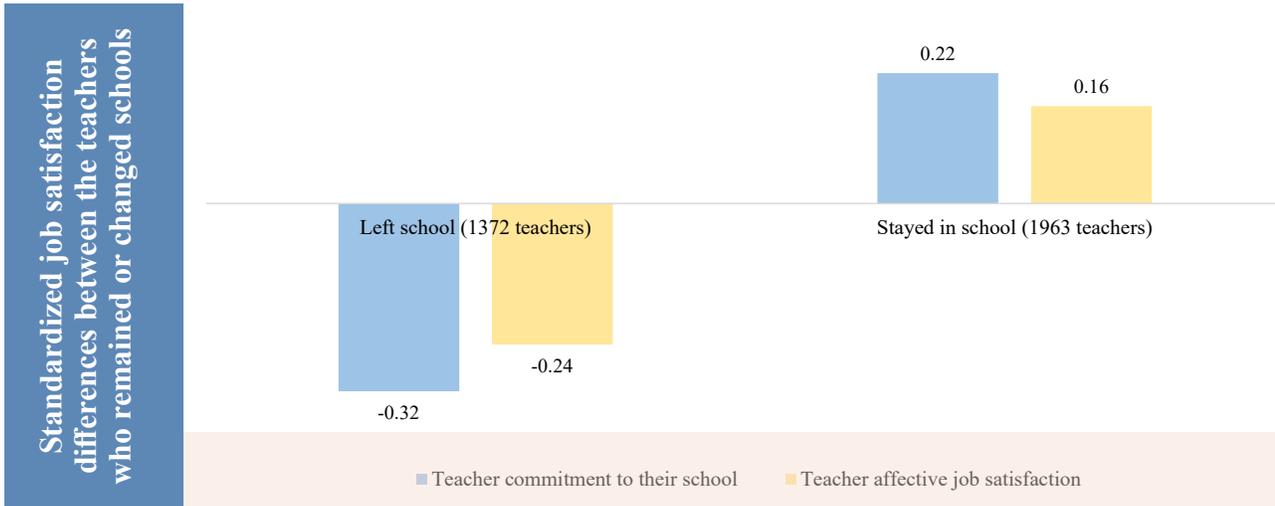
New teachers who viewed their principal as more trusted by teachers were more committed to their school and satisfied with their job

New teachers who viewed their principal as someone teachers could trust (4th quartile) were nearly 1 and 2/3 standard deviations more committed to their school (0.73 compared to -0.90) and over one standard deviation more satisfied with their job (0.53 compared to -0.62) than teachers who viewed their principal as less trusted by teachers (1st quartile).



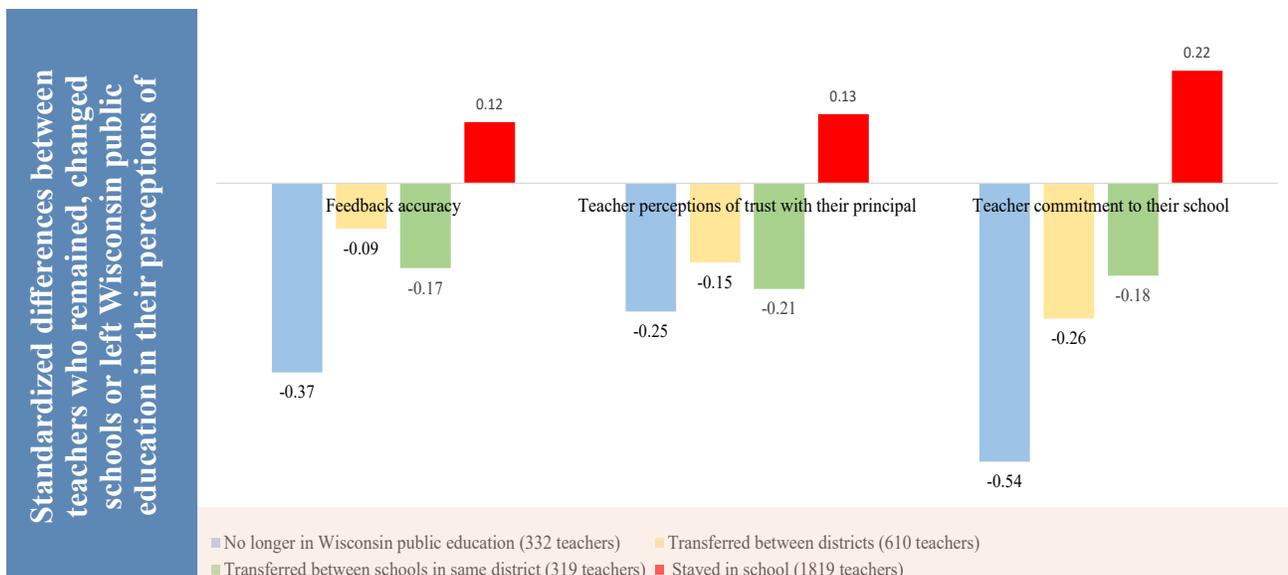
New teachers more satisfied with their job and committed to their school were more likely to remain in their school

Between the two aspects of job satisfaction, commitment to school was a stronger predictor of whether a new teacher remained in their school after two years. The .54 (.22 compared to -.32) effect size difference between the school commitment of those who remained in their school and those who left suggests 71% of new teachers who stayed reported being more committed to their school than the average teacher who left.



New teachers who remained in their school received more accurate feedback, trusted their principal more, and were more committed to their school

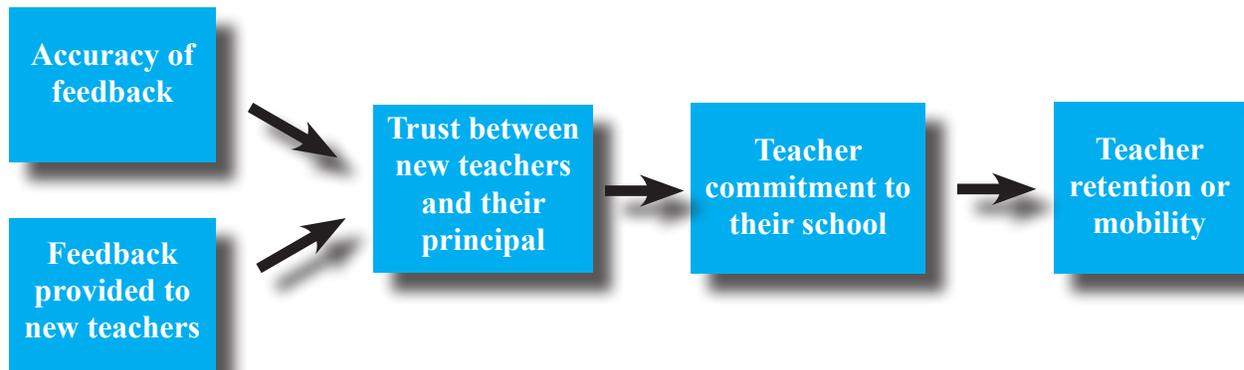
Multivariate statistics were used to compare the relative importance of each study factor with the ultimate outcome of teacher retention. The results of these show that feedback accuracy was the best predictor of principal trust, principal trust was the best predictor of school commitment, and school commitment was the best predictor of new teacher retention (the specific results are in the appendix). The figure below presents new teacher perceptions across these factors broken down by their employment status two years later.



Summary

Fundamentally, more satisfied employees are more productive (Judge, Thoresen, Bono, & Patton, 2001) and more satisfied teachers are far more likely to stay in their schools and continue in the field of education (Borg & Riding, 1991; Johnson, Kraft, & Papay, 2012). Teacher turnover, especially in the case of early career teachers, is a problem that drains school resources and lowers the quality of teaching students experience, especially in urban and high-poverty schools (Lankford, Loeb, & Wyckoff, 2002; Hanushek, Rivkin, & Schiman, 2016). Through these processes, teacher turnover has a negative impact on student achievement (Ronfeldt, Loeb, & Wyckoff, 2013).

This brief establishes the connection between the teacher evaluation process, or Wisconsin Educator Effectiveness (EE) System, and new teacher turnover. A school's implementation of their evaluation and feedback process has a large effect on how teachers view their principal and to what extent they are committed to their school. Since new teacher turnover was found to be closely linked to their feelings of school commitment, the EE process done well, with teachers participating in at least two feedback meetings where accurate performance feedback is provided, can promote teacher retention. When not done well, more teachers will look for other opportunities. Given the higher teacher turnover seen in Wisconsin since Act 10, it is therefore critical that schools implement the EE process with a learning-centered approach that promotes educator growth.



How do we define "new" teachers?

Each year, Wisconsin schools assign an evaluation process to each teacher in the My Learning Plan (MLP) Educator Effectiveness data management system. Teachers new to a school, either because they transferred to the school or because they are new to public education, are identified as such in MLP. Typically, this means they are in their first three years at that school. MLP included 8,017 new teachers. 3,876 (48%) responded to a survey. Of these, 3,335 were linked to an individual school and were included in the analyses presented in this brief.

How did we determine "new" teacher mobility?

Teacher mobility was measured by comparing the school and district where teachers worked in the 2016-17 and 2018-2019 school years (two years later). These data are publicly available on the Wisconsin Department of Public Instruction (DPI) WiseStaff data system.

How do we measure teacher effectiveness?

At the end of the year, new teachers receive performance ratings from their evaluator on either the 22 components of the Framework for Teaching (Danielson, 2013) or 6 domains of the Stronge Framework (2002). The performance of teachers receiving more "Proficient" (3) than "Basic" ratings (2) were classified as "Effective". Ratings were documented for 2,771 of the 3,335 teachers included in this study.

How did we measure implementation of the performance feedback process?

Teachers were asked the number of times they met with their evaluator to receive verbal performance feedback. For teachers who indicated they received performance feedback, scales from the Examining Evaluator Feedback Survey (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015) were then used to measure several aspects of how teachers experience the feedback process including: to what degree they use feedback to improve, the opportunities teachers have to use feedback, the accuracy of feedback, and the usefulness of feedback. The internal consistency of these scales is .903, .812, .840, and .938 respectively.

How did we measure teacher perceptions of their principal?

Two scales from the University of Chicago's 5Essentials Survey (Klugman, Gordon, Sebring, & Sporte, 2015) were used to measure teacher perceptions of the Trust between Teachers and Principals and Principal Leadership. The internal consistency of these two eight-item scales is .934 and .957 respectively.

How did we measure teacher perceptions of their job?

The Brief Index of Affective Job Satisfaction (Thompson & Phua, 2012) was used to measure affective teacher Job Satisfaction. The internal consistency of this four-item scale is .937. One scale from the University of Chicago's 5Essentials Survey was used to measure teacher School Commitment. The internal consistency of this four-item scale is .885.

Correlations of study factors

	Retention in school	Usefulness of feedback	Accuracy of feedback	Opportunity to use feedback	Use of feedback	Trust between teachers and principals	Principal leadership	Job satisfaction	Commitment to school
Retention in school	1								
Usefulness of feedback	.084**	1							
Accuracy of feedback	.141**	.593**	1						
Opportunity to use feedback	.049*	.611**	.482**	1					
Use of feedback	-0.028	.464**	.249**	.469**	1				
Trust between teachers and principals	.151**	.499**	.510**	.446**	.235**	1			
Principal leadership	.132**	.567**	.505**	.516**	.314**	.869**	1		
Job satisfaction	.188**	.363**	.372**	.344**	.192**	.437**	.440**	1	
Commitment to school	.263**	.449**	.458**	.399**	.199**	.627**	.616**	.712**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Listwise N=2646

Results of statistical models

The results of three statistical models are presented below. These models demonstrate the relative importance of each school organizational factor that leads a teacher to either stay or leave their school. Models 1 and 2 were tested using linear regression. Model 3 was tested using binomial regression.

	<i>B</i>	<i>Std. Error</i>	<i>sig</i>	<i>Exp(B)</i>
<hr/> Model 1: Feedback predicting principal trust (adjusted $R^2 = .405$) <hr/>				
Usefulness	0.231	0.023	< .001	
Accuracy	0.301	0.020	< .001	
Opportunity	0.178	0.021	< .001	
Use	-0.025	0.018	0.176	
<hr/> Model 2: Principal effectiveness predicting job satisfaction (adjusted $R^2 = .202$) <hr/>				
Principal leadership	0.297	0.028	< .001	
Principal trust	0.372	0.028	< .001	
<hr/> Model 3: Job satisfaction predicting retention (adjusted $R^2 = .07$) <hr/>				
School commitment	0.522	0.055	< .001	1.686
Job satisfaction	0.052	0.054	0.334	1.054

Effect Size Percentile Conversion Table

The table below presents Cohen's U^3 as a function of the standardized effect size difference for two groups. Cohen's U^3 is the percent of one group that is above the mean of another group. For example, an effect size difference of .5 suggests 69.2% of one group is above the mean of the othergroup.

Cohen's d (effect size difference)	Cohen's U^3 (percent of group that is above the mean of another group)
.1	54.0%
.2	57.9%
.3	61.8%
.4	65.5%
.5	69.2%
.6	72.6%
.7	75.8%
.8	78.8%
.9	81.6%
1.0	84.1%
1.1	86.4%
1.2	88.5%
1.3	90.3%
1.4	91.9%
1.5	93.3%
1.6	94.5%
1.7	95.5%
1.8	96.4%
1.9	97.1%
2.0	97.7%

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Acknowledgements

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Wisconsin Educator Effectiveness Research Partnership

WEERP conducts rigorous and relevant research to inform the efforts of Wisconsin Educators to improve educator effectiveness and achievement for all students.

Curtis Jones is the Director of the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee and Co-Director of WEERP.

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Leon Gilman is a data analyst in the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee.

We appreciate helpful comments and suggestions from:

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Dan Marlin, University of Wisconsin Madison

Anthony Milanowski, Education Analytics

Katharine Rainey, Wisconsin Department of Public Instruction

Jed Richardson, University of Wisconsin Madison

For more information about this report or about the statewide evaluation of Wisconsin Educator Effectiveness, please contact Curtis Jones at jones554@uwm.edu or visit www.uwm.edu/sreed

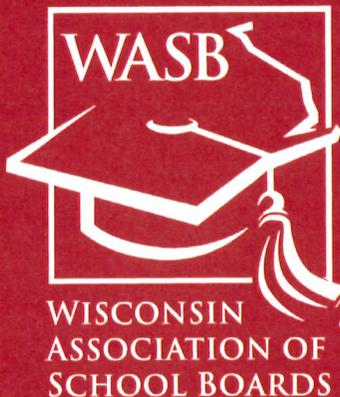




2022

WASB RESOLUTIONS

Adopted by Delegate Assemblies



Supporting, Promoting and Advancing Public Education



122 W. Washington Avenue, Madison, WI 53703
Phone: 608-257-2622 · Toll-Free 877-705-4422
Fax: 608-257-8386 · Website: WASB.org

John H. Ashley, Executive Director

TO: School Board Presidents and District Administrators
FROM: John H. Ashley, Executive Director
DATE: June 2022
RE: *WASB Resolutions Adopted by Delegate Assemblies 2022*

Enclosed is your copy of the *WASB Resolutions Adopted by Delegate Assemblies* book for 2022, which contains collected policy positions adopted by WASB Delegate Assemblies throughout the years.

Resolutions adopted by the annual Delegate Assemblies set the direction for the association and provide the WASB viewpoint on any number of topics. They remain in force unless amended or repealed. Resolutions are an important way in which WASB members ensure the association is member driven.

Copies of the updated resolution book are mailed to all school board presidents and district administrators each summer. Board members selected by their boards to be delegates will receive a copy of the resolution book by mail in late fall with their official Delegate Assembly packets.

Additional copies of the book are available at no cost to members. You may also download it from the WASB website (*WASB.org*). You can find it on the website by looking under the Services and Resources tab, then under Advocacy & Government Relations Services, then under the Delegate Assembly menu. If you need help, please call the WASB toll-free at 877-705-4422.

I strongly encourage your board to consider submitting a board resolution for consideration at the January 2023 Delegate Assembly. Proposals for resolutions may be submitted by any active member board by *Sept. 15, 2022*. Please watch your email, follow the WASB Legislative Update Blog or check the Delegate Assembly webpage for a form and information about how to submit your board's resolutions electronically.

In today's challenging fiscal and political environment, it is important that member school boards give careful thought to the many issues affecting public education, and through the resolution process, help to set a clear direction for the WASB.

For more information about the resolution process, please contact government relations director, Dan Rossmiller, (*drossmiller@wasb.org*) or government relations specialist, Chris Kulow (*ckulow@wasb.org*).

Thank you.

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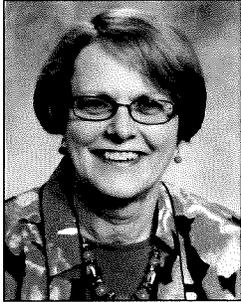
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RESOLUTION PROCESS



Barbara Herzog
WASB President

After reading the WASB's stand on a particular issue, board members sometimes ask us how we came up with our position. Although we cannot guarantee that each WASB position will coincide with the personal viewpoint of each Wisconsin school board member, we can assure you that the positions are established through a well-defined and carefully adhered to representative process.

The WASB's positions on major policy issues are generally decided by WASB's Delegate Assembly, which meets annually in Milwaukee at the time of the WASB • WASDA • WASBO State Education Convention. The collection of policy positions adopted by WASB Delegate Assemblies throughout the years is found in this book.

Policy and Resolutions Committee

Positions taken by the WASB are subject to a continuous cycle of review. The process begins in September with the first meeting of the WASB Policy and Resolutions Committee. The committee consists of approximately 25 members who are appointed by the WASB president and represent all areas of the state and all types of districts. Each year about one-half of the members are new to the committee.

During the first meeting, committee members review the most recent edition of WASB resolutions. With one eye to the past and one to the future, they examine the book for obsolete opinions which should be deleted, for outdated language which should be revised, and for position statements that have not yet been included but which should be brought before the membership for deliberation in light of current legislation or other circumstances.



John Ashley
Executive Director

District Input

During its deliberations in the fall, the committee receives input on significant policy issues from a number of sources. In addition to resolution suggestions from WASB member boards, the committee reviews issues and initiatives which the governor, legislators, state agency officials and others identify as needing to be addressed. The committee also receives member input at the fall regional meetings.

Proposals for resolutions to be considered by the WASB Delegate Assembly may be submitted by any member district board to the WASB on or before the preceding Sept. 15. The WASB By-Laws provide for these member suggestions, which are considered by the WASB Policy and Resolutions Committee. Member boards may also make informal suggestions to the Policy and Resolutions Committee member from their WASB region.

Fine-tuning the Resolutions

During the committee's second meeting in November, all of this material is reviewed and the selection process begins: What positions will be proposed in resolutions brought before the Delegate Assembly in January? The committee decides what the final resolutions will be, keeping in mind what can reasonably be dealt with in one session at the convention. (Delegates can introduce emergency resolutions during the Delegate Assembly, but only after the committee's resolutions are considered and only if two-thirds of the Delegates vote to consider the resolution.)

The final decision about what become the WASB's positions rests with the Delegate Assembly, which is comprised of one representative from each WASB member school board and CESA board of control. From this completed cycle comes a new version of the WASB resolutions.

RESOLUTION PROCESS

Exceptions

Two exceptions to this process may produce official WASB positions. If an opinion is needed which cannot be discerned from the WASB resolutions and which cannot wait until the next Delegate Assembly, the WASB Board of Directors may act to determine a policy. The WASB By-Laws also provide for the convening of a special Delegate Assembly. That provision has been used once in recent WASB history to address proposed legislation that resulted in the state's mediation-arbitration law.

Review the Resolutions

Copies of Resolutions Adopted by Delegate Assemblies are distributed after each revision to school board presidents, delegates, district administrators and CESA administrators. They are also available at the annual convention and from the WASB offices.

As you are reviewing the resolutions, please note that the numbers in parenthesis following a resolution indicate the year and resolution number when the resolution was adopted and amended (if applicable).

We invite your review of the Resolutions Adopted by Delegate Assemblies and encourage you to write or call the WASB's Madison office should you have questions or desire further information about the WASB's positions.

CHAPTER 1 — GOVERNANCE

BOARD POWERS

1.00 Local Fiscal Control

The WASB believes that the locally elected school board should have control of its local fiscal affairs. The WASB opposes efforts that undermine the fiscal authority of local elected officials, diminish the role of citizens in the local decision-making process, and hinder the ability of Wisconsin public school boards to address the changing needs of their students. (2005-1) (2010-1)(2018-10)

1.01 Preserving Powers

The WASB supports retaining and preserving the power and duty of locally elected school boards to oversee public education. (2001-2)(2010-1)

(a) "Parent Trigger" Laws

The WASB opposes measures (such as so-called "parent trigger" laws) which allow parents, through a petition process, to lessen school board oversight and control of public schools that fail to meet certain performance criteria and, in some cases, allow parents to hand management of those schools over to private charter school management companies or to offer affected students private school vouchers, on the basis that such laws usurp the responsibility and authority of locally elected school boards to oversee the operation of local public school districts. (2013-7)

(b) Recovery School Districts

The WASB opposes the creation in Wisconsin of a recovery school district or a similar authority designed to take over public schools or school buildings. (2014-11)(2017-14)(2018-11)

1.02 Local Accountability and Flexibility

The WASB subscribes to the belief that the prime purpose of locally elected school boards is to conceive and implement school programs designed to serve the local students, consistent with local needs, state goals and national programs. The accountability shall reside with the local school districts. (2010-1)

(a) Accountability

The WASB supports accountability and public disclosure of school district compliance with state educational goals for student achievement. The WASB supports a compliance procedure which provides for the school district development of a plan to correct any deficiencies in student performance. The WASB opposes legislation which may result in the removal of an elected school board and/or usurping of responsibility and authority for the operations of the school district. (1989-7)(1995-9)

(b) Flexibility

The WASB supports legislation which provides alternatives and flexibility to school boards to meet state and federal requirements and standards relating to educational programs and district operations. (1990-9)

(c) Waivers

The WASB supports the right of school boards to waive statutory mandates unless the DPI can demonstrate that the board's decision is without justification. (1999-11)

1.03 State/Local Partnership

The WASB supports efforts to ensure excellence in education, recognizing the unique state/local partnership which has placed Wisconsin among public education's lighthouse states. (1985-4)

BOARD AUTHORITY

1.10 Program Flexibility

The WASB supports proposals which would eliminate obsolete and restrictive program requirements in the statutes and administrative rules. The WASB supports repeal of administrative regulations that do not allow local districts to determine the methods to carry out educational initiatives and requirements. (1987-5)

1.11 Expanded Authority

The WASB supports legislation which would broaden the latitude and authority of school

GOVERNANCE

districts to take actions that are in accord with the purposes for which school districts were established, provided that such actions are not inconsistent with, in conflict with or preempted by any law. (1981-18)

1.12 Site-based Management

The WASB supports greater involvement at the school site of staff, parents, community and students when appropriate in education decision-making. Local school board policies and strategic plans should guide site-based decision-making. Any site-based management plan adopted rests upon a decision by the school board. (1993-2)

1.13 Parental Rights and Responsibilities

The WASB supports school districts working with their communities and in partnership with parents/guardians to determine how to best educate their children. However, the WASB opposes parental rights legislation that would usurp local control of education. (1997-11)

CONTRACTS AND SCHEDULING

1.20 Annual School District Meeting

The WASB supports legislation to modify the annual school district meeting laws to provide that:

- (a) The school board, rather than the annual meeting, be authorized to set the school tax levy following the budget hearing at the annual meeting. (1987-15)
- (b) Allow districts to hold their annual meetings from May 15 to October 31. (2001-4)

1.21 Private Contracting

The WASB supports legislation clarifying the authority of school boards to contract with private agencies for instructional services if the instruction is provided by DPI-approved instructors. (1986-2)

1.22 Authority to Establish the School Calendar

The WASB supports local school boards having sole authority to establish the school calendar and the number of contract days, and supports repealing existing state statutes restricting the school start date. (1997-9)(2000-1)(2001-3)(2014-12)

(a) Modified School Calendar Models

The WASB supports removing the current barriers to modified school year calendars (including year-round schooling models) as a way to increase student achievement. The WASB recommends that a state model for funding such modified school year calendar approaches be developed by the Department of Public Instruction, the Legislature and school board representative. (2013-12)

(b) School Start Date Waivers and Pupil Transportation—AP and IB Programming

Barring a repeal of the existing September 1 school start mandate, the WASB encourages the DPI to amend its administrative rules to allow waivers from the September 1 start date to school boards that enroll significant percentages of 11th and 12th grade students in Advanced Placement (AP) programming as it does with respect to International Baccalaureate (IB) programming. The WASB further encourages the DPI to allow all schools within such a district a start date waiver if the school district operates one schedule of busses for transporting all K-12 students. (2015-2)

(c) School Start Date Waivers and Pupil Transportation—Alignment of Public and Private School Calendars

The WASB encourages the DPI to grant a start date waiver to every school district that has been unable to reach agreements to align the school year start date with private and parochial schools for which the district provides pupil transportation. (2015-2)

1.23 Commencement of the School Term

The WASB supports legislation to allow all school districts to begin their school term before September 1. (2017-3)

1.24 Hours of Instruction

The WASB supports legislation to allow local school districts maximum latitude in determining what meets the total hours of direct pupil instruction required by the statutes in order not to be penalized by a reduction in state aid. (2005-14)(2014-6)(2018-2)

1.245 Authority to Schedule Instructional Time

The WASB opposes legislative efforts to mandate the particular amount of instructional time in each school day that must be allocated to particular subject areas. (2014-ER)

1.25 Authority to Schedule Referenda
 The WASB opposes limits on scheduling referenda. Further, the WASB opposes any limitation on the duration, scope or effect of school referenda. (2000-4)(2018-12)

1.26 Authority to Enter into Contracts with Businesses
 The WASB opposes state limits on the use of exclusivity contracts, licensing, advertising contracts and other fundraising agreements with businesses. (2000-8)

1.27 Textbook Selection
 The WASB opposes legislation which provides for purchase or selection of textbooks or other instructional materials by any authority other than the local school board. (1988-11)

DISTRICT ORGANIZATION

1.30 District Cooperation
 The WASB supports incentives for districts to reduce per pupil expenditures through consolidation, business partnerships, distance learning and jointly operated programs, but it opposes legislatively created district reorganization. (1985-13)(1994-1)(1995-8)

1.31 Creation of School Districts
 The WASB supports a process for the creation of school districts only if the action to create a new district is:
 (a) approved by the school board(s) in the affected school district(s), and
 (b) approved by a majority of the voters at a referendum in each of the affected school districts. (1996-4)(2015-01)

1.32 Formation of New K-8 and Union High School (UHS) Districts
 The WASB supports legislation to allow two or more existing K-12 districts to jointly create new K-8/union high school districts to serve their students. (2020-15)

SCHOOL FACILITIES

1.40 Sinking Funds
 The WASB supports a phase-in of a limited amount of state aids for school construction

sinking funds established by a school board to be treated as part of the debt service formula provided the sinking fund is created for a specific purpose and for a limited duration. (1995-1)

1.41 Borrowing
 The WASB supports increasing the amount of funds which a district may borrow from the state trust fund for purposes of school construction and modernization. (1995-1)

1.42 Milwaukee Authority
 The WASB supports legislation to allow Milwaukee public schools the same taxing and borrowing authority as other school districts. (1989-6)(1995-1)

1.43 School Building and Borrowing Procedures
 The WASB supports legislation establishing common policies and requirements applicable to all local governments regarding financing and constructing facilities. (1993-3)

1.44 Waiver of Performance and Payment Bonds
 The WASB supports the option for school boards to waive contractors' performance and payment bond requirement. (1997-7)

1.45 Use of School Facilities
 The WASB supports the concept of community use of school facilities with the provision that any legislation which may be enacted to finance a community education program must provide that the local school district board approve the program's plan and be named the fiscal agent for the plan. (1981-13)

1.46 Liability Insurance
 The WASB supports federal and state legislation that will limit the liability exposure of school boards and school districts to ensure the availability of liability insurance to stabilize costs. (1986-8)

1.47 Forced Sale of School District Buildings and Grounds
 The WASB supports maintaining locally elected school board decision-making regarding the use of school district facilities and opposes legislation mandating that districts must sell or lease vacant or "underutilized" school buildings and grounds. (2014-9)

GOVERNANCE

1.48 **Referendum Approval to Transfer Public Schools to Private School Operators**

The WASB supports legislation to require that a school district's voters must give their approval at a referendum vote before the operation, management and/or control of any district school may be transferred to any entity other than by the locally elected school board of the district. (2016-2)

BOARD ELECTIONS

1.50 **Numbered Seats**

The WASB opposes legislation requiring numbered seats on local school boards for purposes of electing board members. (1973-11)(1995-15)

1.505 **Reducing the Number of School Board Members in a District**

The WASB supports legislation allowing a school district board with more than three members to reduce its number of board members to the next lowest odd number of board members in a single step. (2019-2)

1.51 **Recall of Local Elected Officials**

The WASB supports changes in §9.10, *Wz. Stats.*, relating to recall of elected officials, in order to appropriately narrow permissive reasons for recalling school board members and other elected officials to illegal or immoral activities. (2003-18)

1.52 **Spring Elections**

The WASB supports legislation requiring the election of school board members in non-partisan elections during the spring with other non-partisan officeholders. (2010-13)

BOARD VACANCIES

1.56 **Quorum for the Purpose of Filling School Board Vacancies**

The WASB supports legislation to clarify that in the event of the resignation and/or removal of multiple board members, a quorum for the specific purpose of filling the vacant board seats (in a district other than MPS) is a majority of the actively serving members. "Actively serving members" includes board members who have been appointed to fill a vacancy and have taken the oath of office. (2020-1)

PUBLIC COMMUNICATIONS

1.60 **Elimination/Reduction of Newspaper Notice/Publishing Requirements**

The WASB supports legislation allowing school districts to publish statutorily-required notices electronically on the school district website and other social media maintained by the school district in lieu of publishing these notices in newspapers. (2016-13)

CHAPTER 2 — SCHOOL FINANCE

SCHOOL FINANCE POLICIES — GENERAL

2.00 Revenue Sources

The WASB supports a school finance system which includes a combination of federal, state and local revenues to fund the operations of the public elementary and secondary school districts in Wisconsin. The WASB opposes a system of full state funding of the costs of operating the public elementary and secondary school districts. (1991-16)

2.01 School Board Policies

The WASB supports a school finance system that requires the school board to determine the expenditure and revenue policies of the school district. (1991-16)

2.02 School Budgeting

The WASB opposes funding proposals that would require school districts to designate a certain percentage of expenditures in specific budget categories. (2007-2)

- (a) The WASB opposes any legislative or regulatory efforts to limit or to dictate the level of the general fund balances that a local school district must maintain. (2014-10)

2.03 Equity and Fairness

The WASB supports a school finance system that is fair and equitable to all taxpayers and students irrespective of their school district of residence. (1991-16)

2.04 State Taxes

The WASB supports new state revenues, including sales and income taxes, and proposals to broaden the base of state tax programs in order to provide state revenues to school districts consistent with WASB policies. The WASB supports state general purpose revenues as the principal source of state school aids, rather than a segregated state tax source. (1991-16)

2.05 Balanced Tax System

The WASB recommends developing a well-balanced tax system that lowers Wisconsin's heavy reliance on the income and property taxes while properly funding existing mandates. (2003-10)(2017-2)

2.055 One-Cent Sales Tax for School Infrastructure, Technology and Tax Relief

The WASB supports the implementation of a new statewide one-cent (one percent) sales tax to help public school districts build, maintain, and upgrade facilities, upgrade district technology infrastructure, software, and teacher training related to technology and help lower property taxes for Wisconsin taxpayers. District electors would need to approve a one-time revenue purpose statement before these sales tax funds could be expended and funding from the sales tax could not be spent on supplies, hiring additional staff or employee salaries and benefits.

This one-cent sales tax is intended to provide equitable, designated funding for all public schools and all students, distributed on a per-student basis, as a new, ongoing revenue stream for the stated purposes and should not be used by the legislature to replace existing state revenues or for other purposes. This tax should remain in place for a long enough period of time to enable schools to borrow (issue bonds) against this revenue stream.

To ensure the new funding available through a new school fund category would be protected from future government redirection leading to a district's likely insolvency, the WASB requests the requirement of a super majority of both the Wisconsin State Assembly and the Wisconsin State Senate to overturn this legislation. (2021-01)

2.06 School Funding Formula

The WASB supports changes in the school funding formula consistent with the following:

SCHOOL FINANCE

- (a) Formula changes must address issues raised by the state Supreme Court *Vincent v. Voight* decision — adequate state resources must be provided for low-income, special education and bilingual students;
- ◆ **English Learner (EL) Services Funding**
The WASB supports increased weighting of English learner (EL) pupils in the general school aids and revenue limit formulas or providing categorical aid to support services for all EL pupils in grades 4K through 12. (2020-3)
- (b) Local school boards must be given the authority to increase or decrease local tax levies without affecting state revenue payments;
- (c) Revisions in the school finance formula must give weight to equity issues, (including, but not limited to, efforts to provide equal educational opportunities for all children by channeling greater resources to disadvantaged or at-risk children to address narrow achievement gaps), issues of local control and all aspects of the current formula must be reviewed and revised; (2013-2)
- (d) Local school boards must have the flexibility to establish a fund balance consistent with sound accounting practices and to avoid short-term borrowing; and
- (e) If a foundation plan is considered, the following benchmarks must be met:
- ◆ It must be established at a sufficient level which is based on the actual cost of a sound, basic education as mandated by the state standards;
 - ◆ The foundation must rise annually in consideration of the Consumer Price Index and regional cost-of-living differences;
 - ◆ Equity and local control factors must be considered;
 - ◆ Debt service should be outside of the foundation and locally controlled by the school board unless there is a desire for a local board to utilize state funding to partially offset costs of construction; and
 - ◆ The foundation amount should not be able to be utilized as a voucher. (2004-3)
- 2.065 Blue Ribbon Commission on School Funding Recommendations**
The WASB supports the recommendations of the Blue Ribbon Commission on School Funding, as published in January 2019, that align with WASB resolutions. (2020-2)
- 2.07 Necessary Resources**
The WASB will work with groups in Wisconsin to support necessary resources for schools, with programs and needs defined by quality research, to enable all students to meet Wisconsin's instructional standards. (2007-1)(2010-2)
- 2.08 State Funding**
The WASB supports a state commitment to provide two-thirds funding of state-wide school costs, provide at least 80 percent of direct aid to schools in the form of equalization aids, and ensure that school districts receive state budget information and state aid payments in a timely manner. (2008-1)(2009-7)
- 2.09 Education Savings Accounts**
The WASB opposes the creation of Education Savings Accounts for preK-12 educational expenses. (2017-16)
- ### STATE AID POLICIES — GENERAL
- 2.10 Aids**
The WASB supports state funding of school districts, through a combination of equalization and categorical aids, of at least 66 percent of the comprehensive costs of elementary and secondary education in Wisconsin. (1991-16)(1997-2)
- 2.11 Direct Aid Payments**
The WASB supports state aids paid directly to school districts. The WASB opposes the conversion of state aid funds into state tax credits. (1991-16)
- 2.12 State Aid Reduction**
The WASB supports legislation establishing a process for handling necessary cutbacks in state

aids to school districts resulting from unexpected state revenue shortfalls.

- (a) **Cash Flow**
Reduction in state school aids should minimize the impact on school district cash flow.
- (b) **Levy Certification Extension**
Provision should be made for extension of levy certification deadlines.
- (c) **Full Aid Payments**
School districts should receive full aids as originally authorized by the Legislature, if the state revenue situation permits.
- (d) **Legislative Authorization for Reductions**
No aid reductions would be implemented without legislative authorization.
- (e) **Reductions in General Aids**
Reductions in general aids should reflect basic equalization policies.
- (f) **Factors to Consider for Aid Reduction**
The process should take into consideration the local school district's normal cash flow situation and budgeting process.
- (g) **Enhance Flexibility**
No reductions in state support for school districts should be enacted without concurrent relief in school district mandates and an increase in flexibility being granted to meet school district operational needs. (1991-16)(2017-2)

2.14 Selective Funding
The WASB supports state-funded programs, including grants for pilot projects, which are available to all school districts which qualify for the program. The WASB opposes proposals to direct state funding to a single or select group of districts. (1991-16)

2.145 Competitive Grants
The WASB opposes the use of competitive grants as a vehicle to deliver state funding to school districts that should be distributed through categorical aids. The WASB supports ensuring that competitive grant programs recognize the diversity of school districts and resources available to them, that applications are simple and easy to

complete, and, to the extent possible, that grant application deadlines are staggered so they do not all fall at the same time. (1991-16)(2019-6)

2.15 Statewide Capital Costs
The WASB supports two-thirds state funding of capital projects. (2000-3)

2.16 Small But Necessary Schools
The WASB supports special initiatives at the state level to help small school districts remain fiscally viable and create a separate fund for a state aid for an enrollment sparsity factor. (1999-12)(2005-5)

(a) **Sparsity Aid**
The WASB supports providing sparsity aid based on enrollment size and population density (students per square mile), without regard to the percentage of the district's enrollment that is eligible for free- and reduced-price lunch. If sparsity aid eligibility is expanded, additional funding will be provided to maintain sparsity aid payments to districts that are currently eligible. (2012-2)(2017-13)

(b) **Sliding Scale Sparsity Aid**
The WASB supports legislation creating a separate allotment, regardless of membership, within the sparsity aid program for districts with fewer than five members per square mile with per pupil aid amounts to be paid on a sliding scale such that lower enrollment districts would receive greater amounts per pupil than higher enrollment districts. (2016-8)

2.17 Declining Enrollment
The WASB supports legislation to alleviate the funding effects on school districts with declining enrollment. (2001-8)

2.175 Enrollment Hold Harmless
The WASB supports legislation to create a hold harmless exemption in district membership calculations used for revenue limits and per pupil categorical aid to mitigate the effects of enrollment fluctuations caused by extraordinary public health emergencies or other disasters or emergencies that disrupt large portions of the state. This statutory exemption would be authorized by the DPI upon consultation with state and local leaders. (2021-03)

SCHOOL FINANCE

2.18 School Levy Credit Distribution

The WASB supports a legislative package that discontinues the School Levy Credit and First Dollar Credit and reallocates those dollars to equalization aids, uses student poverty as a factor in the equalization aid formula, and provides a minimum amount of state aid for every student. (2003-8)(2009-6)(2011-4)

2.19 Predictable Aid Growth

The WASB supports legislation to increase state equalization aids and per-pupil adjustments to revenue limits by a predictable percentage each year. (2011-6)

EQUALIZATION AIDS

2.20 Equalization Aids

The WASB supports the concept of the state ensuring, through an equalization aids program, basic and equal educational opportunities for all students enrolled in public elementary and secondary school districts. The WASB supports the following policies relating to equalization aids:

(a) Equalization Aids Distribution

State funds for annual distribution to school districts through the equalization aids formula should equal at least 80 percent of the total state appropriations for direct school aids. (1991-16)(2009-7)

(b) Factors for Computing Equalization Aid

Prior year school district equalized valuation; a three-year rolling average of student enrollment or prior year enrollment, whichever is greater; and prior year cost of operations used as factors in computing a district's equalization aid entitlement. (1991-16)(2005-10)

(c) State Aid Proration

Provision for state aid on a prorated basis for students of any age who are enrolled in an educational program approved by the Department of Public Instruction. (1991-16)

(d) Equalization Aid Payment Schedule

The WASB supports the payment of equalization aids in four equal installments (25% each) in September, December,

March, and June. Phase in the new schedule as follows: Increase the September payment by two percentage points and decrease the June payment by two percentage points each year for five years. (1991-16)(2020-4)

(e) Credit Enhancement Guarantee

A state guarantee of repayment of a school district's short-term borrowing, to be secured by anticipated state aid payments, to enhance a district's credit standing. (1996-6)

(f) Per Capita Income and Cost-of-Living Factors

Prior year per capita income and cost of living as an additional factor of the general school aid formula. (1991-16)

(g) Chapter 220

The WASB supports the creation of a separate state appropriation, which fully funds the voluntary school integration program (Chapter 220). Increases in the appropriation should be fully funded by the state in a manner which does not erode the current level of equalization aid available to all school districts. (1992-7)(1996-2)

(h) Additional Needs Students

The WASB supports providing supplemental levels of funding for students with additional needs. (1995-6)

(i) Capital Costs

The WASB supports school districts having the option of either including or excluding from the state aid formula any costs associated with capital facility, site, and equipment improvements. (1999-17)

(j) Full Funding for 4-Year-Old Kindergarten

The WASB supports legislation that would allow districts to count 4-year-old kindergarten pupils on a full-time equivalency basis according to the number of hours they are in school. (1999-13)

(k) Permanent Funding for 4-Year-Old Kindergarten

The WASB supports permanent funding for 4-year-old kindergarten. (2002-6)

(l) Timely Aid Payments

The WASB supports all school aid payments

being made in the same fiscal year to which they apply. (2000-9)

- (m) **State Aid Formula Adjustment**
The WASB supports the adjustment of the state aid formula so that school districts whose property values are rising well above the state average will not lose state aid as a result of property value increases. (2002-5)
- (n) **Full-Time Equivalency for All Students**
The WASB supports funding, on a full-time equivalency (FTE) basis for the purposes of state equalization aids and revenues, for all students served by the district. (2005-11)
- (o) **After-School or Extended-Day Education**
The WASB supports an additional aided pupil count equivalent to the summer school count for after-school and extended-day educational programs. (2005-12)
- (p) **Secondary Cost Ceiling Increase**
The WASB supports adding a portion of the school levy credit to general school aids to increase the secondary cost ceiling. (2008-6)
- (q) **Weighting of Low-Income Pupils**
The WASB supports using student poverty as a factor in the state equalization aid formula and revenue limits. Specifically, the WASB supports increased weighting of pupils from low-income families in the general school aids and revenue limit formulas. (2011-5) (2019-3)(2020-16)
- (r) **Supplemental Aid to Districts with Significant Tax Exempt Lands**
The WASB supports legislation to provide additional state assistance or relief, such as supplemental aid, to those school districts where a given percentage of the acreage of real property in the school district is exempt from full property taxation (e.g., owned or held in trust by a federally recognized American Indian tribe, owned by the county, state or federal government or taxed as forest croplands or managed forest lands). The WASB supports increasing the appropriation for such supplemental aid as additional districts become eligible for this aid so that supplemental aid payments to existing recipient districts are not reduced. (2013-8)

- (s) **Restore Two-Thirds State Funding and Increase Primary Guarantee Value per Member**

The WASB supports increasing the primary guaranteed value per member in the general aid funding formula to \$3 million each year and restoring a statutory commitment to fund two-thirds of school costs each year. (2016-7)

- (t) **Excluding Certain Referendum-Approved Debt Service Costs from Definition of Shared Cost**

The WASB supports legislation to require that the definition of shared cost shall exclude any building or building maintenance debt service costs which are approved by any future referendum, if excluding the debt service costs increases aid. (2018-14)

CATEGORICAL AIDS

2.30 State Categorical Aids

The WASB supports a school finance system which includes state categorical funding of grant programs and other special or targeted programs. State funds appropriated annually for categorical programs should not exceed 20 percent of the total amount of state aids (equalization and categorical aids) for all school districts. (1991-16)(2009-7)

The WASB supports the following policies relating to state categorical aids:

- (a) **Use of Categorical Aids**
Categorical aids as a method of funding state mandated programs, incentive grants and other targeted programs. (1991-16)
- (b) **Payment of Categorical Aids**
Payment of categorical aids on a timely and current basis during the fiscal year. (1991-16)
- (c) **Sunsets**
The WASB supports requiring the reauthorization of categorical grant programs on a biennial basis. (1995-14)
- (d) School districts should have the maximum flexibility to expend categorical aids. (2005-7)

2.31 Funding for Children with Disabilities

The WASB supports increasing the special education categorical aid reimbursement level to not less than 90 percent of prior year eligible costs and maintaining funding at not less than this percentage each year thereafter via a sum sufficient appropriation. The WASB further supports the following provisions related to funding for children with disabilities: **(2016-6)(2019-7)(2022-03)**

- (a) Funding that follows the student on a pro-rated basis within the school year rather than being targeted to the district. **(2019-7)**
- (b) Funding for special needs vouchers will not impact a public school's state aid, nor will private schools that receive special needs vouchers be reimbursed at a higher percentage rate for their special education costs than the reimbursement rate public schools receive for their special education. **(2019-7)**
- (c) Full federal and state funding for students living in rehabilitation centers and foster homes within the school boundaries.
- (d) Full federal and state aid for mandated special education transportation costs.
- (e) Full federal and state funding for the cost of assistance to students required by law, which is not related to a child's education, including but not limited to nursing assistance, interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations and programming and individualized behavior modification programming. **(2019-7)**
- (f) The WASB supports the use of federal, state and local resources in a collaborative manner to support transition programs for students with disabilities to achieve better employment and postsecondary opportunities for these students. **(2004-17)**
- (g) The WASB supports full state funding for children with high cost/low incidence disabilities, ensuring that the additional resources come from increasing the current special education appropriation. **(1995-11)(1999-1)(2001-9)**

- (h) The WASB supports full state and federal government funding of services provided by cooperative public agencies for students. **(2008-8)(2019-7)**

2.32 Class Size Reduction Funding

The WASB supports state and federal categorical funds for K-3 class size reduction, such as the Wisconsin Student Achievement Guarantee in Education (SAGE) program. **(2002-12)**

- (a) The WASB supports legislation to give school districts the flexibility to implement the student achievement guarantee in education (SAGE) program in a manner that preserves lower class sizes but allows for greater local control. **(2008-9)**
- (b) The WASB supports legislation to authorize the periodic reopening of contract applications under the Student Achievement Guarantee in Education (SAGE) program to allow participation in the SAGE program by additional schools, including charter schools authorized by school boards. **(2009-10)**
- (c) **Student Achievement Guarantee in Education Program (SAGE)**
The WASB supports legislation to shift the emphasis of the Student Achievement Guarantee in Education (SAGE) Program from class-size reduction to achievement-gap reduction. **(2015-15)**

2.33 Transportation Aid

The WASB supports the continuation of the transportation categorical aid with the added provision for periodic adjustments in the aid amounts to maintain the relationship between the level of aids and the statewide average cost of providing transportation. Additionally, school transportation categorical aids should be funded from the state's segregated transportation fund. **(1985-3)(2005-04)**

- (a) **Parent Transportation Contracts**
The WASB supports allowing parent transportation contracts to be determined on a per residence basis with parents reimbursed for the farthest distance necessary to transport a student. **(2007-7)**
- (b) **Motor Vehicle Fuel Tax Exemption**
The WASB supports creating an exemption

from the state motor vehicle fuel tax for fuel sold to school districts and transportation contractors when used for school-related purposes. (2008-10)

2.331 Transportation Aid to Address Student Mobility

The WASB supports creating a state categorical aid targeted to assist districts with the costs of transporting mobile or transient students to the school in which they were originally enrolled when, within a given school year, such students move to another school within the district. (2017-5)

2.332 Transportation Aid for High Poverty Districts

The WASB supports the creation of a state categorical aid program, to provide new monies aimed at helping school districts with high concentrations of students from poverty backgrounds increase the attendance and participation rates of students whose families are unable to transport them to and from school or for extracurricular activities. (2020-5)

2.34 Translation Services

The WASB supports legislation providing state funding of translation services to enable districts to provide appropriate communication with families lacking English proficiency. Such state funding should be available to districts regardless of the number of students and families lacking English proficiency. (2009-2)

2.35 Low-Income Categorical Aid

The WASB supports creation of a categorical aid for low-income pupils to fund specific strategies designed to close the achievement gap. (2009-8)

(a) High Poverty Aid

The WASB supports legislation allowing each local school district eligible to receive high poverty aid to receive such aid as a categorical aid outside the revenue limits. (2010-4)(2018-3)

2.36 Community Schools

The WASB supports state funding for inclusive "community schools" programming that utilizes strategic community partnerships to provide support services such as health and nutrition as well as enhanced learning opportunities to meet the diverse needs of students and families. (2019-4)

2.37 Gifted and Talented Programming/Advanced Learning

The WASB supports increasing state funding for Gifted and Talented programming in Wisconsin's public schools. (2019-5)

The WASB encourages that schools focus less on identifying "gifted" students and more on identifying and addressing unmet learning needs of students capable of high levels of achievement. (2022-04)

The WASB further encourages districts to provide a variety of advanced programming opportunities for K-12 students, including acceleration options, and to offer opportunities to individuals such that students from every background are able to achieve at their highest possible levels. (2022-04)

2.38 Reading Intervention and Remediation

The WASB supports legislation to provide commensurate state funding for ongoing assessment, intensive interventions and remediation for students who have reached third grade but do not read at grade level. (2019-9)

2.385 Whole Grade Sharing Incentive Aid

The WASB supports legislation to create an aid incentive for school districts that enter into whole grade sharing agreements. (2020-14)

2.39 Social and Emotional Learning

The WASB supports the creation of a state categorical aid, to provide new monies, to support social and emotional learning for all public school students, grades 4K-12. (2020-8)

REVENUE LIMITS

2.40 State Cost Controls

The WASB is opposed to legislation which would permanently limit school district expenditure or tax levy increases to specified annual rates. The WASB believes any constraints should apply to all units of government. (1992-13)(2010-6)

(a) Additional Revenue Limitations

The WASB opposes any additional limitations on school revenues that will force decreases in revenue to public school districts. This includes, but is not limited to: freezing property tax levies; creating a moratorium on school district referenda; delaying payments to school districts; and

SCHOOL FINANCE

adopting a constitutional regulation of school finance. (2002-18)(2005-1)

2.405 Annual Increases in Per Pupil Spending

The WASB supports annual increases in per pupil spendable resources for public school districts that meet or exceed inflation. (2022-02)

2.41 Modification of Revenue Limits

The WASB supports legislation altering the revenue cap to allow for the needs of individual districts with respect to the requirements of their programs, including: (1994-11)(1995-3)

- (a) Elimination of the revenue caps if the state fails to meet the two-thirds funding commitment by 1996-97 and thereafter. (1995-3)
- (b) Allow districts that are spending under the median to use the state median revenue limit base per pupil or CPI-U, whichever is greater, to calculate the allowable increase. (1995-3)
- (c) Exempt from the revenue limit any revenue used for debt service that is borrowed under statutory authority that does not require a referendum. (1995-3)(1996-10)

The WASB supports the elimination of debt service from the revenue caps. (2000-2)

- (d) Exempt the revenue for operating and personnel expenses which are incurred due to the construction of a new facility, or significant building addition. (1995-3)
- (e) Recalculate the base for the revenue cap to incorporate any changes in equalization and categorical aids following the increase in state commitment to two-thirds. (1995-3)
- (f) Exempt consolidation aid. (1995-3)
- (g) Allow the carryover of any unused revenue authority. (1995-3)(1996-10)
- (h) Include 100 percent of full-time equivalent (FTE) summer school membership for each of the years used in the computation of the revenue cap. (1995-17)(2017-14)
- (i) The WASB supports legislation to provide that a district's revenue limit be determined

prior to the start of the district's fiscal year. In addition, the WASB supports changing the revenue limit FTE membership calculation to allow a district to use either a five-year rolling average, three-year rolling average or the current year membership, whichever is greater, and allowing a district to apply to the Department of Public Instruction for emergency aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

- (j) Exempt state-imposed increases in unfunded retirement liabilities. (1997-5)
- (k) Exempt the revenue for municipally imposed improvements. (1997-5)
- (l) Exempt expenses for energy savings audits. (1998-11)
- (m) Exempt computer hardware and software, distance learning equipment and related staff development expenses from the revenue limits. (1998-11)
- (n) Exempt expenses for the Student Achievement Guarantee in Education (SAGE) program from the revenue limits. (1998-11)
- (o) The WASB supports fair compensation for teachers as determined through local negotiations. Any alteration or elimination of the QEO legislation must also be accompanied by a similar alteration or elimination of the revenue limits, modifications to the mediation-arbitration law and changes in state funding to ensure that every child in the local school district has access to an adequately funded public education. (1998-11)(2005-6)
- (p) Exempt the difference between the statutory special education target reimbursement rate of 63 percent and the current reimbursement amount received from the state. (1999-5)
- (q) The WASB supports allowing the annual increase in a public school district's prior fiscal year expenditures for special education not funded by state categorical aid and federal aid to be exempt from revenue limits. (2009-3) (2012-04)

- (r) The WASB supports allowing districts to levy taxes outside of revenue limits for per-pupil expenditures for transportation above the state average per-pupil expenditure for transportation as well as for increases in fuel and utility costs and costs for energy conservation efforts, including those which involve capital maintenance. (2007-4) (2009-4) (2012-05)
- (s) The WASB supports exempting the costs of school security measures from revenue limits. (2008-2)
- (t) The WASB supports creating an exemption for revenue limits not to exceed two percent of a district's allowable revenue for necessary capital maintenance expenses. (2009-5)
- (u) The WASB supports legislation to annually increase per pupil revenue limits statewide by a dollar amount equal to or greater than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide average revenue limit authority per pupil. (2012-3)(2017-6)
- (v) The WASB supports exempting from revenue limits any monies appropriated pursuant to the capital expansion fund statute for the purpose of maintenance of school facilities. (2013-3)
- (w) The WASB supports legislation to implement a sliding scale formula factor multiplier to increase the membership of districts for revenue limit purposes. (2016-9)

2.42 Revenue Limit Flexibility

The WASB supports allowing school boards to increase their local tax levies on a per pupil basis above the state limits by not more than two percent of the statewide average cost per pupil. (2001-6)

2.425 Narrowing Disparities in Allowable Revenue Under the Revenue Limits

The WASB supports legislation to require the Department of Public Instruction (DPI) each year to identify in dollar terms a per-pupil revenue limit that approximates 95 percent of the statewide average per-pupil revenue limit and to

allow any district with a per-pupil revenue limit that falls below that dollar amount identified by the DPI to increase its revenue limit each year by up to \$400 per pupil more than the dollar amount of the per-pupil adjustment generally allowed by law without the need for referendum approval up to the dollar amount identified by the DPI. (2017-7)

2.43 Low-Revenue Ceiling and Secondary Cost Ceiling Alignment

The WASB recommends that the minimum revenue cap (or low-revenue ceiling) be increased to 100 percent of the prior year statewide average shared cost per member, that the low-revenue ceiling be equal to the secondary cost ceiling, and that both the secondary cost ceiling and the low-revenue ceiling be adjusted annually. (2003-5)(2009-9)

2.44 Revenue Limit Flexibility and Time to Adjust to State Law Changes

When changes are made in state law that significantly modify school operations or require changes in board policies, the WASB supports allowing school districts to increase their revenue limit by an amount needed to implement such law changes. The WASB also urges state lawmakers to provide for delayed effective dates or delayed implementation dates for those statutory changes. (2016-1)

PROPERTY TAXES

2.50 Source of Funding

The WASB supports the property tax as one of the sources of funding the public elementary and secondary schools.

(a) Payments to State

The WASB opposes proposals requiring any school district to make payments to the state of any funds collected from its property tax levy. (1991-16)

(b) Exemptions

The WASB opposes property tax exemptions unless there is adequate provision to compensate the district for any revenue loss resulting from such exemptions. (1991-16)

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2.51 Support Uniformity Clause

The WASB supports the tax uniformity requirement of the Wisconsin Constitution, except the WASB supports a provision to allow a school district to temporarily set different property tax levy rates in order to facilitate a consolidation of school districts or other boundary change. (1991-16)(2011-7)

2.52 Mobile Home Taxation

The WASB supports equitable taxation of owners of mobile homes. (1991-16)

2.53 Computing Tax Levies

The WASB supports the use of the current equalized valuation figures for computing school tax levies within the district. (1991-16)

2.54 Equalized Value Reporting Date

The WASB supports a July 1 date for equalized values by school district being reported to schools. (1991-16)

2.55 Corrected Levy Provision

The WASB supports a provision for corrected levies in instances where a refund is ordered to a taxpayer because of overassessment. (1991-16)

2.56 Ability to Pay

The WASB supports increasing the property tax relief programs, such as the Homestead Tax Credit and Farmland Tax Credit programs, which target relief based on ability to pay and other appropriate criteria. (1991-16)(2003-9)

2.57 Property Tax Revenue Recognition

The WASB supports that property tax levies be entirely recognized as revenue in the fiscal year in which they are levied and budgeted in order to assure consistent property tax revenue recognition and reporting of school district financial position. (1995-18)

2.58 Levy Certification Date

The WASB supports allowing districts the ability to certify their tax levies on or before Nov. 15. (2001-5)(2005-23)

FEDERAL AIDS

2.60 Federal Aids

The WASB supports the following policies relating to federal funding of educational programs:

(a) Students in Public Housing

Federal funding, in lieu of local taxation, for the education of students coming from public housing units.

(b) Vocational Aid Distribution

The distribution of federal vocational aids in Wisconsin based on the number of students served by each system.

(c) Handicap Barriers

Federal aid for the removal of barriers in school facilities which may limit access by students and others. (1991-16)

2.61 Medicaid Reimbursement

The WASB supports school districts receiving 90 percent of the Medicaid school-based services reimbursements received from the federal government. (2001-10)

2.62 Flow-Through

The WASB supports all federal grants flowing directly to school districts and cooperative educational service agencies. (2002-14)

2.63 Impact Aid

The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking Congress to fully fund Impact Aid as it did from the creation of the program in 1950 until 1969, and will also work with our national presence and/or a national association(s) to try to secure greater funding of Impact Aid, including by offering a proposed resolution to a national association or associations urging it or them to lobby Congress for a similar increase in federal Impact Aid. (2017-8)(2022-09)

PRIVATE SCHOOL AIDS

2.70 Private School Aid/Voucher Funding

The WASB strongly opposes the use of state or federal taxpayer dollars to subsidize nonpublic schools or nonpublic students/parents through a system of vouchers, scholarship tax credits, tuition tax credits or deduction plan or other similar arrangements.

All publicly funded schools, including private schools receiving voucher funding, must have the exact same accountability and transparency standards and requirements.

The WASB opposes the current voucher funding mechanism, under which taxpayer-financed vouchers are provided to private schools through deducting state aid from public school districts harms the majority of Wisconsin's students by diminishing resources available for public schools or requiring school boards to raise local property taxes to compensate for lost aid. Creating two publicly supported education systems threatens the sustainability of public schools.

The WASB supports legislation to require property tax bills to include information from the school district in which the property is located regarding the dollar amount (and percentage change) of the net reduction in state aid, if any, to the school district between the current year and the previous year as a result of pupils enrolled in the statewide voucher program, the Racine voucher program, the Milwaukee voucher program, or the special needs voucher program. (1991-16)(2012-07)(2013-6)(2014-2)(2014-3)(2014-4)(2016-3)(2018-5)(2019-10)

2.705 Oppose/Eliminate Special Education Vouchers

The WASB opposes the use of state tax monies to provide special education vouchers for students with disabilities or other special educational needs to attend private schools located anywhere in the state and supports eliminating the Special Needs Scholarship program. (2012-8)(2019-11)

2.71 Use of Public Monies

The WASB opposes legislation authorizing or requiring the placement of public school teachers, materials and equipment funded with federal monies on the premises of private schools. (1984-14)(1995-1)

2.72 Textbook Loan

The WASB opposes the use of public funds for the purchase or loan of textbooks or other instructional materials to private schools or their students. (1988-10) (1995-1)

MISCELLANEOUS

2.80 Fiscal Year

The WASB supports a uniform July 1 through June 30 fiscal year and tax year for the state and all local units of government. (1991-16)

2.81 Tax Incremental Finance Program

The WASB supports legislation to discontinue school district involvement in the TIF program beginning with newly created TIF districts. The WASB supports legislation providing for state sum sufficient payments to hold school districts harmless for lost school tax dollars captured to fund current TIF projects. (1993-7)(1995-1)

2.82 Common School Fund

The WASB opposes any legislation to repeal, modify, or jeopardize the constitutional provisions establishing and endowing the common school fund.

The WASB supports ensuring that the income of the common school fund will continue to be directed toward public school libraries as library aid and opposes efforts to divert common school fund monies to provide general support for public schools. (1991-16)(2019-8)

2.83 Impact Fees

The WASB supports legislation to authorize school boards to establish and collect impact fees from developers or owners of new developments to offset direct or anticipated costs for school facilities related to serving students from the development. (1993-6)

2.84 Aid Following Students

The WASB supports all state and federal aid following a student who is placed in a group/foster home outside of the student's district of legal residency. (1997-8)

2.85 Grants

The WASB supports awarding grants based on financial need. However, financial need cannot be determined solely by cost-per-student. Other factors should be considered to determine financial need including, but not limited to, student/teacher ratio, location, and higher EEN population. (1997-6)

2.86 Fees

The WASB supports legislation that will authorize school boards by general statute to establish and collect reasonable fees as enumerated by statute to compensate the school district in whole or in part for the costs of items, materials and services provided to pupils, such charges to be compatible with the requirements of the state constitution. (1983-7)(1994-1)

SCHOOL FINANCE

2.87 Single Referendum Question

The WASB supports allowing school boards to combine resolutions to borrow money and to exceed the revenue limits in a single referendum question. (2005-18)

2.88 Trust for the Purchase of Long-Term

Fixed Assets

The WASB supports creating a statutory mechanism to allow school districts to place into a trust for future use a portion of their general funds that would be counted as shared costs for state aid purposes in the year the funds are placed in trust. Such a trust would be used for the purchase of long-term fixed assets, including but not limited to, school buses, vans, snowplows, phone systems, or other technology items with a useful life of more than one year when purchased in bulk, and such trust funds must be spent pursuant to a long-range plan adopted by the school board of the district. (2016-5)

CHAPTER 3 — EDUCATIONAL PROGRAMS

STUDENT ACHIEVEMENT

3.00 Basic Mission

The WASB encourages local school districts to develop educational goals, objectives and standards for public elementary and secondary schools which address both a comprehension of theory and subject areas as well as the relevant application of the curricula to best prepare students for life and work in the 21st century. (1984-2)(1996-7)

3.01 Education Goals

The WASB supports a strategy to meet local, state and national goals that includes:

- (a) school board representation from various-sized districts in the development of state educational goals;
- (b) help for school boards to develop a school/community plan to improve student performance; and
- (c) recognition that a "well-rounded education" includes courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local school district, with the purpose of providing all students access to an enriched curriculum and educational experience. (1992-8)(1994-1)(2009-15)(2017-9)

3.02 State and Local Academic Standards

The WASB supports adoption and implementation of the Common Core State Standards at all grade levels in the content areas of English language, arts, mathematics, and literacy (in all content areas), which are aimed at placing all Wisconsin students on

track to graduate from high school ready for college or careers. The standards should not be so specific that they dictate local curricula, but should give students, parents, teachers, and local policymakers clear, high expectations for what students should know and be able to do at each grade level. The WASB further supports flexibility for school boards to select, approve and implement local district standards that reflect the local community's expectation that each student achieves his/her maximum potential. The local standards should meet or exceed Common Core State Standards and should include grade levels and content areas not included in the Common Core State Standards. The standards should be written in language easily understood by the public. (1997-10)(2014-8)

- (a) The WASB supports the vital role local school board governance and local school district decision-making play in designing, developing and delivering high quality educational services for our state's school children. (2014-8)
- (b) The WASB shares the concern of local school boards about federal intrusion into state and local prerogatives and opposes any and all efforts by the federal government to coerce states or local school districts to adopt any specific set of academic content standards. The WASB believes the U.S. Department of Education should fulfill its role as a policy implementer rather than a policy-maker and should perform that role with proper recognition of local school board governance. (2014-8)

3.03 Local Leadership

The WASB supports the principle that the purpose of local schools is individual student achievement. To optimize this achievement local boards should:

- (a) Establish standards that reflect the community's expectations for student

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achievement in core areas consistent with state standards and in non-core areas;

- (b) Assess students based on those standards;
- (c) Communicate the results of local assessments; and
- (d) Use the assessment results to focus staff development and curriculum improvement and guide board decision making.

3.04 Achievement Gap

The WASB supports local school board policy development and oversight in order to eliminate the gap between low-achieving students and students performing at grade level and above. (2005-2)

3.05 Educational Objectives

The WASB supports local initiatives that promote increased student academic achievement in key curricular areas including science, math, language arts, social studies, foreign language and technology. The WASB affirms local school board responsibility to establish student course offerings and credit requirements that support the education mission as stated above. (1984-3) (1996-7)

ASSESSMENT

3.10 Student Assessment

The WASB supports the principle that the primary objective for student assessment is to improve student achievement. The WASB supports the principles that student assessment should be designed for teachers to help individual students; to give meaningful reports to parents; and to refine the curriculum and improve instruction.

- (a) Districts should:
 - (1) Provide reliable and adequate assessment based on the standards;
 - (2) Measure competency through performance assessments measures;
 - (3) Include evaluation of higher-order thinking skills;
 - (4) Test students in the fourth and eighth grades and in high school prior to graduation;

- (5) Include the district's entire student population in the state's testing program and require reasonable accommodations for students with disabilities and language barriers; and

- (6) Communicate assessment results to the public.

(b) The state should:

- (1) Provide models and support for local districts to develop their own assessment systems;

- (2) Train local scorers to score the statewide assessments; and (1992-10)(1997-10) (1998-7)

- (3) Establish timely state test administration, scoring schedules and reporting procedures that enhance the ability to improve student achievement, placement and classroom teaching. (2002-4)(2008-4)

3.11 Assessment Legislation

The WASB supports legislation to:

- (a) include value-added analysis of state assessment data in the state's assessment and accountability system to allow the specific elements which contribute to student achievement growth to be determined;
- (b) require that state high school assessments be conducted closer to graduation than just the start of tenth grade; and
- (c) require the use of nationally benchmarked assessments that compare Wisconsin students nationally with other students from other states. (2010-5)

3.114 Assessment Stability

The WASB supports statewide implementation of a uniform, reliable statewide assessment that would not be modified for a period of years sufficient to effectively evaluate the performance of all publicly-funded students in the state, regardless of whether those students attend a public school, charter school or private voucher school. (2016-10)

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- 3.115 State Funding of Tests used for Accountability Purposes**
The WASB supports state funding to enable local school districts to make the ACT suite of tests and/or other comparable standardized tests available to all students free of charge. (2013-5)
- 3.12 Growth Model Assessment**
The WASB supports the use of state and/or local academic standards with a growth model assessment for demonstrating student proficiency for the purposes of meeting state and federal accountability standards. (2008-3)
- 3.125 Measuring College- and Career-Readiness**
The WASB supports the use of a framework of multiple valid and reliable readiness indicators to more accurately assess students' college- and career-readiness to succeed in life. (2017-10)
- 3.13 Uniform State Data**
The WASB supports statewide school assessment reports that are statistically valid for comparison through uniform measurement and student participation. (2000-12)
- 3.14 Access to Data Reports**
The WASB supports efficient, cost-effective ways for school boards to obtain from the DPI a variety of disaggregated performance data reports. (2000-13)
- 3.145 Statewide Student Information System**
The WASB supports DPI development of the operational standards or parameters needed for a statewide student information system to function effectively and supports allowing the use of any vendor- or district-developed student information system that effectively meets the DPI's standards. (2012-9)
- 3.15 Competency for Promotion**
(a) The WASB believes that school boards should require students being promoted to a higher grade to attain a specified level of competency in reading, social studies, language arts, mathematics and science. If the student has not attained the specified level, the school board shall provide that a plan of correctives be developed to assist the student to become proficient in any deficiencies. (1985-4)(1998-8)
- (b) The WASB supports the use of the state fourth- and eighth-grade tests as one factor in determining the promotion of students into higher grades if districts are also permitted to develop and consider other criteria and the weight to be given to each area. (1999-10)
- 3.16 Competency for Graduation**
The WASB recommends that each school board adopt a policy requiring students receiving a high school diploma to have achieved a specified level of competency in reading writing, mathematics, social studies and science. The WASB recommends that schools provide instruction for students in critical thinking, problem-solving, survival skills, basic employment traits and attitudes. (1985-4)
- 3.165 State Mandated Graduation Requirements**
The WASB supports local school board control for determining high school graduation standards and the assessments that will be used to issue a high school diploma. If the state requires assessments for graduation, those assessments should be fully funded by the state. (2016-11)
- 3.17 Elementary and Secondary Education Act (ESEA)**
(formerly known as No Child Left Behind)
The WASB opposes a mandated national test. The WASB will work with our legislators, our national presence and/or a national association(s), the Department of Public Instruction and other education groups to adapt the Elementary and Secondary Education Act to:
(2022-10)
- (a) Allow for more local flexibility and statewide implementation of modified testing tools for special needs students and the comprehensive assessment of students;
- (b) Allow for greater state and local flexibility on measuring adequate yearly progress (AYP);
- (c) Define a more equitable proficiency level;
- (d) Provide greater flexibility in defining "highly qualified teachers";
- (e) Recognize the importance of principal leadership;

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- (f) Support efforts to improve the quality of assessment systems;
- (g) Emphasize strategic, evidence-based interventions for students and schools;
- (h) Promote a broader curriculum; and
- (i) Fully fund the costs of implementation at the state and local level based on an appropriate formula. (2004-5)(2005-8)(2011-9)

3.18 State School Accountability System

The WASB supports the state's efforts to develop a state school accountability system for all schools that receive public funds. (2012-10)(2017-2)

3.185 School and School District Report Cards

The WASB supports legislation to provide that for purposes of measuring a school district's or high school's improvement, the DPI may not include data derived from a public school located in a juvenile detention center, jail, or other court-ordered residential placement that is located within and operated by the school district, if at least 50% of the pupils attending the school are not enrolled for the entire academic year. (2020-7)

3.186 Assessment and Report Card Waivers

The WASB supports that public school districts should continue to assess student growth and performance using assessments and measures approved locally. However, the WASB also supports legislation specifying that in any school year during which a public health emergency (pandemic) or other disaster or emergency occurs that affects large portions of the state, state law requiring assessments to be administered annually to pupils attending school in a public school district, independent charter school, private choice school, or special needs scholarship program school would not apply and the DPI would be prohibited from publishing school and school district accountability reports in the following school year. (2021-06)

GENERAL CURRICULUM

3.20 Mandates

The WASB opposes the implementation of any legislative mandates or administrative rules applicable to public school districts affecting the delivery, content or conduct of education,

programming or support services unless they come with a legislative commitment by the state or federal government to permanently fund 100 percent of the actual cost or can be implemented at no cost. School districts should receive state or federal funding to comply with all mandates or rules that require additional training or staffing. (1991-18)(1994-1)(2005-19)(2011-3)

3.205 Instruction on Indigenous Tribes

The WASB calls upon the DPI to provide sufficient curricular resources and professional development opportunities for teachers to assist all school districts in fulfilling the requirements of 1989 Wisconsin Act 31, including initiatives that promote increased student academic competency regarding 1989 Wisconsin Act 31. (2021-04)

3.206 Curriculum and Professional Training on Asian Americans & Pacific Islanders

The WASB encourages Wisconsin public schools to develop an educational curriculum and professional training to teach the history, culture, and contributions of Asian Americans & Pacific Islanders to the economic, culture, and social development of Wisconsin and USA. The WASB also requests the state Legislature provide sufficient funding to develop an appropriate model curriculum and training package. (2022-07)

3.21 Charter Schools

The WASB opposes the creation or operation of a state-level charter school authorizing body that would be legally empowered to authorize independent charter schools throughout the state. (2012-11)

The WASB supports charter schools for experimental and innovative programs provided:

- (a) The school board is the sole chartering agency.
- (b) Exemptions from many state "input-type" standards and restraints are allowed in exchange for accountability to clear and high standards of student outcomes.
- (c) Funding arrangements are determined by the school board and charter school.
- (d) Charter schools are required to maintain health and safety standards for pupils and

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staff, operate as nonsectarian entities, and be open to all district students without charge for tuition regardless of ethnicity, national origin, gender, or disability. (1993-11)(1998-1)

- (e) The WASB supports maintaining a school board's final authority to approve charter school applications. (2007-8)

3.22 Driver's Education

The WASB supports a state-approved driver education program provided the school district is reimbursed with per student state aid in an amount equal to the statewide average per student cost for the complete driver education program. (1967-10)(1995-1)

3.23 Flexible Education Options

The WASB supports legislation, policy and practice that allows local schools more flexibility in developing and implementing alternative educational opportunities. Specifically, the WASB encourages a cooperative effort between local schools, technical colleges, DPI, CESAs, post-secondary institutions and business and labor to develop policy and supportive legislation in the following areas: tech prep and youth apprenticeship programs; early transition to technical colleges; collegiate level courses in secondary programs; alternative schools; distance education. (1993-10)(1995-1)

(a) Residential Schools

The WASB supports collaborative, public-private ventures which allow a school board to participate in the creation of a residential vocational-technical school or other residential program for youth who are at risk of academic failure. (1993-12)(1999-1)

3.24 Early Childhood Education

The WASB supports high quality early childcare/education services that benefit all Wisconsin children. If school districts choose to play an active role in expanding the availability of such services, the WASB supports them doing so in collaboration with parents, other public agencies and/or private businesses. Such services should meet the comprehensive needs of young children and families in their communities through the sharing of personnel, finances and facilities as available and appropriate. (1993-9)

(a) 4K/Open Enrollment

The WASB supports allowing students to attend four-year-old kindergarten programs in nonresident school districts through the open enrollment program as long as the resident school district is financially held harmless if it does not offer a four-year-old kindergarten program and the accepting district can claim the student for revenue limit purposes. (2007-5)

3.25 Specialized Educational Services

The WASB supports efforts by school boards to provide specialized educational services for pupils who are not eligible for exceptional education needs, children at-risk and other "targeted" programs, but whose school performance is not satisfactory. Rather than student categorization and placement, the WASB supports legislation providing flexibility to school districts to offer programs for such students to ensure that they complete programs leading to graduation. (1989-10)

3.26 Advanced Placement Programs

The WASB encourages districts to provide Advanced Placement and other similar programs. (1992-9)

3.27 Human Growth and Development

The WASB encourages all school districts to develop and implement a comprehensive Human Growth and Development curriculum at the local level in consultation with a broad cross-section of community members. (1992-12)

3.28 Character Education

The WASB supports the integration of comprehensive character education into school curricula to foster among students such traits as respect, responsibility, trustworthiness, caring, sense of justice and fairness, civic virtue and citizenship. The integration of ethical principles in school curricula should be designed to complement the efforts of parents/guardians, religious communities and civic organizations. (1998-4)

3.29 Academic Cooperation

The WASB supports legislation allowing students and staff to flow freely between cooperating districts to improve the availability and quality of program offerings and professional development in those districts. (2011-01)

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(a) Sharing of Students by Districts

The WASB supports providing additional flexibility for school districts to save costs by sharing students through programs such as, but not limited to, whole-grade sharing or creation of regional high schools serving a number of surrounding school districts. (2014-14)

districts and which ensures the ability of local school boards to create, monitor and provide educational programming. (1996-3)

CLASSROOM TECHNOLOGY

3.30 Interactive Communications Systems

The WASB supports the development of interactive communication systems which link schools in Wisconsin with other educational, informational and training programs and resources throughout the world. The development of interactive communications systems should include:

(a) Public and Private Initiatives

Public and private initiatives to enhance Wisconsin's electronic infrastructure, to ensure special rates for school districts and provide adequate funding for every classroom in every school district to access and utilize high-capacity, interconnected networks throughout all areas of the State; (1994-7)(1995-1)

(b) Financial Support

Financial support from state and federal sources for clusters of schools to develop regional interactive communication systems which may link to the state network. (1992-4)

(c) Coordinated State Initiative

A coordinated state initiative to plan, develop and fund various educational training programs. (1992-4)

(d) Allow Flexibility

Policies, guidelines and teacher certification rules, which allow maximum flexibility to schools to utilize the system for student instruction, training of educators and others, and data transmission. (1992-4)

(e) Oversight of K-12 Technology

A statewide educational oversight system, with elementary and secondary school district representation, which is driven by a primary mission of serving those school

3.31 Technology in the Classroom

The WASB supports and encourages the integration of technology into the curriculum. (1997-4)

3.32 Educational Technology Initiative

- (a)** The WASB supports state funding for innovative technology projects. (2004-11)
- (b)** The WASB supports a state-funded educational technology initiative to ensure that school districts have the technological capacity for students to succeed in the 21st century and to meet state requirements, such as online adaptive testing, the state accountability system, curriculum and instructional standards aligned to college and career readiness, and rigorous teacher and principal evaluation systems. (2013-1)

3.33 Online Courses

The WASB supports the use of educational technologies, including online courses that are accessible, assure quality and allow local school boards to set policies for use and credit by students and teachers. (2002-2)

3.34 Virtual Schools

The WASB supports and encourages the establishment of state standards and funding for Virtual Schools, including:

- (a)** The creation of criteria for the accreditation of course work offered via any e-learning method. (2003-11)
- (b)** Funding to allow school districts to recover the actual costs of serving residential and non-residential students while minimizing the impact on non-residential students' districts of residence. (2003-11)
- (c)** The creation of guidelines, objectives and accountability for all students regardless of socioeconomic, disability or other status and in compliance with state and federal requirements. (2003-11)

3.35 Statewide Contracting for Virtual Classes

The WASB supports increasing the educational opportunities for every student in Wisconsin

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and requiring the state to establish statewide contractual pricing agreements with multiple vendors of virtual courses. Districts would remain free to choose which vendors and courses are appropriate for their individual needs. (2005-16)

3.36 CESAs and Virtual Charter Schools

The WASB supports allowing CESAs to enter into cooperative agreements with individual school districts to establish virtual charter schools authorized by the board of the local school district. The WASB opposes legislation granting CESAs the authority to establish independent virtual charter schools.

Should any CESA be authorized to operate a virtual charter school without entering into a cooperative agreement with a school district, the WASB supports limiting per pupil payments to any CESA authorized virtual charter school to an amount identical to the per pupil amount of the open enrollment transfer payment to prevent CESA-authorized virtual charter schools from unfairly competing with school board-authorized virtual charter schools. (2012-12)

SPECIAL EDUCATION

3.40 General Policy

The WASB supports careful diagnosis and screening of all children by professional employees to help identify children with disabilities as early as possible. The WASB also supports special programs that meet the educational needs of children with disabilities through CESAs, county children with disabilities education boards and school districts. The WASB supports mainstreaming and/or inclusion of children with disabilities into regular classrooms when it benefits all students. (1997-3)(1999-1)

(a) Dyslexia Guidebook

The WASB supports the development of a guidebook to inform school district policies and practices for providing services to students with dyslexia and related conditions. School board members, parents, teachers, administrators, reading specialists, school social workers and other stakeholders should have input into the development of such a guidebook and should serve as members of any advisory committee established for the purpose of developing such a guidebook. (2020-6)

3.401 Special Education Reform

The WASB calls for renewed efforts by the state and federal governments to reform special education in a manner that meets WASB policies. (2002-11)

3.41 IEP-Team Appeals

The WASB supports legislation which gives school districts IEP-Team appeal recourse in cases where the parent refuses to accept a program for a handicapped child when recommended by the IEP-Team under Chapter 115. (1978-8)

3.42 Rule and Instructional Review

(a) Rule Review

The WASB urges the DPI to review and clarify its rules regarding exceptional, special and regular education in order to meet the special needs of children in the least restrictive environment. The DPI should communicate this to local school districts so that ordinary developmental problems, particularly in the early grades, may be easily remedied with a minimum of rules, regulations and paperwork. (1982-14)

(b) Instructional Review

The WASB supports ongoing review and analysis of disability eligibility criteria, staff licensure restrictions and other mandates that may unnecessarily restrict program flexibility in school districts, hinder effective instructional practices or lead to overidentification of special education students. (2000-14)

3.43 Flexibility for Alternatives

The WASB maintains that local school districts should have the flexibility to offer alternatives in addition to mainstreaming as "the least restrictive environment and most appropriate" for educating children with disabilities as required by law. (1982-16)(1999-1)

3.431 Special Education Flexibility to Address Emergencies

The WASB supports legislation that would grant state and federal flexibility for districts in providing educational services, particularly special education services, to students during school years disrupted by extraordinary public health emergencies or other emergencies that

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affect large portions of the state or the nation. The primary goal of this flexibility should be to enable schools to bring students to the level of achievement they would have been at had the extraordinary emergency not occurred.

The WASB also supports efforts to relax certain federal financial requirements imposed on school districts such as maintenance of effort requirements and proportionate share requirements that are difficult or impossible to meet during periods when special education services are disrupted by extraordinary public health emergencies or other emergencies that affect large portions of the state or the nation. (2021-05)

3.435 Discipline of Children with Disabilities

The WASB supports legislation that allows children with disabilities to be subject to the same discipline as students without disabilities. (1995-13)(1999-1)

3.44 Special Education Grants

The WASB encourages each member school board to develop programs for students with special abilities, including students with outstanding intellectual abilities and capabilities of high performance in curricular programs. The WASB also supports legislation creating state grants for these programs. Such legislation should include:

(a) DPI Consultant

State funding for a consultant in DPI. (1979-11)

(b) Board's Role

Authorization for local school districts to establish the dimensions of such programs and determine students who will participate. (1979-11)

(c) Contracting for Services

Authorization for districts to contract for courses approved by the state superintendent with private agencies and individuals providing educational services under policies adopted by the local school board. (1984-1)

3.45 English Language Limitations

The WASB encourages local school boards to develop and expand educational program opportunities for resident pupils with English

language limitations with the objective that such students become functional in the English language. (1985-1)(1995-1)

3.46 English Language Proficiency

The WASB supports legislation providing state funding of transitional programs for students lacking English proficiency. The WASB also supports that the cost of required bilingual programs be reimbursed at the rate of two-thirds of the total cost of offering the required program. However, the association shall oppose requirements such as state mandated student-teacher ratios which are overly prescriptive and leave little flexibility for local districts in developing bilingual programs. (1985-1)(2002-10)

3.47 At-Risk Students

The WASB supports efforts to determine the causes of at-risk factors at the PK-5 grade levels and to improve educational opportunities for these children. The WASB supports legislation and demonstration projects related to this concern. (1988-8)

3.48 IDEA

(a) The WASB supports changes in Wisconsin's special education law so that state law is no more restrictive or prescriptive than federal law. (1998-6)

(b) Maintenance of Effort

The WASB supports a change in the Individuals with Disabilities Education Act (IDEA) to allow a local school district to reduce spending attributable to maintenance of effort (MOE) without penalty when it reduces its spending on employment-related benefits provided to school personnel, including but not limited to pay, retirement contributions, annual and sick leave, and health and life insurance, so long as the district maintains the same level of services to students with disabilities. (2016-4)

3.481 State Specialty Schools

The WASB supports continued operation of state-funded specialty schools that serve students who are visually handicapped and hearing impaired. (1999-14)

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STUDENT TRANSPORTATION

3.50 General Policy

The WASB recognizes the importance of student transportation as a factor in student safety and an equalizer of educational opportunity. This program should be under the control of the local school district within guidelines established by the Legislature and supported by funds from state sources.

3.51 Seat Belts

The WASB opposes legislation requiring all school buses to be equipped with seat belts for students. (1986-9)

3.52 Bus Drivers

The WASB supports legislation to establish regulations for bus driver safety, education, age limits and consideration of the applicant's overall driving record. (1967-9)(1995-1)

3.53 Pupil Safety

The WASB shall seek legislation which would place the primary responsibility with the municipality for assuming the costs and/or eliminating areas of unusual hazard which may jeopardize a pupil's safety in getting to and from school and which would repeal the requirement that schools provide transportation to students in areas of unusual hazard within two miles from school. (1980-18)

3.54 Transportation Restricted to School Days

The WASB supports providing bus transportation to students only on those days when public schools are in session. (1985-1)

3.55 Private School Transportation

The WASB supports legislation to remove the requirement that a public school district must provide transportation to students who attend private and parochial schools located outside the boundaries of the public school district. (2011-10)

(a) Per Pupil Reimbursement for Transporting Private School Pupils

The WASB supports legislation to require the state to fully fund as a categorical aid the cost to local public school districts of providing transportation to pupils who attend private and parochial schools. (2018-6)

CAREER EDUCATION

3.60 Career Education Aid

The WASB supports the development of career education programs in school districts. The WASB urges the state to foster this development by initiating an aid program designed to support and strengthen existing vocational programs and stimulate development where programs are deficient. (1979-12)

3.61 Industry Instructors

The WASB supports expansion of opportunities for school districts to utilize persons skilled in trade, industry and vocations in instructional roles under the supervision of regularly certified personnel. (1979-12)

3.62 Industry Input

The WASB should assist school districts in opening lines of communication between educators and private industry and trade unions to emphasize to school districts the need for additional technological training of students and to encourage the use of apprenticeship programs to develop technical and manual skills. (1983-13)(1991-8)

3.63 Agency Coordination and Cooperation

The WASB recommends greater coordination and cooperation between technical colleges, post-secondary educational institutions, CESAs and employers, and public elementary and secondary school systems in providing education for employment to public school students. To accomplish this:

(a) CESAs

CESAs should provide, where needed, expertise to obtain state and federal funds for school districts. (1985-12)

(b) DPI

The DPI should assist vocational educators to identify and evaluate those occupations which can be prepared for at the secondary level and those that require a cooperative training effort with post-secondary institutions. (1985-12)

(c) Technical Colleges

Technical colleges and local school districts should establish joint understanding of cooperation agreements providing, among

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other things, for the attendance of secondary school students 16 years of age and older in educational programs offered and funded by technical colleges. (1985-12)(1995-1)

(d) Transcribed Credit

The WASB supports state policies that increase the availability of transcribed credit programs offered by technical colleges or other post-secondary institutions, which provide, at no cost to students, both high school and college credit for courses taken in high school. (2013-10)

(e) Dual Enrollment

The WASB supports state financial incentives, such as state funding for professional development of high school teachers participating in the state's dual enrollment programs, to enable schools to offer more dual credit classes through articulation agreements with institutions of higher education or the state's dual enrollment program. (2013-11)

(f) State Funding for Early College Credit Program and Start College Now Program

The WASB supports additional, adequate state funding to reimburse school districts for costs associated with students who take courses through postsecondary educational institutions at the expense of the students' resident school district (or primary district of attendance), including through the Early College Credit Program and the Start College Now Program. (2015-5) (2019-20)

3.64 Contracting with Technical Colleges

The WASB endorses the policy of requiring area technical colleges to provide by contract with public schools within their area, education services requested by the public schools and being offered by area technical colleges. (1968-7) (1995-1)

3.65 Costs for Technical College Classes

The WASB supports a statutory revision which will require area technical colleges to allow enrollment, by school districts, of students under age 18 in technical colleges at a charge covering only instruction and not including capital outlay. (1995-1)

3.66 Procedure to Take Technical College Class

The WASB requests that the technical colleges submit to each school district procedures for accepting high school students age 16 and over in day class programs and contracting with districts for tuition reimbursement equal to the cost of instruction only. (1982-2)(1995-1)

3.67 Early College Credit/Start College Now Programs

(a) The WASB supports legislation which allows high school students to take courses at technical colleges, universities and colleges in this state and receive high school credit, with final approval by the school board. (1990-10)(1995-1)(1999-1)(2006-4)

(b) The WASB supports statutes, administrative rules and decisions governing college credit in high school programs that show deference to local school board policies. (2002-9) (2019-21)

(c) The WASB supports state funding to support college credit in high school programs. (1995-16)(2019-21)

(d) The WASB supports that college courses to be considered for school board approval be applicable to an academic degree, certification or diploma program at both the college and high school level as well as being different from existing high school courses. (1995-16)

(e) The WASB supports legislation indicating that under college credit in high school programs, school districts would have the final authority to approve or deny offering high school credits based on local policies and would only be responsible for payment of tuition for those courses approved by the school board for high school credit. (1999-4)(2005-15)(2019-21)

(f) The WASB supports limiting the level of tuition that districts are responsible for under the Early College Credit Program to the average per credit UW tuition and requiring parents to make up the difference for courses taken at greater cost. (2004-2)(2019-21)

EDUCATIONAL PROGRAMS

- (g) The WASB supports requiring students to reimburse school districts for non-district, postsecondary courses for which they do not receive credit. (2004-2)(2019-21)
- (h) The WASB further supports reasonable limitations on opportunities for students to initiate postsecondary coursework at other educational institutions at the expense of the student's resident school district as well as reasonable limitations on the maximum number of college credits a student may earn at the expense of the student's resident school district. (2015-06)(2019-21)

3.68 Youth Employment

The WASB supports legislation on work permits for school-age youth to include the following:

- (a) Any business employing school-age youth automatically becomes part of a school-business partnership program during the school year.
- (b) Work permits shall be cosigned by the student, employer, school official and parent.
- (c) Limit the number of hours a student may work to less than 25 hours per week.
- (d) A student with an unexcused absence from school may not work that day.
- (e) The work permit shall be issued only at the school in which the student is enrolled. (1991-10)

3.69 Technical Education and Work-based Learning Opportunities

The WASB supports increasing the availability of technical education and work-based learning opportunities in high schools and urges the Legislature and the Department of Public Instruction to thoroughly examine and modify, as needed, all existing programs, statutes and standards designed to prepare students for career opportunities. (2013-9)

STUDENT RELATIONS

3.70 General Policy

The WASB goal is to have each local school district provide the best possible educational experience and opportunity for each student, with staff and facilities appropriate to serve

that goal. This contemplates that all personnel identified with the school will contribute constructively toward this educational goal.

3.71 Students on School Boards

The WASB encourages local school boards to consider involving high school students as nonvoting participants of the school board. (1973-7)(1998-1)

3.72 Student Rights Policy

The WASB encourages local school boards to initiate efforts to involve parents, teachers, administrators, students and others in developing a student rights and responsibilities policy that best meets the unique conditions of their local communities. (1979-7)

3.73 Eliminate Class Rankings

The WASB believes that all rank in class requirements should be eliminated from post-high school entrance requirements for all state-supported colleges and universities and that rank in class be eliminated in application for financial aids and grants. (1974-17)

3.74 Student Exchanges

The WASB endorses the concept of student exchange programs and opportunities for student education/travel in other countries as a means of promoting better understanding and spreading goodwill among the countries of the world. (1983-1)

3.75 Student Transfers and Exchanges

The WASB supports legislation which would facilitate cooperation among school districts in allowing attendance of nonresident students for such purposes as establishing student exchange programs, overcoming problems relating either to decreasing or increasing enrollments and enhancing educational program opportunities for students. Such legislation should reserve to the school boards of the districts of residence and attendance the final determination as to whether a student exchange or transfer should be implemented. (1976-6)

3.76 Compulsory School Attendance

The WASB supports a statewide compulsory school attendance age of 18 with an option for a student to leave school at 17, if the child's parent or guardian consents to allowing the child to leave school. (1996-5)

EDUCATIONAL PROGRAMS

3.77 Open Enrollment

The WASB supports a statewide program that permits open enrollment between and within public school districts.

The WASB recognizes the importance of the following considerations for participating districts:

- (a) Allowance for the school district of attendance to reject, without appeal, open enrollment applications based on program and/or classroom space availability and student-teacher ratios.
- (b) An opportunity for the school boards of residence and attendance to negotiate and determine tuition payments for non-resident students.
- (c) The option for school districts to provide transportation to nonresident students and qualify for state transportation aid.
- (d) The ability for either school board to reject open enrollment applications based on the student's involvement in a disciplinary proceeding.
- (e) A guarantee that all Wisconsin Interscholastic Athletic Association rules will apply to non-resident students.
- (f) The option for districts to limit the number of students leaving the school district under the open enrollment program, if the school board believes that number is large enough to threaten the viability of the district.
- (g) A guarantee that the open enrollment program shall not compromise existing voluntary integration programs. (1996-9)(2001-1)
- (h) The WASB supports permitting school districts to create an annual waiting list to admit pupils who wish to attend school in a nonresident school district under open enrollment. (2003-14)
- (i) The WASB supports a clarification in state statutes to limit the number of students enrolling in nonresident school districts to 10 percent of the resident district membership. (2005-20)
- (j) The WASB supports requiring that all open enrollment applications be submitted within the statutory window period. Further, the WASB supports legislation shortening the statutory open enrollment window period so it begins on the first Monday in February and ends on the second Friday in March. (2013-13)(2015-07)
- (k) The WASB supports requiring open enrollment applications submitted outside the statutory window period be subject to the sole approval by the school board of the resident district. (2012-13)(2015-08)

3.78 Modify Out-of-State Tuition Payment Statute

The WASB supports modifications to the tuition payment statute that currently allows some Wisconsin pupils to attend an out-of-state public school with the pupil's resident district making tuition payments to the out-of-state school district. (2015-09)

DISCIPLINE

3.80 Removal of Students from Class

The WASB opposes legislation authorizing a teacher to remove a student from the classroom without the approval of principals, administrators or school board policies. (1998-2)

3.81 Expulsions

The WASB supports the right of local school boards to determine the conditions, term and review of student expulsions. (1998-3)

3.82 Home Instruction

The WASB supports the position that school districts be permitted, but not required, to provide home instruction to students under 16 years of age who are expelled. (1980-8)

3.83 Truancy

The WASB supports legislation which would clarify the responsibilities of school districts, parents, students, courts and law enforcement agencies in the enforcement of truancy laws and provide greater latitude in applying disciplinary measures to keep students in school. (1987-7)

- (a) Use of Electronic Communication to Notify Parent of Child's Truancy

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The WASB supports legislation to allow school attendance officials to notify a parent or guardian of their child's truancy that does not qualify as habitual truancy using modern electronic communication mediums, including but not limited to email or text messages in lieu of existing notification requirements. (2016-12)

PRIVATE SCHOOLS

3.90 Home-Schooling

To ensure accountability, the WASB supports legislation to establish procedures for the review and approval of home-based education programs. (1991-16)

(a) Assessment

Provisions for periodic assessment by the Department of Public Instruction would include assurance of a sequential curriculum covering the core subject areas as prescribed by state law. (1991-16)

(b) Truancy and Expulsion Proceedings

Students involved in truancy or expulsion proceedings would not be eligible for home-based education pending the proceeding's outcome. (1991-16)

3.92 School Choice Study

The WASB supports mandatory participation of all schools in the Milwaukee Parental Choice Program in a longitudinal study of that program. (2004-8)

3.93 Students with Disabilities—Parental Choice

The WASB supports legislation requiring private schools participating in any parental choice program to accept and provide services to students with disabilities, with additional state funding for the education of these students. (2011-13)

ATHLETICS/CO-CURRICULAR ACTIVITIES

3.95 National Athletic Championships

The WASB supports state and local opposition to the participation of public school athletic teams in national athletic championships. (2004-16)

3.96 Regulation of Performance Enhancing Drugs

The WASB encourages the WIAA to require the regulation of all unsafe training methods and performance-enhancing drugs, except as determined to be medically necessary. (2003-19)(2006-5)

3.97 Access to Co-Curricular Activities

The WASB opposes legislative efforts to mandate that districts provide students residing in the district who are not enrolled in the district schools access to district co-curricular activities. (2014-1)

3.98 WIAA Autonomy

The WASB supports the autonomy of WIAA to govern itself and to determine regulations and standards for athletics and student eligibility while taking into account the input of its member schools. The WASB opposes legislative efforts to impose explicit or implicit mandates on the WIAA or its member schools (2018-8)

3.99 Student Equity Statements

The WASB supports that school boards and districts actively work with partnering organizations and associations which provide the organizational framework for student and school participation in extracurricular, co-curricular and club activities to require their member and/or participating school districts to sign and to commit to enforcing a student equity statement that enables and ensures all students can participate in welcoming, respectful environments where hate speech or other actions motivated by a discriminatory intent are not tolerated and all forms of diversity are actively embraced. (2020-17)

CHAPTER 4 — PERSONNEL

PERSONNEL POLICIES

4.00 General Policy

The WASB is concerned about and shall promote good personnel policies and practices which serve the best interests of all parties. Consistency of such policies and practices among school districts should be recognized. Personnel policies and practices should be developed by all school districts which would reflect, whenever possible, the specific concerns of each local school district. (1984-7)

4.01 Management Personnel

The WASB supports and encourages its member school districts to develop local policies and procedures to implement the organization of an effective administrative team, foster communications among all levels of school management, and develop job descriptions and procedures for annual evaluations designed to strengthen and improve the performance of all management personnel. (1984-7)

4.02 Policies and Practices

The WASB promotes the following specific policies and practices:

(a) Staff Meeting Scheduling

Meetings and activities of professional staff people should be scheduled so as not to interrupt the regular public school instructional program or schedule. (1990-13)

(b) Leave Policies

The local school board has authority to decide when the employee should take leave from his employment if the employee is a candidate for or serving in public office. (1990-13)

(c) Family and Medical Leave

The WASB supports legislation to eliminate the requirement that paid contractual leave be substituted for unpaid leave when requested by an employee under the Family and Medical Leave Act. (1990-13)

4.03 Administrator Qualifications

The WASB supports DPI rules that require prospective school administrators to successfully complete course work in budget preparation and administration, school law, computers, personnel supervision and evaluation, collective bargaining and other appropriate school district management subjects, to be initially licensed as a school administrator. (1984-10)(1998-1)

4.04 Salaries

The WASB is opposed to any statutory determination of salaries for district personnel. The WASB opposes proposals to change the state aid formula to base aids on salaries paid to employees. (1984-11)(1986-15)(1997-1)

4.05 Health Care Costs

As a method to control costs, the WASB supports federal, state and local initiatives to contain health-care costs. (1991-9)

4.06 Federal Fair Labor Standards Act

The WASB supports federal legislation which would exempt state and local employees from the Federal Fair Labor Standards Act effective retroactively to the date of the implementation of the decision of the U.S. Supreme Court in *Garcia vs. San Antonio Metropolitan Transit Authority*. (1986-4)

4.07 Family and Medical Leave Act Alignment

The WASB supports aligning the Wisconsin Family and Medical Leave Act to the Federal Family and Medical Leave Act. (2004-14)

4.08 Distance Education Personnel Issues

The WASB supports local school board flexibility over personnel issues related to distance education including but not limited to:

(a) Sole authority of the school board to assign teaching responsibilities for classes taught via distance learning, unless a negotiated consortium agreement indicates otherwise.

(b) Local authority over class size.

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- (c) Local district determination of how best to meet classroom supervision at remote sites.
- (d) The right of the local school board to use videotapes of any course in evaluating distance education instructors.
- (e) The retention of the district of all ownership, copyright and other intellectual property rights in and to any courses, curriculum, or material produced by any staff member employed by or under contract with the district in the performance of their duties.
- (f) The retention by the district of creation of all ownership, copyright and other intellectual property rights in and to any courses taught via distance learning.
- (g) Local authority for compensation issues related to teaching distance education courses. (1998-13)

4.09 Grievance Procedures Under 2011 Act 10

The WASB supports legislation clarifying the grievance procedures established under 2011 Act 10 to specify that the non-renewal of a teacher or administrator under the statutory non-renewal process does not constitute discipline or a termination that would trigger the Act 10 grievance procedure. (2012-14)

COLLECTIVE BARGAINING

4.10 Negotiations, Strikes and Binding Arbitration

The WASB recognizes collective bargaining as being one method for determining wages, hours and conditions of employment of non-supervisory public employees. The WASB reaffirms its strong opposition to mandatory binding arbitration of bargaining impasses, since arbitration results in decisions for which neither the labor organizations or the elected school board are responsible or accountable. The state law governing public sector collective bargaining should place firmly the responsibility and accountability for negotiating an agreement with the elected public officials and representatives of school employees. (1984-5)

4.13 Local District Determination

The WASB supports the present policy of each local district determining its own policies concerning compensation and working conditions for its employees according to requirements

provided by law and with the voluntary assistance of the Wisconsin Employment Relations Commission (WERC). The Association and its members oppose enactment of laws or regulations which would compel school boards to surrender any part of their responsibilities. (1984-5)

4.15 Open Negotiations

The WASB membership supports legislation that would require negotiation sessions to be open unless the parties agree to closed sessions. (1984-5)

4.16 Regional Bargaining

The WASB membership is opposed to any legislation or regulation which would require school districts to bargain collectively with employees on a multi-employer, regional or statewide basis. (1987-12)

4.165 Negotiations

The WASB opposes involvement by the DPI in negotiations at the local level. Its current responsibility for enforcement of school law should be maintained as is with no added responsibilities in labor relations. (1976-7)

4.17 Assessing Collective Bargaining

The 1988 WASB Delegate Assembly recommends its member school boards form groups to:

- (a) Meet on a regular basis to discuss the status of collective bargaining;
- (b) Establish goals consistent with WASB goals;
- (c) Share information with the WASB and other school board groups to ensure some conformance with established goals and/or guidelines. (1988-15)

4.185 Cast Forward Costing

The WASB supports legislation specifying cast forward costing rules and methods be used in collective bargaining and requiring that school districts report the cost of settlements to the state using those rules. Cast forward costing should include all salary and benefit costs, including all lane and other salary schedule movement costs. (2010-8)(2011-15)

UNEMPLOYMENT COMPENSATION

- 4.20 Public Employer on UC Council**
The WASB supports legislation to provide for public employer representation on the Wisconsin Unemployment Compensation Council. (1982-3)
- 4.21 Eligibility**
It is WASB's position that former school year employees should not be eligible to collect UC benefits during normal vacation periods and employees who voluntarily quit a job should not be eligible to collect UC benefits from that former employer. Before a district is required to supply unnecessary claims information at the beginning of summer vacation, a determination should be made if a claimant is a school year employee and therefore, automatically ineligible for benefits during summer vacation. (1985-1)
- 4.22 Vacation Periods**
The WASB opposes legislation to extend unemployment compensation benefits to school employees during school vacation periods and summer months if such employees expect to be employed when the school term resumes. (1993-1)

RETIREMENT PROGRAMS

- 4.30 General Policies**
The WASB supports the following positions and criteria regarding school district employee retirement programs and the state-operated programs for district employees:
 - (a) Retirement Committee Membership**
Membership on the various retirement committees of the Legislature and Department of Employee Trust Funds should be balanced between employers and employees. (1979-24)
 - (b) Employer Representation**
Employer representatives should not themselves be participants of the system and public members should not themselves be participants of the system. (1979-24)
- 4.31 Retirement Bargaining at Local Level**
The WASB supports maximum latitude for local school districts to provide retirement programs for district employees. This includes the right to

bargain retirement issues at the local level rather than having the state mandate new programs and costs. (1979-24)(1996-2)

- 4.32 Funding**
Any legislatively adopted post-retirement benefits provided for school employees shall be funded by the state as required by Article IV, Section 26, of the Wisconsin Constitution. (1979-24)
- 4.321 Soundness**
The state-operated retirement programs should remain actuarially sound. (1970-24)
- 4.322 Equity**
The Wisconsin Retirement System should be funded on an equitable basis between employees and employers. (1979-24)
- 4.33 State Compensation**
The WASB supports a state analysis to determine the cost of any proposed retirement legislation which will have a cost impact on school districts and in the school aid formula, the state should provide a sum not less than the level of general aids to cover its share of the costs. (1979-24)(1996-2)
- 4.34 Early Retirement**
The WASB supports the local school board's right to decide whether or not to provide early retirement benefits to its employees. The board should have the right to offer the benefit subject to nondiscriminatory limitation factors in order to control costs of the benefit. (1979-24)
- 4.341 Early Retirement Enforcement**
The WASB supports an exemption for public school districts from the enforcement provisions of the Age Discrimination in Employment Act (ADEA) as they relate to voluntary early retirement plans. (2001-12)
- 4.342 Early Retirement Exemption**
The WASB supports an exemption from the ADEA for public school districts, similar to that currently given to institutions of higher education, for age-based reduction in benefits. (2001-13)
- 4.35 Retirement Options**
The WASB supports further study of defined contribution versus defined benefit retirement systems. (1999-3)

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4.36 Retirement Age

The WASB supports an incremental increase in the age at which employees are eligible for retirement benefits under the Wisconsin Retirement System. (2005-9)

4.37 Rehiring Retired Teachers and Staff

The WASB supports legislation to remove any impediments to rehiring retired teachers and staff. Policies and standards for rehiring retired staff should be set by each local school board. (2021-07)

CONTRACTS

4.41 Repeal of "Populous Counties Teacher Tenure" Statute

The WASB supports the repeal of the "teacher tenure" statute. (2015-12)

TRAINING

4.50 Performance-based Preservice

The WASB supports the creation of performance-based preservice teacher training programs which incorporate the skills and abilities for teachers to be successful in the schools of the 21st century. (1996-8)

4.51 Performance-based Assessment

The WASB supports requiring institutions of higher education to provide a performance-based assessment of graduating students if requested by employing districts. (1996-8)

4.52 Teacher Training

The WASB supports teacher training programs that require:

- (a) Successful completion of an English grammar course;
- (b) Successful completion of an experiential requirement;
- (c) Successful completion of a teacher competency exam;
- (d) Successful completion in a course on the structure and function of the American education system; and
- (e) Grade point standards for admission to and retention in teacher training programs. (1998-14)

- (f) A working knowledge of Wisconsin's academic standards and assessments as well as an ability to integrate the state standards into curriculum and instruction. (1999-7)

4.53 Teacher Training Process

The WASB supports a teacher training process that produces highly motivated teachers who understand school governance and are prepared to integrate language arts across all subjects, integrate technology into the school curriculum, adapt their teaching approach to address the needs of a wide variety of children and develop a curriculum in a standards-based system.

This training process must recognize that:

- (a) School districts are stakeholders in the teacher education process;
- (b) School districts expect to be partners with the universities in ensuring that teacher education institutions are held accountable for quality; and
- (c) School boards should not have to take funds out of the classroom to retool new teacher graduates. (1998-14) (2005-21)

4.54 Continuing Education

The WASB believes that school boards, through negotiations or policy, should adopt standards for the continuing education and improved performance of all personnel. (1985-4)

4.55 Inservice

The WASB and member school boards support inservice and staff development programs for school districts. (1984-7)

CERTIFICATION/LICENSURE

4.60 General Policy

The WASB supports teacher licensure initiatives that foster a highly educated, highly trained, effective, adequately compensated, professional teaching force to meet the needs of our members. (2018-13)

4.61 Shortages

In cases of limited professional staff supply there should be restraint in any program which will prohibitively restrict certification in special subject areas. (1960-7)

- (a) **Technical Education Teacher Shortage**
The WASB supports reasonable efforts to address the shortage of licensed technical education teachers, including efforts to increase the number of licensed teachers qualified to be in a classroom in technical education content areas where shortages are most acute. (2015-04)
 - (b) **Teacher Shortages and Alternative Licensure Pathways**
The WASB supports reasonable efforts to provide pathways to licensure for teaching candidates in subject or content areas where there is a shortage of licensed teachers, provided that candidates have bachelor's degrees and are qualified to be in a classroom as demonstrated by appropriate experience, knowledge and skills in the subject or content area, and rigorous training in pedagogy, assessment, and classroom management. (2015-17)
 - (c) **School Social Worker Certification and Licensure**
The WASB supports efforts to increase the supply of school social workers, school counselors and mental health providers throughout the state. The WASB will work with the DPI to address existing obstacles to school social worker licensing with an emphasis on obstacles faced by districts in regions of the state that are located remotely from universities conferring degrees currently recognized by the DPI for licensure. (2020-12)
- 4.62 **Temporary Certification**
The WASB shall urge the DPI to consider carefully and to grant all reasonable requests from districts for temporary certification of teachers in areas other than those in which they are already certified. (1982-5)
 - 4.63 **Alternative Certification**
The WASB calls on the Superintendent of Public Instruction to actively promote alternative administrative and teacher certification that includes a mentorship/residency and a training program. (1991-15)(2005-22)
 - (a) **Bilingual Education**
Allow exceptions to bilingual education requirements for districts which are unable to employ qualified bilingual education teachers and supervisors. (1981-16)(1994-1)
 - 4.635 **DPI Licensing of Clinical Counselors**
The WASB supports legislation authorizing the Department of Public Instruction to issue an educator license to clinical counselors, so school districts can employ clinical counselors to provide mental health services to students the same way other licensed district staff are employed to do so. (2019-18)
 - 4.64 **Performance-based Licensure**
The WASB supports a DPI licensure program which includes beginning, professional and master teacher certification. (1996-8)
 - (a) The WASB supports state funding for the implementation of PI 34. (2003-2)
 - 4.65 **Teacher Competency Exam**
The WASB supports legislation that would require teachers to pass a state competency exam before they are granted a license to teach in a Wisconsin public school district. (1999-8)
 - 4.66 **Professional Growth**
The WASB supports proposals providing the continuing proof of growth requirements for licensure. (1980-5)
 - 4.67 **Mentoring Duties**
The WASB supports, as a professional obligation, that teachers perform mentoring duties without additional compensation. (2001-11)
 - 4.68 **Charter School Teachers**
The WASB supports allowing teachers granted a charter school license in a particular subject area to teach additional subjects under the supervision and/or direction of another Wisconsin certified teacher currently teaching in that subject area, provided that student learning meets standards applicable to the charter school. (2011-16)
 - 4.69 **Revocation**
The WASB supports legislation to require the DPI to revoke the license of any teacher who has been dismissed or non-renewed by a school board for intentionally using school district technology to download, view or distribute pornographic material in violation of the district's acceptable

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use policy. The WASB further supports requiring the DPI to make information about the disposition of such cases publicly available if revocation is the result of the hearing. (2011-17)

RECRUITMENT/RETENTION

4.70 Teacher Incentives

The WASB strongly supports state and federal incentives to attract individuals of high ability into teacher training programs. These incentives might include low interest loans or scholarships to persons who commit themselves to teach in Wisconsin public schools for a specified period of time. (1984-12)

4.71 Attracting Minority Teachers

The WASB supports federal, state and local initiatives which will assist in increasing the numbers and availability of minority teacher candidates to all school districts in Wisconsin. (1989-11)

4.72 Rural School Staff Recruitment and Retention

The WASB supports state and federal initiatives to assist rural school districts in their efforts to attract and retain high-quality staff, including student loan forgiveness programs and grants for teachers who commit to work in rural school districts for at least a minimum number of years as determined by the legislature. (2015-13)

EVALUATIONS

4.80 Evaluations

The WASB supports efforts of school districts to systematically and periodically evaluate and compensate teachers, administrators and support staff members based on performance. (1989-1)(1996-8)

(a) Staff Dismissal

The WASB supports legislation which simplifies legal requirements relating to the discontinuation of employment of unsatisfactory teachers, while assuring fairness and due process. Elaborate procedures which hinder the removal of teachers for incompetence or indifference and which make removal of teachers expensive and problematic should be eliminated. (1991-11)

(b) Staff Improvement

The WASB urges school boards to support staff training/in-service to ensure that staff improvement is addressed at the local level through effective evaluation and improved supervisory techniques that include coaching/mentoring. (1991-11)

(c) Student Achievement as Performance Criteria

The WASB supports legislation that would allow districts to develop a teacher evaluation instrument that would include all test/assessment results as part of the criteria for evaluating teachers. The WASB supports efforts to develop a model teacher evaluation system, provided that such a system is not mandated, is implemented gradually, and allows districts that have piloted their own rigorous teacher evaluation systems to continue to use those evaluation systems. (1999-16)(2012-15)

(d) The WASB supports efforts to: (1) develop definitions of key guiding principles of a high quality educator effectiveness system; (2) create model performance-based evaluation systems for teachers and principals; (3) build a regulatory framework for implementation that includes how student achievement will be used in context; and (4) make recommendations for methods to support improvement and recognize performance. (2012-15)

4.81 Pay-for-Performance

The WASB supports initiatives that allow school districts to develop pay-for-performance systems that link multiple measures, including student achievement, with staff compensation. (2000-11)

4.82 Educator Effectiveness

The WASB rejects any interpretation of educator effectiveness initiatives that would limit a school board's right to review this data, to decide what data is relevant, and to use this data for any lawful purpose and in a manner consistent with preserving the legitimate privacy interests of educators to being evaluated. (2014-7)

4.83 Superintendent Evaluations

The WASB supports confidential Superintendent evaluations to allow school districts to continue to improve by providing a confidential framework for the leader of the district to improve, therefore allowing or helping the district to improve. Disciplinary records are separate and distinct from evaluations and would not be considered confidential under this resolution.
(2021-08)

CHAPTER 5 — GOVERNMENT RELATIONS

GENERAL POLICY

5.00 General Policy

The WASB is committed to a program of cooperation with other agencies, boards and organizations which share a concern or role in serving and supporting our system of public education in Wisconsin and in the nation.

(a) Interagency Collaboration

The WASB supports collaboration and interaction between schools and other service providers so as to eliminate duplication and to improve services for youth. (1991-3)

(b) Systemic Change

The WASB supports the collaborative efforts of school districts, school personnel, parents, businesses and other community members to strengthen districts through systemic change. (1994-10)

(c) Expelled Students

The WASB supports school districts collaborating with municipal, county, state and private-sector organizations in providing alternative services to expelled students when rehabilitation, treatment and mental health services are the child's primary needs, rather than instruction. (2000-16)

(d) State Funding for Collaborative Efforts to Address Behaviorally Challenged/Expelled Students

The WASB supports state funding for collaborative efforts involving school districts working with counties and law enforcement agencies to help ensure that the underlying issues that caused certain students to be expelled or that contributed to the behaviors that resulted in expulsion do not become school safety issues. (2019-22)

FEDERAL RELATIONS

5.10 General Policy

The WASB recognizes that there are nationwide and national concerns about educational programs. However, the Association believes that federal programs affecting education at the elementary and secondary level should be based upon federal goals, organized pursuant to state plans and implemented by local district boards.

5.11 Education Cabinet Position

The WASB recognizes the importance of a national focus and concern about the quality of education in elementary and secondary schools. The WASB therefore supports the cabinet level Department of Education. (1989-1)

5.12 National Board of Education

The WASB opposes the creation of a national board of education. (1962-3)

5.13 State Concerns Regarding Federal Laws

The WASB urges the federal government to incorporate the following considerations in any legislation affecting education and school districts in Wisconsin:

(a) Paperwork Reduction

Confine the federal government's increasing intrusion into state and local school district affairs, and reduce the burden of paperwork demands on the state and local districts. (1978-5)

(b) Compliance Flexibility

Discontinue the policy of including in federal grant/aid programs penalty provisions which threaten loss of all federal funds to the state or local districts in the event of individual district noncompliance. As an alternative, consider a more flexible timetable and accountability process. (1978-5)

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(c) Federal Funds

Ensure that Wisconsin is not penalized with respect to its eligibility to receive federal funds because of the state's advanced development of educational programs. (1978-5)

(d) Financial Demands

Avoid enactments that place unreasonable and unrealistic financial demands on local districts. (1978-5)

(e) Mandates

The WASB opposes any new federally or state mandated programs without provision for lead time to implement changes or financial support to fund the programs. (1986-1)

5.14 Federal Legislation

The WASB will support any federal legislation providing programs or funds for the U.S. Department of Education which does not infringe upon the responsibilities and prerogatives of local school districts in determining their programs when such local programs meet state statute requirements and are not in conflict with the U.S. Constitution or laws. The Association will investigate the local effect of programs before Congress and communicate with the members of Congress regarding the policy of the WASB on legislation being considered. (1981-18)

5.145 Higher Learning Commission

The WASB supports federal legislation to require higher education accrediting agencies to relax credentialing requirements for high school staff who teach dual credit courses to maximize a district's ability to provide dual credit programming and coursework. (2019-19)

5.15 Education Commission of the States

The WASB supports the Education Commission of the States with provision for representation of local school boards in the Wisconsin delegation.

5.16 WASB National Presence and/or National Association Membership

The WASB will maintain a national presence and/or membership in a national association(s) and will participate in and support that national presence and/or membership(s), when compatible with WASB programs and policies.

The WASB urges members to actively participate in and support national presence activities and/or national association(s). (2022-08)

STATE RELATIONS

DEPARTMENT OF PUBLIC INSTRUCTION

5.20 Elected State Superintendent

The WASB supports the present system of an elected state superintendent who will serve as the head of the state education agency, supervise public education, implement laws affecting public education and be answerable to the electorate. (1975-7)

5.21 Eligibility Requirements for State Superintendent

The WASB favors eligibility requirements for the state superintendent which will qualify the person for the office to serve as a leader for public education. (1972-2)

5.22 Funds Distribution

The WASB recommends that the state education agency be assigned the jurisdiction, supervision and all funds intended for educational programs serving youths of elementary and high school age in the public schools.

5.23 Consulting Services

The WASB supports the continuation of the state commitment to providing consulting services by the DPI without charge. The DPI may establish a program revenue financing plan which could be utilized in cases where the DPI is requested to provide unique consulting services to a given district or number of districts. (1977-10)

5.24 Boundary Appeal Board Decisions

The WASB supports prohibiting the boundary appeal board from:

- (a) Approving a proposed school district reorganization that will make part of a school district's territory noncontiguous.
- (b) Considering open enrollment student transportation as a factor in making any decision regarding school district reorganization. (2006-3)

GOVERNMENT RELATIONS

- (c) Considering appeals arising from the tuition payment statute. (2015-10)

5.25 Transfer of District Territory

The WASB supports the following changes to statutes relating to and governing transfers of territory from one school district to another.

- ◆ Reduce the current threshold for a transfer of parcels to be considered a transfer of a large territory from seven percent to one percent so that any petitions that exceed a property value or student count of one percent of the donor district would require approval by public binding referendum held in both affected districts, assuming that one or both of the affected school boards deny the petition;
- ◆ Require that all the property values and student counts presented via petition(s) to transfer a small territory in a given annual petition period be aggregated, and that if the aggregated property values or student counts in those petitions exceed the threshold for a transfer of parcels to be considered a transfer of a large territory, treat them as a transfer of a large territory;
- ◆ Clarify the standards to be used to determine the asset transfer calculation in both the large and small parcel detachment-reattachment process. (2016-15)

5.26 Medicaid Direct Certification Demonstration Project

The WASB supports the Department of Public Instruction initiative to create a demonstration project which would enable participating school districts to test the use of Medicaid enrollment to qualify children for free- or reduced-price meals. (2017-11)

5.27 Indigenous Peoples' Day

The WASB supports legislation to add Indigenous Peoples' Day to the list of public school observation days in Wisconsin. (2019-12)

HIGHER EDUCATION

5.30 Educational Research

The WASB supports the efforts of state institutions of higher education to research

educational issues of importance to Wisconsin schools and encourages collaboration with local school districts on research projects. (1998-1)

5.31 Technical College Board Selection

The WASB supports a technical college board selection procedure providing for selection by school board presidents. (1988-3)

5.32 Technical College Funding

The WASB supports the continuation of the present system of local technical college boards and the present system of diversified funding, which includes state aids. (1989-9)

CESA

5.40 General Policy

The WASB supports Cooperative Educational Service Agencies (CESAs), which provide services to local school districts on a voluntary contractual and cooperative basis. The WASB supports local school board control of CESAs and a state/local partnership for their funding. (1986-1)

5.41 State Aid to CESAs

The WASB supports legislation which would increase state aids to each CESA at a rate consistent with increases in administrative costs resulting from inflation. (1979-9)(1996-2)

5.42 Funding CESA

The WASB supports sufficient state funding for cooperative educational service agencies to fulfill legislative expectations and mandates.

5.43 CESA Borrowing

The WASB supports legislation to authorize CESAs to borrow funds with a municipal status and at municipal rates. (1986-7)

5.44 CESA Boundaries

The WASB supports control of CESA boundaries and school district membership by CESA Boards of Control. (1997-12)

STATE POLICIES

5.50 Open Public Debate on State Policy

- (a) The WASB supports open debate on all state educational policy issues based on their merits, limiting the state budget process to debate about fiscal policy. (2000-7)

GOVERNMENT RELATIONS

- (b) The WASB supports requiring the Legislature to hold budget discussions and make budget decisions in open session, including all conference committee negotiations and partisan caucuses of the state Assembly and state Senate. (2001-15) (2011-18)
- 5.51 Public Records Law**
- (a) **Records Retention**
The WASB supports legislative review and clarification of statutory record retention requirements. (2003-17)
- (b) **Costs Associated with Open Records Requests**
The WASB supports legislation to allow a public records authority to charge a requester for all of the actual, necessary and direct costs associated with complying with requests under the Public Records Law. (2013-16)
- 5.52 AIDS**
The WASB should pursue with federal and state agencies the development of guidelines and legislation pertaining to responsibilities of schools and rights of all students and staff regarding AIDS (acquired immunodeficiency syndrome). Such legislation should excuse school boards and school districts from liability exposure for acts or omissions relating to AIDS. The WASB urges the development of a uniform policy setting forth the procedure to be followed when any students or staff have or are suspected of having AIDS. (1986-6)
- 5.53 Implementation of NCSL "No Time to Lose" Report Recommendations**
The WASB petitions the Legislature and the Department of Public Instruction to jointly act with deliberate speed to implement the recommendations of the "No Time to Lose" report produced by the National Conference of State Legislatures. The recommendations include that our state should: study and learn from top performing national and state educational systems; create a statewide vision for reform; benchmark Wisconsin education policies against those of high performing countries and states; and begin by focusing on one priority area of reform. The WASB further encourages the Legislature and the Department of Public Instruction to include school board members throughout the process of investigating and implementing these reforms. (2018-9)
- 5.54 Privacy Protection**
The WASB believes that the level of government closest to individual citizens best regulates privacy protection so that unique situations and community standards may be addressed. (2002-7)
- 5.55 Campaign Finance Reform**
The WASB supports legislation for campaign finance reform, including requiring organizations that sponsor issue ads related to education to register under campaign finance laws. (2002-16)
- 5.56 Telecommunications Services**
The WASB supports the ability of the Public Service Commission to authorize cities, villages, towns and counties and special purpose districts to provide telecommunications services to school districts and the public. (2002-17)
- 5.57 Cable and Video Services**
The WASB supports measures to ensure that when the state grants providers exclusive cable and video rights, the providers must offer free, basic service to all public school facilities and fund public access channels. (2008-12)
- 5.58 State Cooperative Purchasing Program**
The WASB supports the coordination and expansion of the state's cooperative purchasing program to address the needs of school districts and other local governmental bodies. (2009-12)
- 5.59 Low-Cost Internet Access**
The WASB supports cooperative efforts to provide low-cost Internet access services to schools and libraries. The WASB further supports allowing schools and libraries to select the broadband and Internet providers of their choice from both the private and public sectors based on factors such as, but not limited to, cost and quality of service. (2012-1)

5.595 Broadband Access

The WASB supports legislation to expand affordable, reliable, quality broadband access for all Wisconsin communities, including funding for school districts to ensure broadband access and devices for students and staff in their schools, school districts, and communities.

The WASB also supports expanding federal funding for school technology provided through the E-Rate program as well as loosening restrictions on the use of E-Rate funding that limit permissible expenditures of such funds to items on or pertaining to school premises. (2021-02)

ENERGY

5.60 Energy Shortages and Schools

The state should seek to minimize the impact on school districts of inevitable energy supply disruptions and shortages by permitting variances from statutory requirements in the event of such crises. (1981-14)

5.61 Energy Grants and Loans

Eligibility requirements for state and federal grants and loans for energy conservation practices should not exclude or limit public school districts in favor of other public agencies, profit-making organizations or individuals. Schools which have initiated energy conservation practices in the past should not be penalized in terms of eligibility for energy conservation programs. (1981-14)

5.62 Energy Awareness

The WASB encourages local school districts to teach their students to be energy conscious and to prepare them for a changing life-style brought about by the energy situation. (1976-2)

5.63 Renewable Energy Projects

The WASB supports authorizing school districts to use all grants, loans and other financing methods allowed by law for energy conservation and renewable energy projects. (2008-11)

SCHOOL BOARD POLICIES

5.70 General Policy

The WASB, as a part of its continuing service to the membership, should present a regular program of board member development activities and seminars on timely issues. (1989-1)

5.71 School Board Continuing Education

The WASB recommends that every school board adopt policies establishing a plan for school board member continuing education. The policies should encourage participation by each school board member in local, state and national workshops and provide public recognition of school board members who pursue their continuing education. (1985-2)

5.72 Sex Role Stereotyping

The WASB encourages each member school board to take the initiative to assess whether its policies and/or practices deny equal opportunity for development to students and/or school district employees as a result of sex role stereotyping. The WASB recommends that member school boards implement a program designed to eliminate any form of sex role stereotyping in the schools of their districts. (1977-13)

CHAPTER 6 — SAFE SCHOOLS/ HEALTHY STUDENTS

HEALTHY STUDENTS

6.00 Healthy Students

The WASB supports local policies and programs for students, families and staff that promote lifelong physical activity and healthy and nutritious eating habits as necessary strategies for improving student achievement and preventing health problems. (2004-1)

6.01 Prescription Drug Use

The WASB recognizes that the use of prescription drugs by children, including psychiatric drugs, is a private matter that should be decided by parents or guardians in consultation with health care providers. (2002-8)

6.02 Tobacco-free, Nicotine-free and Vaping-free Schools

The WASB supports school learning environments free of tobacco, nicotine and vaping products and devices. (1991-4)(2019-13)

6.03 Drinking Age

The WASB supports 21 as the minimum age for purchase and consumption of alcoholic beverages in Wisconsin. (1990-4)

6.04 Comprehensive School Health

The WASB supports efforts to encourage collaboration with all agencies that are involved with school health to develop a policy, provide training and promote legislation for comprehensive school health programs. (1993-4)

6.05 Drug Abuse Programs

The WASB supports efforts to develop a functioning network of public and private agencies to address the problems of alcohol and other drug abuse involving school-age children. Any state funding should provide flexibility for meeting community needs and enhance accountability. (1990-3)

6.06 Mental Health Supports

The WASB supports the provision of state funding adequate to: address the shortage of mental health professionals in our state qualified to address the needs of school-age children and young adults; provide adequate professional mental health supports in our schools and our communities; and permit schools to enter into effective partnerships with agencies that are involved with mental health to provide for school-based mental health programs, that could provide services, including but not limited to, the following:

- ◆ Comprehensive student screening in every school;
- ◆ Professional development for all staff on recognition and appropriate response to support affected students;
- ◆ Professional mental health counselors and/or services;
- ◆ Professional education and training to expand availability of mental health professionals; and
- ◆ Public information programs related to mental health. (2016-14)(2017-12)

6.061 Broadening Expenditures Eligible for Existing School Mental Health Services Categorical Aid

The WASB supports legislation to broaden the scope of DPI-issued pupil services licenses eligible to qualify for existing state categorical aid for school mental health programs to include school social workers, school counselors, school psychologists, and school nurses (2022-05)

6.062 Broadening Mental Health Services Eligible for Reimbursement

The WASB supports legislation to broaden the scope of mental health service professionals eligible for reimbursement from the state to include licensed mental health social workers,

SAFE SCHOOLS/HEALTHY STUDENTS

licensed mental health counselors, licensed mental health psychologists, and community mental health coordinators. (2022-06)

6.065 Mental Health Categorical Aid

The WASB supports legislation to establish a new categorical aid, to provide new monies, to support school-based mental health related services. The WASB recommends that the state provide a minimum of \$25 per pupil in the first year, \$35 per pupil in the second year and \$50 per pupil in the third year and each year thereafter, with provisions for small districts to receive a minimum amount of aid designed to help them accomplish the purposes listed below. This new resource would enable school districts to provide mental health related services as identified, determined and prioritized at the local level. Services eligible to be funded under this categorical aid may include, but are not limited to, the following:

- ◆ Contracting with mental health service providers;
- ◆ Employment of a mental health coordinator;
- ◆ Employment of an autism coordinator;
- ◆ Employment of a behavioral specialist or interventionist;
- ◆ Contracting with outside agencies for mental health screening in grades preK-12;
- ◆ Employment of a parent/peer advocate; or
- ◆ Training for staff in the areas of trauma sensitive schools, restorative practices, youth mental health first aid, and emotional regulation.

(2016-14)(2017-12)(2019-14)(2020-9)

6.07 Trauma-Informed Care

The WASB supports the use of trauma-informed care in schools, including recognizing how adverse childhood experiences can have an impact on a child's development and can increase needs for counseling or support. (2019-17)

6.08 Early Childhood Development and Education

WASB members support the participation of

the WASB in discussions of early childhood initiatives and in coalitions that help prepare children to succeed in school.

In addition, the WASB recognizes the benefits of:

- ◆ Universal screenings of pre-school children to ensure that children are attaining key developmental milestones prior to enrolling in school;
- ◆ Early intervention, prior to kindergarten or 4K, for children found to be at-risk of not attaining developmental milestones or for those who have social-emotional deficits that could impair their ability to learn and/or interfere with the ability of other children to learn in a school environment;
- ◆ Early literacy initiatives that encourage parents and other caregivers to introduce children to books at an early age; and
- ◆ Providing parent education to equip parents of pre-school children to better aid their children in their development.

(2019-15)

SAFE SCHOOLS

6.10 Societal Issues

The WASB supports increasing the efforts of all levels of government, private organizations, businesses and families in providing prevention, early intervention or other programs to solve the problems (such as gangs, violence, bullying (including bullying by means of technology), poverty, homelessness, hunger, unemployment, racism and injustice) that are being manifested in our communities, which would then enable schools to focus on academic not extracurricular endeavors. (1994-6)(2011-2)

6.11 Weapon Possession

- (a) The WASB supports legislation that is intended to ensure the safety of school-sponsored activities. The WASB will support legislation limiting or prohibiting the purchase or possession by children of firearms, knives, spring guns, air guns, and other weapons. The WASB will also support legislation requiring school officials to be notified of the disposition of legal cases

SAFE SCHOOLS/HEALTHY STUDENTS

involving juveniles found guilty of weapons violations, assaults and other crimes which resulted or could have resulted in injury to others. (1993-5)

- (b) The WASB supports safe learning environments for all children, free of guns and other weapons. Further, the WASB opposes any initiatives at the state or federal level that would legalize any further ability for anyone, with the exception of sworn law enforcement officers, to bring a weapon or possess a weapon, including a facsimile or "look alike" weapon, concealed or otherwise, in school zones or lessen the consequences for violation of existing safe school policies relating to guns and other weapons. Decisions about whether CCW licensees may possess weapons in school buildings must remain exclusively in the hands of the locally elected school board which governs the school. (2004-18)(2014-15)(2017-15)
- (c) The WASB supports adding "kindergarten" (prekindergarten, 4K and 5K) to the definition of "school" for the purposes of the gun-free school zone law. (2013-15)
- (d) The WASB supports a clarification of state and federal laws to allow local school boards to set policies allowing the possession of firearms for hunter safety courses on school property and hunting in school forests or on other detached school lands. (2005-17)

6.115 Comprehensive School Safety Legislation

The WASB supports comprehensive school safety legislation, including new, permanent, and consistent funding that allows districts to enhance safety and security by supporting one-time and ongoing costs which may include, but are not limited to:

- i. Security improvements to infrastructure;
 - ii. Hiring School Resource Officers (SROs);
 - iii. Coordinating with community agencies;
 - iv. Training for staff and students about threats to safety, restorative practices, de-escalation techniques and anti-bullying;
 - v. Mental health services; and
 - vi. Equipping school crisis teams to react to threats.
- (2021-09)

6.12 Healthy Schools

The WASB supports guidelines based on competent scientific evidence that are developed in collaboration with state agencies and school boards to protect children from exposure to harmful pests, unnecessary use of pesticides and other environmental hazards. (2001-18) (2002-15)

6.13 State and Local Responsibility

The WASB recognizes that the Wisconsin Department of Safety and Professional Services is responsible for monitoring school districts to ensure safe and healthful school facilities. The WASB supports state statutes that recognize the state and local responsibility to maintain modern, safe and healthful school buildings. (1994-1) (1997-1)(2017-2)

6.14 Environmental Hazards Inspection and Remediation

The WASB supports legislation requiring the state and federal governments to provide and fund mandated environmental hazard inspections for school facilities and remediation services when contamination is found. (1994-2)

6.15 Juvenile Justice

The WASB supports improving communication between school districts and the juvenile justice system by allowing for the confidential exchange of records between school districts, social service agencies and the justice system. (1995-5)

6.155 Victims of Child Sex Trafficking

The WASB supports passage of legislation to protect youth who have been subject to child sex trafficking from criminal prosecution for prostitution. (2022-01)

6.16 Safe and Welcoming School Environments

The WASB is committed to ensuring that all students are able to learn and thrive in a safe environment and supports providing an equal opportunity for all students and all school district employees to develop and reach their full potential. (2018-7)

6.165 School District Mascots, Logos and Imagery

The WASB encourages school boards and districts to identify imagery, practices or processes that may create a school environment that is not safe and welcoming to all students, regardless of

their race, ancestry or ethnicity, and to initiate discussions at the district level that would lead to the retirement of mascots, logos, imagery, practices or processes that may create a hostile, divisive or unwelcoming school environment. (2021-10)

6.17 Meal Shaming

The WASB opposes singling out, identifying, stigmatizing or embarrassing school children who have unpaid school meal debts as the situation may be totally out of their control. The WASB also opposes state legislation mandating that schools provide a fully reimbursable meal to any student who requests one, regardless of his or her ability to pay for the meal, unless the state provides funding to meet this mandate. The WASB encourages schools and school districts that participate in federal school meals programs to participate, to the extent they are eligible, in federal programs such as the Community Eligibility Provision that provides additional federal funding so that all students, regardless of family income, may receive school breakfasts and lunches without charge. (2020-11)

PERSONNEL REQUIREMENTS

6.20 Background Checks and Drug Tests of School District Personnel

The WASB supports criminal background checks and drug testing of all prospective employees prior to employment in the school district. In addition:

- (a) The DPI shall handle cases reported to it under the license revocation statutes related to criminal or immoral conduct as quickly as possible.
- (b) The results of the criminal background checks shall be placed in the employee's personnel file.
- (c) The DPI shall perform criminal background checks on anyone who renews or applies for a DPI license. (1998-15)

6.21 First Aid Requirement for Coaches

The WASB supports a policy requiring all coaches, assistant coaches, physical education teachers and principals to maintain a valid first aid certificate or its equivalent. (1974-15)

6.22 Allow School Board Members to Serve as Volunteer Coaches or Student Advisors

The WASB supports legislation to allow a school board member to serve as a volunteer coach or advisor of student extracurricular activities provided all of the following conditions are met:

- (a) The school board member receives no compensation for service as a volunteer coach or advisor.
- (b) During the period he or she serves as a volunteer in a particular program, the school board member abstains from voting on issues before the school board concerning that program.
- (c) The appointing authority has received the results of a criminal history background check from the Wisconsin Department of Justice or the Federal Bureau of Investigation for the school board member. (2015-16)

6.23 Mandatory Reporting

The WASB supports ensuring that all teachers and other school employees receive training adequate to enable them: to identify and report reasonably suspicious cases of child abuse, child neglect and human trafficking; and to work effectively with Child Protective Services, law enforcement agencies and other agencies, including the Department of Children and Families, involved in investigating, initiating interventions and providing services to victims of abuse, neglect or human trafficking. The WASB further supports legislation to ensure the DPI provides a rigorous training program adequate to assist teachers and other school employees in properly following state and federal laws in these areas. (2020-13)

OFFICIAL WASB BYLAWS RELATING TO THE RESOLUTION PROCESS

The WASB Delegate Assembly has adopted Bylaws that govern the operation of the WASB. Excerpts from the Bylaws that directly relate to the Policy and Resolutions Committee and the Delegate Assembly process for adopting resolutions are:

Article VII — Committees

Section 1. Executive Committee: An Executive Committee shall be elected annually by the Board of Directors at the first meeting of the Board after the Delegate Assembly and shall consist of at least three members of the Board of Directors, including the President, the First Vice President, the Second Vice President and the immediate Past President (if serving on the Board of Directors).

The Executive Committee shall have and may exercise when the Board of Directors is not in session all of the powers of the Board of Directors in the management of the affairs of the Corporation except action in respect to election of officers or filling of vacancies in the Board of Directors or Executive Committee.

Meetings of the Executive Committee may be called by the President or Secretary of the Association or on written request of any two members of the Executive Committee. At least three days notice of an Executive Committee meeting shall be given to each member of the Executive Committee. The notice may be communicated in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by regular mail or private carrier.

Section 2. Policy and Resolutions Committee: A Policy and Resolutions Committee shall be appointed annually by the President following recommendations by the members of the Board of Directors. This Committee shall be composed of the Executive Committee and members of school boards holding active membership in the Association. The Committee shall include in its total membership a representative from each of the Association regions and from each of the several types of public school districts operating in the State of Wisconsin.

The Policy and Resolutions Committee shall make recommendations to the Executive Committee and Board of Directors as to the adoption of policies and resolutions to be carried out or promoted and positions to be taken by the Association on educational subjects and issues which are of general concern to public school boards of the State

of Wisconsin and may submit resolutions to be considered at the Delegate Assembly in the manner set forth in Article IX of these Bylaws.

In addition to other meetings, the Committee shall schedule and give notice of a discussion session for purposes of discussing proposed resolutions and receiving emergency resolution suggestions from active members or the Board of Directors on the day preceding the annual Delegate Assembly. An emergency resolution is one that deals with a concern that arises between November 1st and the time of the Delegate Assembly and could not have been presented earlier due to the emergency nature of the subject. The Committee shall consider such resolutions for presentation and recommendation at the Delegate Assembly the next day. Such emergency resolutions shall be considered by the Delegate Assembly pursuant to the procedure under Article IX, Section 2, which requires a two-thirds vote for consideration.

Section 3. Legal Service Committee: Legal service dues shall be administered through a separate, segregated Association account designated "legal service fund" by a Legal Service Committee consisting of five members of the Board of Directors who shall be elected by the Board. A majority of the members of this Committee shall constitute a quorum for the transaction of business.

The Board of Directors shall adopt written regulations, consistent with these Bylaws, for the administration of the legal service fund for the benefit of public school boards who are members of the Association.

The right of any member public school boards to benefit from the legal service fund shall be as provided by the written regulations of the Board.

Section 4. Other Committees: There shall be such other committees as the Board of Directors shall from time to time establish, which shall be appointed by the President from among the members of public school boards holding active membership in the Association.

The President shall appoint at least one Director to serve on each of the committees authorized by this section of the Bylaws and each such committee shall have such duties as may be assigned to it by the Board of Directors.

Article VIII — Meetings of Members

Section 1. Annual Meeting: The annual meeting of members shall be the Delegate Assembly held in the State of Wisconsin during the month of January, February or

March of each calendar year. The Board of Directors shall determine the day in January, February or March, the time of day and the place where the next Delegate Assembly will be held.

Section 2. Special Meetings: Special meetings of members may be called for a stated purpose or purposes by the Board of Directors, Executive Committee or by members holding one-third of the votes entitled to be cast by a meeting of members. The time and place of special meetings shall be determined by the Board of Directors.

Section 3. Notice of Meetings: Written notice stating the date, day and hour and place of all meetings of members and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered by or at the direction of the President or Secretary not less than 30 days before the date of the meeting to each member entitled to vote at the meeting. Notice of the meeting shall be delivered by mail and shall be deemed delivered when deposited in the United States mail addressed to the member at his or her address as it appears from the records of the Association.

Section 4. Quorum: Delegates of members representing more than one-half of the active membership of the Association shall constitute a quorum for conducting the business of the meeting.

Section 5. Voting and Certification of Delegates: The voting members of the Association (including members of the Board of Directors) shall each be entitled to one vote. The vote of each member public school board and board of control shall be cast by a delegate or alternate delegate selected from among the board members who are qualified to serve under Article III, Section 2, of the Bylaws. All delegates and alternates shall be certified in writing by the president, secretary or administrator of the member board. The certification must be delivered in person or by mail to the Association's principal office at least five days before the meeting of members as a condition to the member's right to vote at the meeting provided, however, that a member's delegate and alternate or alternates once certified shall be deemed to have continuous certification on the records of the Association and shall be entitled to cast the member's vote until a new certification is received if such delegate or alternate upon presenting himself or herself at the meeting of members establishes to the satisfaction of the credentials committee for such meeting that he or she is currently a member of the board of the active member which he or she purports to represent as a delegate, and is otherwise qualified.

Section 6. Restriction on circulation of written or other materials at meetings of members: No delegate or other person shall hand out or disseminate any written or other material at any Association convention or meeting of

Association members or delegates without prior approval of the Board of Directors or Executive Committee, or approval by a vote of the delegates at a Delegate Assembly meeting.

Article IX — Submission of Resolutions to Delegate Assembly

Section 1. The Board of Directors and the Policy and Resolutions Committee may each approve resolutions for submission to and consideration by the Delegate Assembly. A copy of all such approved resolutions shall be submitted to active members with the notice of the Delegate Assembly.

Any active member desiring the consideration of a resolution or resolutions by the Delegate Assembly may submit such resolution to the Policy and Resolutions Committee for the Committee's evaluation and recommendation provided that such resolution is received at the principal office of the Association on or before September 15 of the year immediately preceding the year of the next Delegate Assembly. The Policy and Resolutions Committee shall, after evaluating all such proposed resolutions timely submitted by active members, determine which of the resolutions shall be approved and submitted for the consideration of the Delegate Assembly and distributed with the notice of the Delegate Assembly.

All submitted resolutions which were turned down by the Policy and Resolutions Committee shall be copied and sent to all member districts with their notice of the Delegate Assembly. The sponsor of the proposed resolution may then bring their resolution up for action from the Delegate Assembly floor with a two-thirds favorable vote. After September 15, a member district may bring a proposed resolution up for action on the Delegate Assembly floor with a two-thirds favorable vote as long as they provide each member district a copy of their proposed resolution with rationale three weeks before the Delegate Assembly.

Section 2. The Association Board of Directors or an active Association member may submit to the Policy and Resolutions Committee, at its pre-Delegate Assembly discussion session under Article VII, emergency resolutions for committee consideration. The Committee shall consider each resolution, and shall also attach its recommendation to those resolutions it reports to the Delegate Assembly. The Delegate Assembly shall consider emergency resolutions if two-thirds of the members present and voting vote to consider such resolution.

Article X — Annual Convention

This Association shall hold an annual convention concurrent with or immediately following the Delegate Assembly. The actual time, place and length of the convention shall be determined by the Board of Directors.

Article XII — Robert's Rules of Order Adopted

All meetings of members and of the Board of Directors and of each of the committees of the Association shall be governed by the current edition of Robert's Rules of Order Newly Revised to the extent not inconsistent with the Articles of Incorporation and these Bylaws.

Article XIII — Amendment of Bylaws

These Bylaws may be amended at any annual or special meeting of the Delegate Assembly by a vote of two-thirds of the members present and voting. All proposed amendments must be submitted in writing to the Association office at least 40 days prior to the meeting at which they will be voted and the Executive Director must include such proposed amendments in the notice to the membership for such meeting.

Amendments to these Bylaws shall take effect on adoption by members at a membership meeting unless another date is specifically set forth in the resolution of amendment.

WASB REGIONS

REGION 1

Amery
Ashland
Barron Area
Bayfield
Birchwood
Bruce
Butternut
Cameron
CESA 11
CESA 12
Chetek-Weyerhaeuser
Clayton
Clear Lake
Cumberland
Drummond Area
Flambeau
Frederic
Grantsburg
Hayward Community
Ladysmith
Luck
Maple
Mellen
Northwood
Osceola
Prairie Farm
Rice Lake Area
Saint Croix Falls
Shell Lake
Siren
Solon Springs
South Shore
Spooner
Superior
Turtle Lake
Unity
Washburn
Webster
Winter

REGION 2
CESA 9
Chequamegon
Crandon
Elcho
Florence
Hurley
Lac du Flambeau #1

Lakeland UHS
Laona
Mercer
Minocqua
North Lakeland
Northland Pines
Phelps
Phillips
Prentice
Rhineland
Three Lakes
Tomahawk
Wabeno Area
White Lake
Woodruff J1

REGION 3

Algoma
Ashwaubenon
Beecher-Dunbar-Pembine
Bonduel
CESA 7
CESA 8
Coleman
Crivitz
Denmark
De Pere
Gibraltar Area
Gillett
Goodman-
Armstrong Creek
Green Bay Area
Gresham
Howard-Suamico
Kewaunee
Lena
Luxemburg-Casco
Marinette
Menominee Indian
Niagara
Oconto
Oconto Falls
Peshtigo
Pulaski Community
Seymour Community
Sevastopol
Shawano
Southern Door
Sturgeon Bay
Suring

Washington
Wausaukee
West De Pere
Wrightstown Community

REGION 4

Altoona
Augusta
Baldwin-Woodville Area
Bloomer
Boyceville Community
Cadott Community
CESA 10
Chippewa Falls Area
Colfax
Cornell
Durand-Arkansaw
Eau Claire Area
Eleva-Strum
Elk Mound Area
Ellsworth Community
Elmwood
Fall Creek
Gilmanton
Glenwood City
Hudson
Lake Holcombe
Menomonie Area
Mondovi
New Auburn
New Richmond

Osseo-Fairchild
Pepin Area
Plum City
Prescott
River Falls
Saint Croix Central
Somerset
Spring Valley
Stanley-Boyd Area

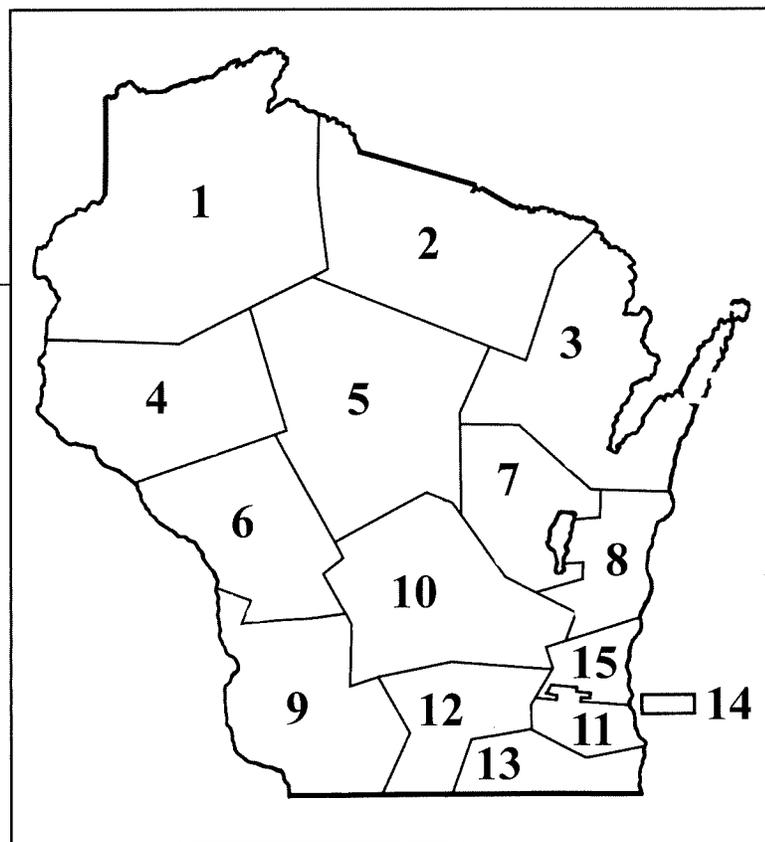
REGION 5

Abbotsford
Almond-Bancroft
Antigo
Athens
Auburndale
Bowler
Colby
D. C. Everest Area
Edgar
Gilman
Granton Area
Greenwood
Loyal
Marathon City
Marshfield
Medford Area
Merrill Area
Mosinee
Neillsville
Nekoosa

Owen-Withee
Pittsville
Port Edwards
Rib Lake
Rosholt
Spencer
Stevens Point Area
Stratford
Thorp
Tigerton
Tomorrow River
Wausau
Wisconsin Rapids
Wittenberg-Birnamwood

REGION 6

Alma
Alma Center
Arcadia
Bangor
Black River Falls
Blair-Taylor
Cashton
CESA 4
Cochrane-Fountain City
Gale-Ettrick-Trempealeau
Hillsboro
Holmen
Independence
La Crosse
La Farge



Melrose-Mindoro
Norwalk-Ontario-Wilton
Onalaska
Sparta Area
Tomah Area
Viroqua Area
Westby Area
West Salem
Whitehall

REGION 7

Appleton Area
Berlin Area
CESA 6
Clintonville
Fond du Lac
Freedom Area
Hortonville
Iola-Scandinavia
Kaukauna Area
Kimberly Area
Little Chute Area
Lomira
Manawa
Marion
Menasha
Neenah
New London
North Fond du Lac
Oakfield
Omro
Oshkosh Area
Ripon
Rosendale-Brandon
Shiocton
Waupaca
Weyauwega-Fremont
Winneconne Community

REGION 8

Brillion
Campbellsport
Cedar Grove-Belgium
Chilton
Elkhart Lake-Glenbeulah
Hilbert
Howards Grove
Kewaskum
Kiel Area
Kohler
Manitowoc
Mishicot
New Holstein
Oostburg

Plymouth
Random Lake
Reedsville
Sheboygan Area
Sheboygan Falls
Stockbridge
Two Rivers
Valders

REGION 9

Argyle
Barneveld
Belmont Community
Benton
Black Hawk
Boscobel Area
Cassville
CESA 3
Cuba City
Darlington Community
De Soto Area
Dodgeville
Fennimore Community
Highland
Iowa-Grant
Ithaca
Kickapoo Area
Lancaster Community
Mineral Point
North Crawford
Pecatonica Area
Platteville
Potosi
Prairie du Chien Area
Richland
Riverdale
River Ridge
Seneca
Shullsburg
Southwestern Wisconsin
Wauzeka-Steuben

REGION 10

Adams-Friendship Area
Baraboo
Beaver Dam
Cambria-Friesland
CESA 5
Columbus
Dodgeland
Fall River
Green Lake
Horicon
Lodi

Markesan
Mauston
Montello
Necedah Area
New Lisbon
Pardeeville Area
Portage Community
Poynette
Princeton
Randolph
Reedsburg
Rio Community
River Valley
Royall
Sauk Prairie
Tri-County Area
Waupun
Wautoma Area
Westfield
Weston
Wild Rose
Wisconsin Dells
Wonewoc-Union Center

REGION 11

Arrowhead UHS
CESA 1
Cudahy
Franklin
Greendale
Greenfield
Hartland-Lakeside Jt. 3
Kettle Moraine
Lake Country
Merton Community
Mukwonago
Muskego-Norway
New Berlin
Norris
North Lake
Oak Creek-Franklin
Richmond
Saint Francis
South Milwaukee
Stone Bank
Swallow
Waukesha
West Allis-West Milwaukee
Whitnall

REGION 12

Albany
Belleville
Brodhead
Cambridge
Deerfield Community

DeForest Area
Edgerton
Evansville Community
Fort Atkinson
Jefferson
Johnson Creek
Juda
Lake Mills Area
Madison Metropolitan
Marshall
McFarland
Middleton-Cross Plains
Monona Grove
Monroe
Monticello
Mount Horeb Area
New Glarus
Oregon
Stoughton Area
Sun Prairie Area

Verona Area

Waterloo
Watertown
Waukegan Community
Wisconsin Heights

REGION 13

Beloit
Beloit-Turner
Big Foot UHS
Brighton #1
Bristol #1
Burlington Area
Central/Westosha UHS
CESA 2
Clinton Community
Delavan-Darien
Dover #1
East Troy Community
Elkhorn Area
Fontana J8
Geneva J4
Genoa City J2

Janesville
Kenosha

Lake Geneva J1
Lake Geneva-
Genoa City UHS
Linn J4
Linn J6

Milton
North Cape
Norway J7

Palmyra-Eagle Area
Paris J1
Parkview

Racine
Randall J1
Raymond #14
Salem
Sharon J11
Silver Lake J1
Trevor-Wilmot
Consolidated
Twin Lakes #4
Union Grove J1
Union Grove UHS
Walworth J1
Washington-Caldwell
Waterford J1
Waterford UHS
Wheatland J1
Whitewater
Williams Bay
Wilmot UHS

Yorkville J2

REGION 14

Milwaukee

REGION 15

Brown Deer
Cedarburg
CESA 1
Elmbrook
Erin
Fox Point J2
Germantown
Glendale-River Hills
Grafton
Hamilton
Hartford J1
Hartford UHS
Herman-Neosho-Rubicon
Holy Hill
Hustisford
Maple Dale-Indian Hill
Mayville
Menomonee Falls
Mequon-Thiensville
Nicolet UHS
Northern Ozaukee
Oconomowoc Area
Pewaukee
Port Washington-Saukville
Shorewood
Slinger
Wauwatosa
West Bend
Whitefish Bay

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2022 WASB BOARD OF DIRECTORS

Region 1	Linda Flottum	Turtle Lake
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POLICY PERSPECTIVES

Vol. 45, No. 1
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USDA DEFINES SCOPE OF PROHIBITED SEX DISCRIMINATION IN SCHOOL NUTRITION PROGRAMS AND CREATES COMPLIANCE OBLIGATIONS FOR SCHOOL DISTRICTS

The Civil Rights Division within the Food and Nutrition Service (FNS) of the federal USDA announced on May 5, 2022, that, effective immediately, the FNS expects all school districts that participate in any federal child nutrition programs to enforce prohibitions on sex discrimination to include discrimination on the basis of gender identity and sexual orientation. Specifically, Policy Memo CRD 01-2022 states that FNS has determined that, under both Title IX and the Food and Nutrition Act of 2008, “discrimination based on gender identity and sexual orientation can constitute prohibited sex discrimination.”

The Policy Memo and related FNS guidance outline several action steps that school districts participating in federal child nutrition programs must take to conform to the FNS’s legal interpretation. Those action steps include the following:

1. Update and appropriately administer local discrimination complaint procedures.

- School districts are expected to review their program-related discrimination complaint procedures and make any changes that may be necessary to ensure that complaints alleging discrimination on the basis of gender identity and sexual orientation are accepted and processed as complaints of discrimination on the basis of sex.
- There is no grace period or delayed implementation date for accepting and processing such complaints.

- To ensure appropriate implementation of complaint procedures, the annual civil rights training that must be provided to all program administrators/managers and to all personnel who work in or directly interact with a child nutrition program should be updated to address and incorporate the FNS interpretation of discrimination based on sex (including by updating applicable nondiscrimination statements within the training materials, as addressed in the next item).
- ### 2. Update the USDA nondiscrimination statements that appear on the local food service program website/web page and on other program materials.
- All materials and resources that are used to inform the public about any USDA-supported Child Nutrition Program must contain the most-current USDA non-discrimination statement *in its exact wording*.
 - The “full version” of the current statement, has been updated as of May 5, 2022, to expressly incorporate the current FNS interpretation of the scope of prohibited sex discrimination. It can be accessed at: <https://www.fns.usda.gov/civil-rights/usda-nondiscrimination-statement-other-fns-programs>
 - USDA guidance states that nondiscrimination statements on local program websites should be updated as soon as possible. (Although subject to some ambiguity, 90 days from May 5, 2022, may represent a final deadline.)
 - For printed brochures, pamphlets, and other documents, all new printing must use the May 2022 nondiscrimination statement. A current “supply on hand” that uses the previous version of the statement may be used

until the earlier of the date that the existing supply is exhausted or September 30, 2023.

- According to the DPI’s website, the “full version” of the statement must be used on materials such as program websites, parent handbooks, free and reduced price meal applications, letters to households, and any employee handbooks.
- The “shortened version” of the statement has not changed. The shortened version may be used on items such as meal menus, flyers, and other similar materials on which using the full version would be impractical.

3. Obtain and display updated “And Justice for All” posters as soon as they are available.

- The “And Justice for All” posters are a USDA School Nutrition Program requirement. Each school must prominently display the USDA “And Justice for All” nondiscrimination poster in the location where meals are most frequently provided (e.g., the school cafeteria). All posters must be 11” x 17” and placed in a location that enables program participants to read the text regarding civil rights complaints without obstruction.
- The language used on the posters has been updated as of May 2022.
- School districts order posters through the DPI. However, the printing and distribution of the new posters may take some time.
 - Schools may not remove their current poster(s) until they are able to be replaced with the new posters.
 - School officials should monitor communications from DPI and FNS regarding poster availability.

See <https://dpi.wi.gov/school-nutrition/program-requirements/civil-rights> for more information, including links to specific USDA communications about nondiscrimination and related civil rights obligations within school food service programs.

FREE SPEECH AND SCHOOL DRESS CODES: 7TH CIRCUIT CASE ESTABLISHES THE PROPER LEGAL FRAMEWORK

A recent decision from the U.S. Court of Appeals for the Seventh Circuit addresses the following question: When presented with a First Amendment challenge to a school dress code rule that prohibits all depictions of firearms on student clothing, is it sufficient for the school district to show that the rule has a rational basis and that it is viewpoint neutral—i.e., neither “pro” gun nor “anti” gun depictions are permitted? According to the court, the answer to that question is, “No.” Specifically, the court held that instead of evaluating whether such a rule is reasonably related to legitimate pedagogical concerns, the restrictions on students’ freedom of speech imposed by the rule must be analyzed under the more rigorous *Tinker* standard that has been established and clarified under prior decisions of the U.S. Supreme Court. (*Note: “Tinker” was the last name of one of the parties involved in the seminal Supreme Court case.*)

The Seventh Circuit’s recently decided case originated from challenges brought by two different students from two different school districts in Wisconsin. The first student was prohibited from wearing a T-shirt displaying a Smith & Wesson logo that included an image of a revolver. The second student was barred from wearing a T-shirt displaying the logo of Wisconsin Carry, Inc., a gun-rights group. In the lower court, the schools prevailed based on the trial judge’s determination that the school rules were reasonable (i.e., the rules related to legitimate pedagogical concerns) and applied on a viewpoint neutral basis (i.e., any clothing with an image of a firearm was prohibited regardless of whether it conveys support for or opposition to gun rights). The students appealed.

The court of appeals directed the lower court to revisit its initial decision by applying the stricter *Tinker* standard. Under *Tinker*, the restriction on free speech represented by the dress code rule will be constitutionally permissible if school officials reasonably forecast that the speech would materially and substantially disrupt the work and discipline of the school or invade the rights of others. The court elaborated on the *Tinker* standard as follows:

- School officials do not have to prove that unless the speech at issue is forbidden, serious consequences will *in fact* ensue. The inquiry accounts for the professional knowledge and experience of school administrators in setting and enforcing disciplinary standards. However, at the same time, neither mere speculation nor generalized concerns about “hurt feelings” will be sufficient to justify a restriction on students’ First Amendment rights.
- The *Tinker* standard acknowledges the broad authority of school officials to maintain order and discipline and establish conditions in the school environment that are conducive to learning. A school is not required to tolerate student speech that is inconsistent with the school’s basic educational mission.
- The application of *Tinker* must account for such factors as the age and grade level of the students to whom the speech is directed and any factors particular to the educational environment or history of the school or student body in question. Temporal factors and recent events may also be relevant.

Because the case must now go back to the lower court before an outcome is known, the Seventh Circuit’s decision does not provide an example of the specific facts that will ultimately justify, or fail to justify, a particular dress code rule. However, in 2018, a federal trial court in a different case applied *Tinker* and enjoined a Wisconsin school district from enforcing a dress code that prohibited students from wearing clothing that presented any depictions of weapons—including depictions that were non-violent and non-threatening. See *Schoenecker v. Koopman*, 349 F. Supp. 3d 745 (E.D. Wis. 2018).

The Seventh Circuit’s decision also does not foreclose other school districts from attempting to justify a complete ban on clothing that depicts firearms and other weapons. However, school officials should be aware of the following:

- School districts that have adopted dress codes with restrictions that attempt to avoid controversial content by pursuing a “viewpoint neutral” ban need to reassess the rationale that was used to justify the rule(s).
- Under the *Tinker* standard, school officials attempting to defend such a rule must meet a substantial evidentiary burden. The result in the 2018 case mentioned above shows that the applicable legal standard is not a mere formality.
- The fact-dependent nature of the *Tinker* inquiry makes it difficult for a school district to know ahead of time whether such a rule can be successfully defended. Unfortunately, this may lead to protracted conflicts (including litigation) over the everyday issue of dress code violations, which may itself detract from a district’s ability to accomplish its educational goals.
- It may be less difficult to defend enforcement of a rule that bars clothing that communicates threatening messages, invades the rights of others, or that would reasonably be understood to support, glamorize, incite, or advocate in favor of violent acts that would endanger a person’s health or safety.
- When actually applying a dress code rule to student attire that involves speech, school administrators should generally think of the *Tinker* standard as an implicit part of the school rule. Some districts might even elect to expressly incorporate the *Tinker* standard into their school dress codes.

Source: *N.J. v. Sonnabend*, No. 21-1959 (7th Cir. 2022).

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POLICY PERSPECTIVES

Vol. 45, No. 2
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ONBOARDING PROCEDURES FOR NEW EMPLOYEES DRAW FROM MANY POLICY AREAS; MAINTAINING A CHECKLIST CAN HELP THINGS GO SMOOTHLY

Every August, most school districts have an influx of new employees who are starting their position in connection with the fall school term. Both the school district and the new staff members benefit from a smooth, well-organized onboarding process. A school district certainly wants to make a positive first impression that projects a welcoming work environment in which new employees have the information and assistance they will need for a successful start. However, oversights and omissions during onboarding can cause more than just minor frustrations. Hours of productivity can be lost fixing issues, employees can be tremendously disadvantaged by misunderstandings or errors associated with enrollment in district-offered benefits, compliance with legal and policy requirements can be jeopardized, and some aspects of onboarding can directly impact school safety and student instruction and learning.

Given the range of policy, operational, and compliance areas implicated by the onboarding process, it can be very helpful to develop a local onboarding checklist that starts with core items that apply to all (or at least most) positions and that is then further customized for different roles and positions. As is likewise true for the onboarding process as a whole, districts need to take a cross-functional approach to developing and implementing such a checklist. In other words, it should not be viewed solely as a function/responsibility of the business office or human resources department.

An onboarding checklist is also something that can easily become outdated and that will almost always be incomplete—or at least able to be improved. Accordingly, the checklist(s) should be regularly reviewed and updated. In the review process, use feedback and input provided by staff members who recently went through the onboarding experience.

Ideally, a checklist will be derived from and coordinated with a more comprehensive onboarding program and perhaps even a new employee orientation handbook.

The following list can be used as a starting point for developing a locally driven onboarding checklist:

- Federal Form I-9, “Employment Eligibility Verification”
- Federal Form W-4, “Employee's Withholding Certificate”
- Wisconsin WT-4, “Employee’s Wisconsin Withholding Exemption Certificate”
- Submit a “new hire report” to the Wisconsin Department of Workforce Development, either electronically or via the WT-4
- Authorization for direct deposit of payroll
- Signed voluntary election for a school year employee to receive pay over 12 months (a voluntary election for this payroll option is required by law, but only if the district chooses to offer the option to its school year employees)
- Wisconsin Retirement System enrollment (if applicable to the position)
- Health, dental, and other insurance enrollment (if applicable to the position), or other cafeteria plan election (such as cash in lieu of insurance), if offered

- Enrollment in any Health Savings Account (HSA) or Health Reimbursement Account (HRA), if applicable in the district
- Any salary reduction agreements, such as:
 - Flexible Spending Arrangements under a cafeteria benefits plan
 - Elective contributions to a section 403(b) or section 457 plan
- Verification of a completed and acceptable background check, whether required by law or by local policy
 - Obtain consent for the background check if required under the Fair Credit Reporting Act (e.g., for certain background checks completed by a third-party service)
- Verification of a completed new employee medical examination (typically post-offer, pre-employment physicals that, at a minimum, satisfy the requirements established under section 118.25 of the state statutes)
- Verification that the employee has provided his/her emergency contact information
- For any employee employed under an individual contract, verification that a fully executed contract is on file
- For any employee who is employed under a letter of assignment, verification that the letter describing the assignment was provided to the employee and, if consistent with local practices, that the employee provided a signed acknowledgement of receipt
- For any employee whose position requires an active, valid license, verification that a copy of the current license is on file with the district
- The employee has returned a signed acknowledgement related to the receipt of the employee handbook/district policies
- A copy of the applicable job description has been provided to the employee
- A qualified mentor has been assigned when required by law (i.e., under PI 34) or when provided pursuant to district policy
- A district employee ID badge has been prepared and distributed
- Building access rights have been arranged (e.g., security card, electronic fob, or keys)
- Network access, email, and other account access have all been arranged, including adding the employee to applicable group distribution lists
- Any district-provided computer, cell phone, or other device has been configured
- Mandatory new employee training has been scheduled, as applicable to the position¹
- Other district-provided orientation activities have been scheduled. Such meetings and other activities might cover topics such as:
 - Building tours and related office procedures
 - Employee benefits
 - Employee evaluation processes
 - District technology and information systems, including key software/applications
 - District curricular and instructional standards
 - Key policies and procedures related to the employee’s position
 - The school safety plan
 - Ongoing “check-ins” for new employees
- An initial meeting between the employee and his/her immediate supervisor has been scheduled
- For a school bus or other CDL driver employed by the district:
 - Verification that the driver has registered for an account within the federal “Commercial Driver's License Drug and Alcohol Clearinghouse” database and provided consent for queries of the driver’s information within the database
 - A signed certificate of receipt and acknowledgement of educational materials addressing the district’s driver alcohol and drug testing policy and procedures is on file
 - Verification of completion of pre-employment testing for controlled substances and, if required under district procedures, a breath test for alcohol

¹ For examples of employee training mandates, please see https://wasb.org/mandatory_staff_training_requirements/ (WASB website login required) and <https://dpi.wi.gov/sspw/required-trainings>

PROPOSED REVISIONS TO THE TITLE IX REGULATIONS ARE NOW OPEN FOR REVIEW AND COMMENT; FINAL REGULATIONS ARE STILL MONTHS AWAY

The U.S. Department of Education has issued draft amendments to the Title IX regulations as a “proposed rule.” The proposed amendments are **open for review and public comment through September 12, 2022**. School districts may submit comments via the Federal eRulemaking Portal at <http://www.regulations.gov>. Any submissions should include the docket ID (ED–2021–OCR–0166) at the top, and the Department prefers for comments to be uploaded as a Microsoft Word file.

The Department will review all comments that it receives and then issue final regulations at some point (likely several months) after the public comment period closes. A key thing for school officials to know is that, at this time, schools should not make any policy changes based solely on the proposed regulations if the change(s) would conflict with the requirements of the current regulations.

Some of the main issues addressed in the draft regulations include the following:

- In comparison to the current Title IX regulations (last amended in 2020), the proposed regulations would substantially modify:
 - Notice mandates (e.g., school districts would be required to add a lengthy Title IX nondiscrimination notice to many school-related “announcements” and “bulletins”).

- Training mandates (e.g., schools would be required to provide Title IX training to all employees).
- The specific requirements for school district Title IX grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including (but not limited to) complaints of sexual harassment. Relative to the current regulations, many (but not all) of the proposed changes in this area are likely to be viewed favorably by school districts. As one example, under the draft regulations, the same individual would be permitted to serve as the investigator and initial decision-maker for a Title IX complaint.

- The draft amendments expressly incorporate the Department’s current view of the scope of Title IX’s prohibition on sex discrimination within covered education programs and activities, including the Department’s interpretation that Title IX does prohibit discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.
- The draft amendments would establish various rights and protections for students and employees who are pregnant or experiencing pregnancy-related conditions (including lactating).

Links to a complete copy of the draft regulations, to the Department’s associated commentary, and to a Department-prepared table that summarizes the major provisions of the proposed rule are available on the WASB’s website at: <https://wasb.org/policy/hot-policy-topics/2020-title-ix-regulations/>

The WASB is in the process of further evaluating the proposed regulations and will provide additional information to members in the near future.

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