



BOE WEEKLY UPDATE

October 2, 2025

Thank you for your support in approving the recent budget amendments during our September meeting. It is encouraging to see us in a position to make adjustments aligned with our strategic plan and commitments made to our community through the 2024 referendum. The increased funding for 4K programs, additional staffing for students receiving special education services, and the allocation for district maintenance projects represent positive steps toward addressing the needs of our school community.

*Additionally, several teachers raised concerns regarding **salary compression** during the public comments segment at the September 29 meeting.*

As you know, salary compression occurs when there are minimal differences in pay between new hires and longer-term employees, or between subordinates and their supervisors. This issue typically arises due to a rapidly increasing minimum market rate for certain roles and can negatively impact employee morale, retention, and overall pay equity.

We recognize the strategic importance of resolving this issue for the long-term health of our workforce and have initiated a focused internal project to develop potential remedies.

Our Compensation and HR teams are currently performing a comprehensive analysis, which includes:

1. **Identifying the Scope:** Pinpointing the specific areas of the salary schedule, and tenure groups most affected by compression.
2. **Analyzing Market Data:** Comparing current salaries for affected employees against updated industry and geographic market benchmarks.
3. **Modeling Financial Impact:** Calculating the costs associated with various remediation strategies.

The goal of this analysis is to move beyond problem identification and develop concrete, financially viable options for your review and consideration. These options will detail the required investment, the expected impact on the salary structure, and the timeline for implementation.

Additionally, I have asked our team to create a timeline that will be shared so we can manage expectations throughout this process.

We are committed to maintaining a compensation structure that is both equitable for our employees and fiscally responsible for the organization. We appreciate your anticipated support as we work to finalize these options.

Lastly, with the federal government experiencing a shutdown, I am sharing a link from the Wisconsin Department of Public Instruction regarding any potential impacts on school districts in our state: <https://dpi.wi.gov/administrators/biweekly-mailing/september-30-2025>

General Updates & Information

United Way of Dane County (UWDC): At our board meeting this week a program highlight was brought into the meeting so we could share it on social media or within other networks we are part of. I appreciate the wide reach the UWDC has in our community. Every bit of giving finds its way back into our community and makes a positive impact on children, families and the community. Below is the post we shared at this month's meeting.



United Way of Dane County

4,271 followers

1d • 

At United Way, we help young people realize their full potential by breaking down barriers to success.

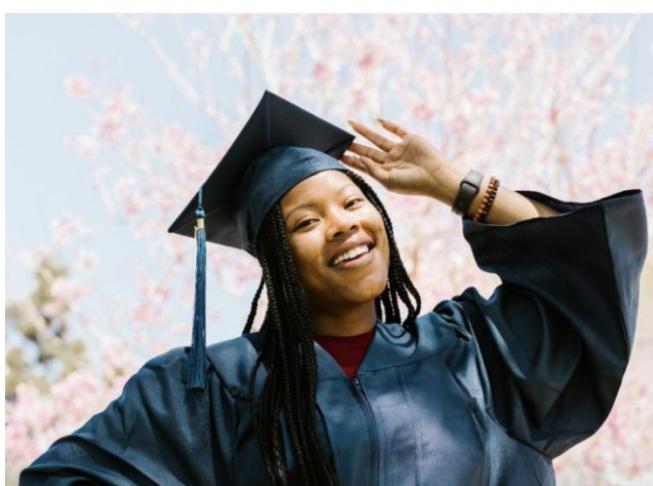
Through our Plan for Community Well-Being Youth Opportunity impact area and partnerships like the Children's Dyslexia Center (CDC), we foster the skills and confidence students need to succeed.

One recent graduate shared how the program opened new doors for her:

"Once I started in the CDC program, I realized that I had the option to learn how to live with dyslexia and grow my skills in reading and writing... I realized there was a whole world of excitement and imagery waiting for me within the pages of books."

She graduated with a 3.7 GPA, was part of National Honor Society and takes with her the love for learning.

We're proud to invest in strategies and programs that improve lives and foster a future where every young person can realize their dreams.





BOE WEEKLY UPDATE

- **NEW Community Newsletter: MMSD InFocus.** I am incredibly grateful for the implementation of our strategic communications plan. Senior Executive Director of Communications, Edell Fiedler and her entire team have done an excellent job of improving our public facing communications, sharing celebrations, managing a new district brand, and not to mention attending to the daily communications needs of our school community. MMSD InFocus is one more big step for us and I would encourage you and anyone you would like to receive this monthly newsletter to sign up here:

Community members are encouraged to sign up for the newsletter [through the MMSD website](#) to begin receiving monthly updates directly in their inbox.

- Longtime Vel Phillips Memorial High School Technology and Engineering instructor Miles Tokheim was recently recognized with a prestigious award from Harbor Freight Tools for Schools. A group of colleagues, community partners, Miles' family, and students from the auto shop program attended the award presentation at VPM. Miles was awarded a grant of \$50,000 to support and enhance his program. This award was highly competitive, with 1,001 applications nationwide and only 25 recipients selected. For more information, please see the coverage here:
https://www.wkow.com/news/top-stories/madison-teacher-is-awarded-national-prize/article_b78c094a-0796-412c-8bee-09bfe244e0c2.html

I look forward to seeing you all Monday night at our Instruction Work Group.

Joe

Joe Gothard, Ed. D

BOARD OF EDUCATION QUESTIONS**➤ Bus Pass Update**

Please see the attached memo for a response to a board member's question related to Madison Metro bus passes for students.

OTHER INFORMATION**➤ Restraint and Seclusion Data**

Please see that attached report for an update on the 2024-2025 Restraint and Seclusion data.

➤ Great Things Happening Around MMSD

- At Lake View Elementary's [Literacy Open House & Hispanic Heritage Month Dinner](#), more than 260 parents, students, staff members and school stakeholders came together for an evening of learning, cultural celebration and fun
- Harbor Freight Tools for Schools awarded Memorial High technology & engineering teacher Miles Tokheim its \$50,000 [Prize for Teaching Excellence](#), making him one of only 25 teachers across the country so honored
- MMSD rolled out a new community newsletter, "MMSD: InFocus," and a new [Mad for Reading app](#), both of which are aimed at increasing engagement with families and community members across the district
 - MMSD launches new community newsletter aiming to keep Madison residents informed ([Channel 3000](#))
 - MMSD launches app to track reading ([In Business](#))
- Future planning events at the comprehensive high schools are in full swing, with counselors hosting workshops on essay writing, apprenticeships, college applications, and more, and also providing students opportunities for one-on-one guidance on how to prepare for life beyond high school
- Students from 11 MMSD middle schools convened at Olin Park to take part in the [MSCR Cross Country Middle School Meet](#), which saw more than 200 participants push themselves to the limit in two different races

OUR UPCOMING BOARD CALENDAR**➤ Fri., Oct. 3, 10 a.m.**Policy Committee
In Person**➤ Mon., Oct. 6, 5 p.m.**Instruction Work Group Meeting
In person and virtual—Open to the public



BOE WEEKLY UPDATE

- Wed., Oct. 8, 5:30 p.m. Student Senate
In Person – Doyle 103
- Fri., Oct. 10, 12 p.m. Board of Education Retreat
TBD
- Mon., Oct. 13, 5 p.m. Operations Work Group Meeting
In person and virtual—Open to the public
- Fri., Oct. 17, 10 a.m. Policy Committee
In Person
- Week of October 20 Board Briefings
Virtual
- October 21-26 Council of Great City Schools Fall Conference
In Person – Philadelphia, Pennsylvania
- Wed., Oct. 22, 5:30 p.m. Student Senate
In Person – Doyle 103
- Mon., Oct. 27, 6 p.m. Regular Board of Education Meeting
In person and virtual—Open to the public
- Fri., Oct. 31, 10 a.m. Policy Committee
In Person

ITEMS ATTACHED FOR INFORMATION

1. Metro Bus Pass Response
2. BOE Restraint and Seclusion Report October 2025
3. U.S. Mail
 - a. Policy Perspectives – September 2025



Building Services

TO: Members of the Board of Education
FROM: Scott Chehak- Senior Executive Director of Building Services
DATE: September 30, 2025
SUBJECT: Madison Metro Bus Passes

During the September 29, 2025 Board of Education meeting a question was posed to myself about multiple swipes of the Madison Metro bus passes. At the time of the question, I was unsure of the cap of number of swipes or daily caps allowed to be charged for the students using the passes.

After confirming with Madison Metro, here is the charting that illustrates the charge tables accordingly.

If they are scanning the cards that MMSD paid for and distributes, it's a flat rate.

We stopped selling the flat rate card to general public students. So, if they're not getting your pass, they're loading money onto our general Fast Fare card. Where yes, they get a youth discount AND fare capping too.

Here's the pricing:

Half Fare Pricing

Single Ride

\$1.00

Daily Cap

\$2.50

Weekly Cap

\$7.00

Monthly Cap

\$28.00

Any questions, feel free to contact me.

Scott Chehak
Senior Executive Director of Building Services

TO: MMSD Board of Education
FROM: Dr. Nancy Molfenter, Associate Superintendent of Student Services
 Dr. Carletta Stanford, Assistant Superintendent of Schools and Learning
DATE: October 1, 2025
SUBJECT: Restraint and Seclusion Reporting - 2024-25 Data

Restraint and Seclusion: Data Report for the 2024-25 School Year

Background:

[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 October 1st, the Principal of each school or their designee is required to submit the following data to the Board of Education:

- 1) The number of incidents of physical restraint and seclusion.
- 2) Total number of pupils involved in incidents.
- 3) The number of students with a disability involved in incidents.

Level	Number of Students Involved	Number of Students with Disabilities Involved	Incidents of Restraint	Incidents of Seclusion	Incidents of Seclusion and Restraint	Total*
Elementary School	181	131	134	86	210	430
Full Prior Year (2023-24)	184	137	179	94	174	447
Middle School	20	19	30	6	17	53
Full Prior Year (2023-24)	36	30	38	4	8	50
High School	10	9	2	6	15	23
Full Prior Year (2023-24)	9	6	7	2	4	13
Total	217	156	179	98	229	506
Full Prior Year (2023-24)	229	173	224	100	186	510

*Total is number of incidents = (# of Restraints + # of Seclusions + # of seclusion and restraint together)

Data Overview

- **0.009%** (217 students out of 25,155) of the MMSD student population experienced restraint and/or seclusion during the 2024-25 school year.
- **0.04%** (156 out of 4,105) of students with disabilities experienced restraint and/or seclusion.
- Elementary schools reported more incidents of restraint (134), seclusion (86) seclusion & restraint (210) than either middle schools (30 incidents of restraint, 6 incidents of seclusion, 17 incidents of seclusion and ~~restraint~~) or high schools (2 incidents of restraint, 6 incidents of seclusion and 15 incident of seclusion and restraint).
- The percentage of all students who were physically restrained or secluded was highest at the elementary level .015% (181 of 12,370 elementary school students). The percentage of students who were physically restrained or secluded was lower at the middle level .004% (20 of 4990 middle school students), and at the high school level the lowest was the lowest .001% (9 of 7783 high school students).

Interpretation of Data and Next Steps

Positive Trends:

The use of restraint decreased across all school levels during the 2024-25 school year compared to the previous year:

- **Elementary level:** 45 fewer incidents
- **Middle school level:** 8 fewer incidents
- **High school level:** 5 fewer incidents
- **Percent of Students with Disabilities decreased by nearly 10%.**
- Overall, the total number of students who were restrained and secluded also declined, dropping from **229 in 2023-24** to **217 in 2024-25**.
 - One possible explanation for this decrease was additional opportunities for Principals and other school staff to seek clarification and training on alternatives to secluding students during times of high distress.
 - In the 2024-25 school year, the NVCI training coordinators for the District were available for consultation with Principals and other school leaders and staff.
 - Trainers were able to better ensure school leaders and staff understood the definition of seclusion with the goal of decreasing the incidents of secluding students.
 - Principals and school staff reported this was a helpful support, which will continue in the 2025-26 school year.

Trends to Address and Action Steps in 2025-26

- In 2024-25 we saw a slight decrease of seclusion and restraint over the year prior.

- This school year, as training is provided to staff, and consultations occur, clear review of circumstances that constitute imminent risk will be conducted.
 - Continuous review of data will be completed, and consultation provided if trends at a school emerge.
 - Consultation will include ideas for supporting the student(s) experiencing high distress, as well as alternative actions school staff members can take rather than resorting to use of restraint and/or seclusion.
- The most significant increases were in the number of incidents at the High School level of students, including those with a disability, who experienced a restraint or both a seclusion and restraint during the same incident of distress. This was in part due to the transition of a student who needed additional programming considerations. Once programming and additional training had occurred with staff, the number of incidents decreased significantly.
- The number of students with a disability involved in one or more incidents of restraint and seclusion decreased in all levels except for the high school. Targeted steps will be taken to reverse this trend in 2025-26.
 - All special education teachers and student services professionals are required to recertify in Nonviolent Crisis Intervention every two years. Additional training in supporting students who are in distress and struggling to meet behavior expectations will be provided to Student Services staff above and beyond the required training.
 - General and school and student specific training will be provided on Functional Behavior Assessment and Positive Behavior Support Plan development and implementation. This will include training on incorporating alternatives to restraint and seclusion that can help maintain safety for students and staff during times of high distress for a student.
 - Assistant Directors for Special Education and 504 will review data with each of the Principals in their respective area of responsibility and discuss means by which restraints and seclusion can be reduced through greater emphasis on preventative practices and/or programming changes.

Required Staff Training

Wisconsin statute 118.305 mandates that training in the use of restraint and seclusion is required for any school staff member prior to using physical restraint or seclusion. MMSD's Nonviolent Crisis Intervention (NVCI) training is designed to assist staff in learning how to effectively prevent emotional and behavioral escalation as well as assist a person who has already escalated. Stages of emotional and behavioral escalation are described, and each stage is paired with a positive action plan for educators and teams to prevent escalation or support an already escalated individual to de-escalate. The content emphasizes proactive interventions and supports State of Wisconsin

legal requirements, MMSD guidelines, and appropriate restraint and seclusion techniques.

District Training Provided

The District transitioned from its Crisis Management Intervention (CMI) training program to Nonviolent Crisis Intervention (NVCI) training program (second semester of 2017-18 school year). The transition was an effort to provide staff with the highest quality and nationally recognized strategies/procedures. NVCI also significantly improves the accessibility of our training to reach more staff who can benefit from proactive, prosocial and trauma-informed intervention strategies and techniques. All newly hired special education teachers and student services professionals are required to successfully complete Nonviolent Crisis Intervention training prior to using restraint or seclusion.

If/when Student Services personnel suspect potentially inappropriate usage of restraint and/or seclusion or when there are zero instances, the District will conduct investigations and, where appropriate, require corrective action to ensure the inappropriate practice(s) do not recur. The District will continue that practice to ensure appropriate use of restraint and seclusion.

Mandated Staff for NVCI Training

Employees in the following job categories MUST complete the NVCI training prior to employment, or at the earliest possible time after employment begins.

- Building Administrator
- Behavior Interventionist or Behavioral Education Assistant (BEA)
- Psychologist
- Social Worker
- Speech/Language Clinician
- Occupational & Physical Therapist
- VI and DHH Teacher and staff
- Special Education Teacher/PST
- Special Education Assistant
- Substitute Special Education Assistant
- Security Assistant
- Nurse and Nurse's Assistant

Initial NVCI Training Description

This training is designed for staff who have not had prior training in NVCI or their training has expired. The course is a blended training, consisting of three components: Online Modules, facilitated/zoom mtg and the in person physicals training. The online modules are self-paced and take about 2-3 hours to complete. The facilitated/zoom portion is scheduled for 1.5 hours. The in person physical skills instruction and practice portion is scheduled for 2 hours.

Components	Format	Time Commitment
Modules	Self paced-asynchronous	2-3 hours
Facilitated Learning	Synchronous-Zoom	1.5 hours
Physicals Skills	Synchronous-In Person	2 hours

Recertification Training Description

This training is designed for staff who are current and set to expire with NVCI training. The course is a blended training, consisting of three components: Online Modules, facilitated/zoom mtg and the in person physicals training. The online modules that are self-paced take about 2-3 hours to complete. The facilitated/zoom portion is scheduled for 1 hour. The in person physical skills instruction and practice portion is scheduled for 2 hours. In MMSD staff are required to be recertified every 2 years.

Components	Format	Time Commitment
Modules	Self paced-asynchronous	2-3 hours
Facilitated Learning	Synchronous-Zoom	1 hours
Physicals Skills	Synchronous-In Person	2 hours

POLICY PERSPECTIVES

USDA CHANGES POLICY ON CHARGING FEES FOR ELECTRONIC PAYMENT SERVICES THAT FAMILIES USE TO FUND STUDENT MEAL ACCOUNTS

In a recent Policy Memo (SP 18-2025), the U.S. Department of Agriculture (USDA) announced that school districts no longer face a 2027-28 school-year deadline to cease charging students who are eligible for free or reduced-price meals any fees associated with the use of electronic payment services within school meal programs. The USDA's decision to rescind the ban on such fees is subject to several remaining conditions on the payment options that a school district offers to families. In addition, the USDA's Policy Memo emphasizes that it is still a best practice to **not** charge user fees in connection with electronic payment methods.

Background

Most school districts offer families the option of funding student meal accounts by using an electronic payment and online account management service that families can access at any time. While such online payment options are generally seen as convenient, efficient, and secure, they also sometimes require some sort of user-paid fees (e.g., an account set-up fee or a fee that is associated with each deposit transaction).

In November 2024, the USDA announced a ban on charging fees associated with the use of electronic payment services to students who are eligible for free or reduced-price meals. School districts were required to comply with the fee prohibition by no later than the 2027-28 school year. However, in July 2025, the USDA issued a new Policy Memo that, in an effort to reduce administrative burden, rescinded the previously-announced ban on charging such fees. The July 2025 Policy Memo provides updated guidance on

the issues of (1) meal account payment options and (2) fees for electronic payment services. As summarized below, the July 2025 guidance is generally similar to the guidance that school districts have been following since the 2014-15 school year.

Current Requirements Relating to Student Meal Account Payment Methods

Under USDA Policy Memo SP 18-2025, the following requirements apply to school districts that participate in federal meal programs for students:

1. Each "school food authority" must offer a **free and accessible** payment method for student meal accounts that is available to **all families** (including families paying the full price for school meals).
2. A school food authority may implement an electronic payment service that charges a fee to users. However, use of the service must be **voluntary** (i.e., all families must have the option of using a no-fee method of making payments).
3. Each school food authority must provide a method of making deposits to student meal accounts to meet the needs of families who do not have access to a computer, do not have a bank account, or prefer to make their payment by other means. Common methods of meeting these requirements include accepting cash or checks at school or by mail.
4. Each school food authority must **notify families** of available payment options and any associated fees in ways that are easy to find and understand.

Additional Guidance and Best Practices

Despite rescinding its planned ban on charging fees to low-income families related to the use of electronic payment services, the USDA continues to encourage school food programs to avoid charging such fees. As an alternative to charging families, the USDA notes that schools may use donations from outside

organizations, funds from the general fund, or funds from the nonprofit school food service account to cover costs associated with electronic payment options for school meals. If fees are charged, the USDA encourages schools to (1) work with service providers to limit fees and (2) use electronic payment systems that allow bank account/ACH transfers, which typically incur lower fees than the fees charged for credit card transactions. Finally, the USDA encourages schools to use a variety of communication strategies and communication methods to inform families of their payment options, including all no-fee options.

*Note: The USDA's now-rescinded ban on certain fees associated with the use of electronic payment services was covered in the November 2024 issue of **Policy Perspectives**. That earlier coverage of the topic is now outdated.*

SCHOOL DISTRICTS FACE A CONTENT CONUNDRUM WITH CIVIL RIGHTS NOTICE OBLIGATIONS TIED TO PARTICIPATION IN FEDERAL SCHOOL MEAL PROGRAMS

The WASB has recently received inquiries from school district personnel who are attempting to identify (1) the most-current USDA “And Justice for All” poster that needs to be placed in a prominent location wherever meals or snacks are served in a federally-supported program; and (2) the most-current content for the USDA/Food and Nutrition Service “nondiscrimination statement” that needs to be included with various school meal program materials.

The short answer is that although revisions have been made to the applicable poster and to the nondiscrimination statements that are available on the USDA/FNS websites, the WASB is not aware of any official USDA/FNS policy memo or related official guidance about implementing the 2025 updates to those civil rights notices. The WASB will continue to monitor USDA/FNS communications. In the meantime, and subject to any advice a district receives from its chosen legal counsel, it may be reasonable to approach compliance as follows:

1. The USDA “And Justice for All” poster (Form AD-475-A):

- If the school district is able to print and post color copies in the full 11x17 size requirement, then it would likely be reasonable to use the version of the poster that is dated March 2025.
- The March 2025 poster is available at <https://www.usda.gov/sites/default/files/documents/ad-475a.pdf>
- The September 2019 version of the poster is also likely an acceptable option at this time.
- The September 2019 poster can be accessed online at <https://www.usda.gov/sites/default/files/documents/JFAgreen508.pdf>
- A disadvantage of using the 2019 version of the poster is that the URL (i.e., internet) address for the “Program Discrimination Complaint Form” that is identified in the poster is no longer an active/valid link (i.e., it returns a “page not found” error if it is entered in a web browser).

2. The full-length version of the required USDA/FNS nondiscrimination statement:

- This is the statement that captures **federal** civil rights laws and that is included with local online resources relating to school meal programs (e.g., local meal program websites) and with a school district’s printed program materials.
- Pending further direct guidance from the USDA, it may be reasonable for a school district to do either of the following in connection with their online meal program resources or when printing new program-related materials:
 - Follow a July 17, 2025, DPI recommendation to wait to make changes to the full-length nondiscrimination statement that is in local use until the USDA/FNS provides new directives. Although added clarity could arrive at any time, a potential concern with this approach is that it involves continuing to use a version of the nondiscrimination statement that is no longer posted on the USDA/FNS websites and that appears to be inconsistent with the USDA’s current legal interpretations and policy positions.
 - Relying on the USDA’s July 7, 2025, guidance addressing the interpretation of discrimination based on “sex” in USDA Child Nutrition Programs, a district might remove the

interpretative/explanatory parenthetical phrase “(including gender identity and sexual orientation)” from the full-length version of the USDA/FNS nondiscrimination statement that is currently found on the “Civil Rights” web page of the DPI’s Bureau of School Nutrition. A statement that refers to prohibited discrimination based on “sex,” with no further interpretation, leaves the final interpretation of federal law up to the courts and would be consistent with various nondiscrimination statements that are currently used on the USDA and FNS websites.

3. The “short form” of the USDA/FNS nondiscrimination statement has not changed. For program materials for which it is impractical for a school district to use the full-length statement, a school district should include the statement, “*This institution is an equal opportunity provider.*”

DPI UPDATES LICENSING REGULATIONS; FORMALLY DECLARES VARIOUS “PROGRAM COORDINATOR” LICENSES TO BE OBSOLETE

Pursuant to DPI rule amendments that took effect on September 1, 2025, the following “program coordinator” licenses that were previously listed in subchapter VIII of Chapter PI 34 are now officially considered **obsolete** due to the absence of any corresponding preparation programs:

<u>Instructional</u>	<u>Non-Instructional</u>
– Children at risk	– Personnel
– Dean of students	– Public relations
– School to work	– Research
– Title I	– Athletics and co-curricular programs
	– School network administrator
	– Standards and assessment
	– “Other” non-instructional

Although the official change to the status of the program coordinator licenses listed above is only occurring now, those licenses have been *functionally* obsolete (i.e., in real-world practice for most districts)

for quite some time. Their prior relevance was limited not only by the lack of applicable preparation programs, but also by the fact that the licenses were intended to provide a licensure pathway primarily for individuals who did not otherwise have a valid license under either subch. VI (teaching areas) or subch. VII (pupil services areas) of Chapter PI 34.

There are now only two remaining “program coordinator” licenses among the administrative license areas established under subch. VIII of Chapter PI 34:

1. **Career and technical education program coordinator.** See § PI 34.072.
2. **Gifted and talented program coordinator.** See § PI 34.0725.
 - A license issued in this administrative area authorizes an individual to work as a gifted and talented program coordinator if the individual does **not** otherwise have a valid license in a teaching area or pupil services area.
 - This program coordinator license is different from the optional (and still active) gifted and talented supplemental *teaching* license that is defined under § PI 34.081.

Practice Tip:

As further covered in the August 2025 issue of **Policy Perspectives**, some school districts might be in the process of updating their list of positions that constitute “local public offices” for purposes of the Wisconsin Public Records Law. The current status of the various “program coordinator” licenses is relevant to that process due to the portion of the definition of a “local public office” that refers to “*an employee of a school district [who is not a municipal employee] as defined in s. 111.70(1)(i) and who holds a school administrator license or permit issued by the department of public instruction under rules promulgated by the department under s. 118.19 and whose employment requires that the individual hold that license or permit.*” For example, for an employee who serves as a career and technical education program coordinator, it is relevant that (1) the applicable license remains active and classified by the DPI as a type of administrative license; and (2) a separate license in a teaching area or pupil services area, by itself, would not authorize the employee to work in the CTE program coordinator position. Still, in the end, the process of making “local public office” designations requires each school district to assess its actual staff positions under the full statutory definition of a “local public office.”



2025 FALL REGIONAL MEETINGS & WORKSHOPS

September-November
Dates and Locations
Vary by Region



WISCONSIN
ASSOCIATION OF
SCHOOL BOARDS

Agenda

- 4 p.m. Workshop Registration
- 4:30-6 p.m. Workshop Program
- 6 p.m. Registration and Networking
- 6:30 p.m. Dinner
- 7-8:30 p.m. Regional Meeting Program

Pre-Meeting Workshop

Students Can't Learn If They're Not There

Student success starts with showing up. Yet in the 2023–24 school year, nearly 1 in 5 Wisconsin K–12 students missed more than 10 days of school. That's a challenge we can't afford to ignore—and one we can address.

Join us for a focused 90-minute workshop designed to help school leaders take meaningful action. We'll begin with a clear overview of Wisconsin's compulsory attendance laws before sharing proven, practical strategies that districts across the state are using to improve attendance and re-engage students.

Regional Meeting

- Regional Director Welcome
- Member Recognition Awards
- Elections (Regions 2, 5, 7, 9, 11, 14, 15)
- Feature Presentation: Strategic Focus & Accountability: The Board's Role
- Legislative Update
- Executive Director's Report

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Supporting, promoting and advancing public education.

Network With Colleagues and WASB Staff

Join us at your Regional Meeting this fall to network with area board members, celebrate accomplishments and learn what the WASB is doing for you.

Each meeting begins with a networking opportunity and features a legislative update, a report from the WASB executive director and an engaging discussion on how strategic focus on the future is a core board responsibility.

Prior to your Regional Meeting, WASB staff counsel and consultants will host an optional workshop on Wisconsin attendance laws and real-world strategies districts can take to decrease chronic absenteeism.

A virtual workshop for all regions will be held via Zoom on Tuesday, Nov. 4, followed by a virtual meeting on Thursday, Nov. 6.

Registration Information

- The registration fee for all in-person Regional Meetings is \$42. The online meeting is free.
- Workshop registration is \$75 (including the online workshop).
- Attendees receive a \$10 discount if registered for a workshop and Regional Meeting.
- Pre-registration is strongly recommended. Capacity may be limited in some locations.
- Members and staff are welcome to attend any workshop or Regional Meeting.
- Refunds are allowed for cancellations received by the end of the day, one week prior. (For example, for the Regional Meeting on Thursday, Oct. 23, the cancellation must be received by 5 p.m. on Thursday, Oct. 16.)

Date	Region	City	Location
Sept. 23	13	Burlington	Veterans Terrace 589 Milwaukee Ave.
Sept. 30	12	Sun Prairie	Hilton Sun Prairie 1220 S. Grand Ave.
Oct. 2	11/15★	Brookfield	Sheraton Milwaukee Brookfield Hotel 375 S. Moorland Rd.
Oct. 7	10	Wisconsin Dells	Trappers Turn 2955 Wisconsin Dells Pkwy.
Oct. 8	9★	Fennimore	Southwest Tech 1800 Bronson Blvd.
Oct. 9	6	Onalaska	Onalaska Middle School 707 8th Ave. N.
Oct. 14	1	Ashland	The Landing at Best Western The Hotel Chequamegon 101 Lake Shore Dr. W.
Oct. 15	1	Rice Lake	Lehman's Supper Club 2911 S. Main St.
Oct. 16	2★	Minocqua	Norwood Pines 10171 Highway 70
Oct. 21	8	Kiel	Millhome Supper Club 16524 Lax Chapel Rd.
Oct. 22	3	Green Bay	Rock Garden/Comfort Suites 1951 Bond St.
Oct. 23	7★	Neenah	DoubleTree by Hilton Neenah 123 E. Wisconsin Ave.
Oct. 28	4	Eau Claire	The Florian Gardens 2340 Lorch Ave.
Nov. 4	5★	Rothschild	Holiday Inn & Suites Wausau-Rothschild 1000 Imperial Ave.
TBD	14★	Milwaukee	MPS Administration Building 5225 West Vliet St.

★ Denotes regions with elections for a member of the WASB Board of Directors.