



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Tuesday, January 10, 2023
Starting Time: 6:40 p.m.
CHAIR: Mr. Santino Laster

NOTE: This meeting will be held in the Boardroom

**Starting/ending times may vary*

The Committee of the Whole meeting will be held in the Board of Education meeting room, 3330 Stahl road, Sheboygan, Wisconsin on **Tuesday, January 10, 2023, at 6:40 p.m.** The following items will be presented for consideration at that time:

Please note that some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with meeting ID: 895 5633 4376 and Passcode: 551839 or <https://us06web.zoom.us/j/89556334376?pwd=LzY0YmpSUlZlaTZQUjN2WndqVHJMZz09> or via livestream <https://www.youtube.com/user/SheboyganSchools> at the scheduled meeting time.

**REPORT TO THE COMMITTEE OF THE WHOLE
AGENDA**

- 1. CALL TO ORDER** (Vice President)
- 2. PLEDGE OF ALLEGIANCE**
- 3. APPROVAL OF THE AGENDA** (Action)
- 4. ROLL CALL** (Informal)
- 15 min. **5. 2021-2022 AUDIT REPORT – Mr. Mark Boehlke/Ms. Wendy Baackes/Mr. Bryan Grunewald, CliftonLarsonAllen** (Information/Discussion)

Mr. Bryan Grunewald will present the 2021-2022 audit that was completed by CliftonLarsonAllen.
- 5 min. **6. URBAN MIDDLE SCHOOL WATER DAMAGE UPDATE – Mr. Seth Harvatine/Mr. Mark Boehlke/Mr. Joseph Vollmer/Dr. Salvatore DiStefano** (Information/Discussion)

Administration will provide an update on the water damage and repair work at Urban Middle School.
- 10 min. **7. URBAN MIDDLE SCHOOL SITE RECOMMENDATION – Mr. Seth Harvatine/Mr. Mark Boehlke** (Discussion/Possible Action)

Administration will share a recommendation for the use of the current Urban Middle School site should a new Urban Middle School be built on a new site.
- 2 min. **8. WASB PROPOSED RESOLUTIONS – Mr. Seth Harvatine** (Information/Discussion/Possible Action)

Discussions will occur regarding several of the resolutions that will be brought before the WASB Delegate Assembly on January 17, 2023.

2 min. **9. DISTRICT ADMINISTRATOR PERFORMANCE EVALUATION SYSTEM (DAPES) – Mr. Santino Laster/Mr. David Gallianetti/Mr. Seth Harvatine** (Information/Discussion)

Vice President Laster and Mr. Gallianetti will review steps for the Superintendent’s mid-year review in preparation for upcoming discussion at the January 24, 2023, Regular Board of Education Meeting.

- 10. ADJOURN TO CLOSED SESSION PER WISCONSIN STATE STATUTES SEC. 19.85(1)(c)** (*Action with roll call vote*) To consider employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility for the purpose of discussing an individual administrator succession plan.
- 11.** Reconvene to Open Session (Action)
- 12.** Adjourn (Action)



Sheboygan Area School District Audit Results

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor

Responsibilities

Management Responsibilities

- Preparation and fair presentation of financial statements
- Including design, implementation, and maintenance of internal control relevant to the financial statements

Auditors Responsibilities

- Express opinions on the financial statements based on our audit
- Perform procedures to obtain audit evidence about the amounts and disclosures in the financial statements
- Evaluate the appropriateness of accounting policies used and the reasonableness of estimates made by management
- Consider internal control relevant to the preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate



Summary of Audit Results

Auditors' Report on the Basic Financial Statements

- **Unmodified Opinion**

Auditors' Report on Internal Control

- **Finding 2022–001 Preparation Of the Financial Statements**

Auditors' Report on Compliance

- **Finding 2022–002 Special Tests and Provisions – Wage Rate Requirements**



Governance Communication

Qualitative aspects
of accounting
practices and
significant estimates

Financial statement
disclosures

No difficulties

No disagreements
with management

Audit adjustments

No consultations
with other
accountants

Management
representations



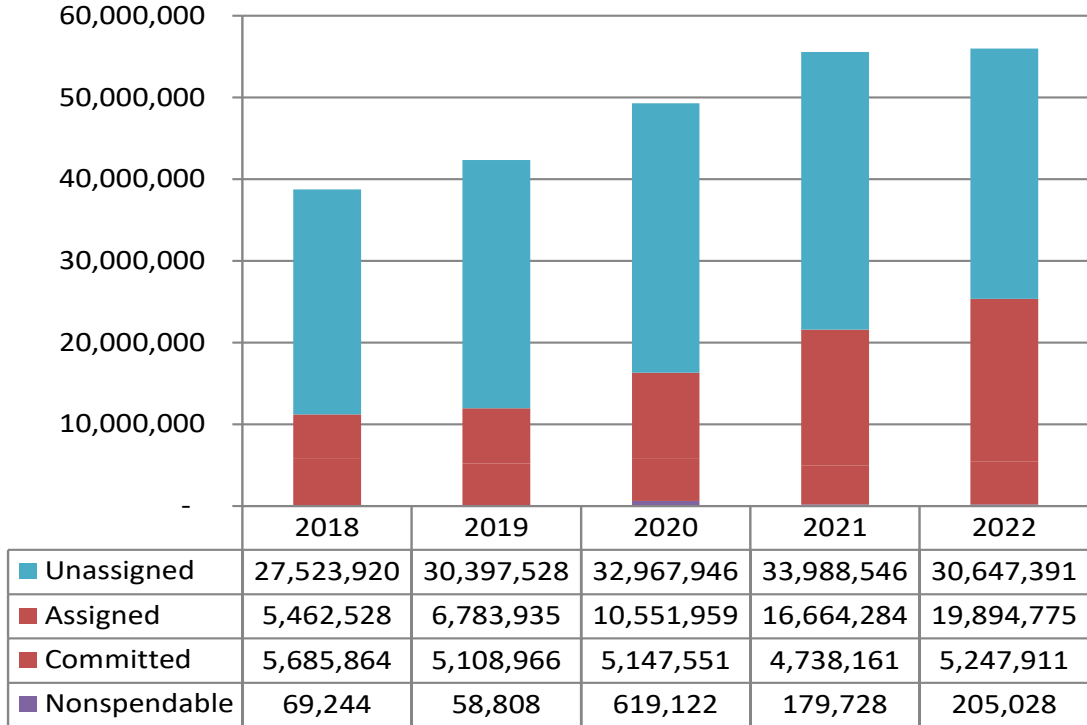
Single Audit Highlights

- \$20.4M in federal funds and \$97.5M in state funds received
- Programs Tested
 - Federal
 - ESSER
 - Emergency Connectivity Fund
 - State
 - Equalization Aids
 - Common School Library Aid
 - Bilingual Bicultural AID

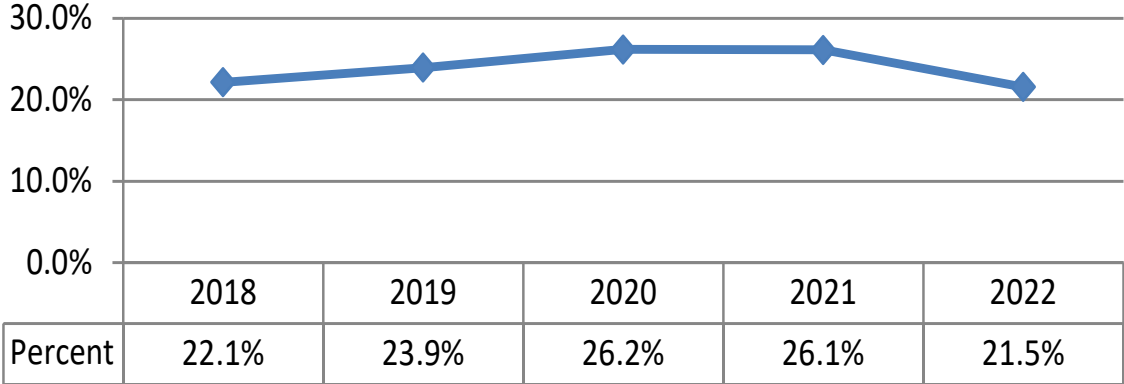
Programs represent \$6.5M in federal funding and \$82.2M in state funding



General Fund Balance



General Fund – Unassigned Fund Balance vs Actual Expenditures

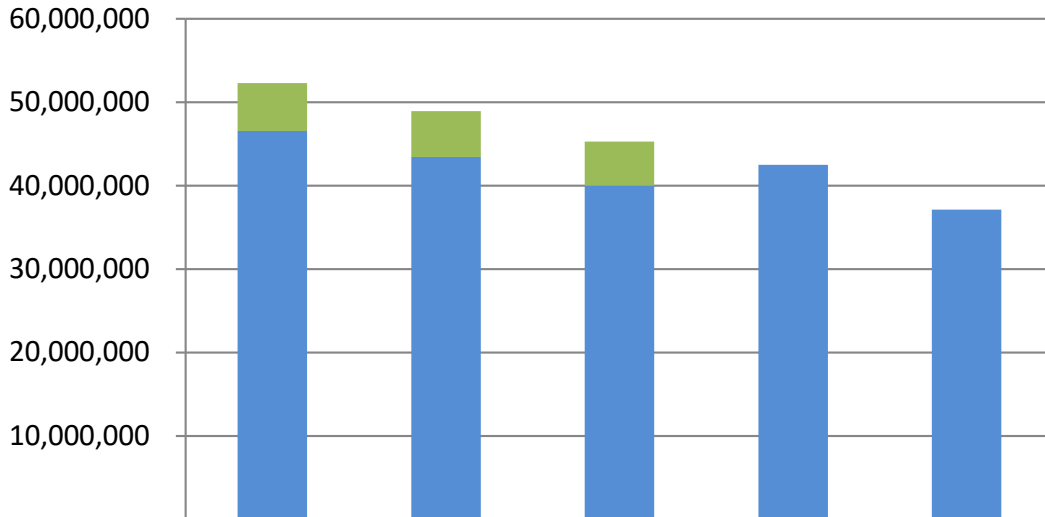


Other Governmental Funds

	<u>June 30, 2022</u>	<u>June 30, 2021</u>
Special Revenue Funds		
Nonspendable / Restricted		
Donations (Fund 21)	1,487,242	1,330,474
Food Service Programs	4,072,679	1,989,975
Community Service Programs	1,123,756	1,003,640
Total Special Revenue Funds	<u>6,683,677</u>	<u>4,324,089</u>
Debt Service Funds		
Restricted		
Retirement of Long-Term Debt	861,586	851,478
Capital Projects Fund		
Restricted		
Capital Projects	2,159,158	1,602,734
Long-Term Capital Projects (Fund 46)	5,556,866	5,543,271
Total Capital Projects Fund	<u>7,716,024</u>	<u>7,146,005</u>



Long-term Debt



	2018	2019	2020	2021	2022
Notes	5,728,000	5,493,000	5,285,000	-	-
Bonds	46,555,000	43,425,000	39,985,000	42,479,000	37,127,000



Other Postemployment Benefits

- Actuarial accrued liability as of the most recent actuarial study includes:
 - \$1.9 million for traditional insurance benefits
 - \$23.4 million for health reimbursement accounts

- Fund 73 Benefit Trust
 - Established in August 2006
 - Net position as of 6/30/22 = \$25.4 million



Additional Information

Advisory Comment

- Policies and Procedures Manual

New Accounting Standards effective for 2023:

- GASB Statement No. 95, “Subscription Based Information Technology Agreements”



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Principal

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[CLAconnect.com](https://www.claconnect.com)



WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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SHEBOYGAN AREA
— SCHOOL DISTRICT —

Urban Middle School Water Damage

January 10, 2023 Board of Education Meeting

Background & Timeline of Water Damage

- Two (1/2 inch) sink pipes burst in a 3rd floor Science classroom
- The pipes burst sometime during the night of Dec. 26
- The water was discovered by cleaning crew members early morning on Dec. 27th
- Six classrooms (two per floor) were damaged



Pictures of the Damage















Extent of Damage

- Flooring in six rooms
- Ceiling tiles in four rooms
- Walls in four classrooms
- Various cabinetry, furniture and doors throughout the six classrooms
- Instructional materials including books, papers, supplies, and technology
- Personal items of staff members



Clean-up & Reconstruction Process

- Clean-Up
 - District maintenance and custodial staff conducted initial water extraction
 - A specialized company was contracted to set up dehumidification
 - An environmental company was contracted to conduct air quality monitoring throughout the building
 - A specialized abatement company was contracted to remove damaged items, clean salvageable classroom materials, and thoroughly clean building
 - The clean-up phase took place from Tuesday, December 26 through Saturday, January 7th
- Reconstruction
 - Jos. Schmitt & Sons Construction has been contracted to repair and reconstruct the damaged classrooms
 - It is anticipated that the repair and reconstruction will take 8 weeks



Impact on Students & Staff

- Urban students were transitioned to virtual learning from Jan. 2nd - 6th
 - Jan. 2nd — students utilized two, computer aided learning platforms - ALEKS and Lexia
 - Jan. 3rd - 6th — students attended and engaged in all scheduled classes virtually
- Grab and Go meals were made available to students on Jan. 4th - 6th. Meal distribution was located in the common's foyer at North High School.
- Teachers were engaged in providing virtual instruction, while support staff either assisted with virtual instruction or were reassigned to other schools to fill vacancies.
- During the reconstruction process, spaces within Urban will be reconfigured and utilized to house the classes of the impacted rooms.



Costs of Clean-up & Reconstruction

- The District property insurance will cover clean up, abatement, construction cost and materials/equipment replacement less the \$10,000 deductible. The District does budget \$100,000 per year to cover insurance deductible costs.
- Cost of clean-up estimated at \$90,000
- Anticipated cost of reconstruction not known at this time. Jos. Schmitt will be assessing this week.
- Cost of damage items not known at this time. Inventory is currently being taken.





Questions

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Urban Site Recommendation

Date: January 10, 2022

Prepared by: Seth Harvatine/Mark Boehlke

Recommended action:

- Information only
- Presentation/Discussion
- Discussion/Possible Action by Committee
- X Discussion/Possible Action by Board of Education
- Presentation/Possible Action next meeting

Purpose:

The purpose of this summary is to share the recommendation for the use of the Urban Middle School site should a new Urban Middle School be built on a new site. This recommendation comes out of meetings the administration had with North High School stakeholders.

How does this relate to the Principles of Equity:

These recommendations align with Principles of Equity #7: All of our district policies, procedures, and funding are aligned with the SASD Principles of Equity, as well as the alignment with federal and state legislation, to eliminate inequities.

Recommendation:

Should a new Urban Middle School be built on a new site; the recommendation for the current Urban Middle School site would be to raze the building and create both parking and green space for the North High School campus.

Background:

At the May 24, 2022 board meeting, a recommendation was brought forward from the Citizens Facility Advisory Committee regarding the options for Farnsworth and Urban Middle Schools. The recommendation of the committee was that the Board pursue a possible November, 2024 referendum for the purpose of building and equipping a new Farnsworth Middle School to the south of the existing school, keeping the new gym addition, and razing the rest of the existing school as outlined in the options presented by Bray Architects, and for the purpose of building and equipping a new Urban Middle School on district-owned property off of North 15th Street as outlined in the options presented by Bray Architects. The Board unanimously approved a motion to accept the committee's recommendation.

There was no recommendation from the committee regarding the current Urban Middle School building and site. As the Board pursues a possible November, 2024 referendum, the plans for the existing Urban Middle School building and site will need to be defined. Since the site is adjacent to the North High School campus, the administration met with a group from North High School that included North High School Principal John Matczak; North High School Associate Principal and Activities Director Dan Stengel; North High School PE Teacher Tanya TenPas; and North High School Parent Bryant Buhr. The purpose of these meetings was to discuss how the Urban Middle School site could best be used to meet the needs of North High School.

The recommendation from this group, which the administration also supports, would be to raze the building and create both parking and green space for the North High School campus.

The recommendation was based on the following:

- It would be desirable to decrease the traffic congestion around the North High School campus. Selling the building to a developer to be renovated for another purpose (such as apartment housing) would not be the best solution for reducing traffic in the area.
- There is a need for North High School event parking located closer to the southwest side of the building for easier access to the field house, cafeteria, football field, and track.
- The current North High School campus is landlocked. Additional green space would give more options for athletics and PE use.
- The cost of keeping the Urban Middle School auditorium is estimated to cost \$4.8m, plus additional funds would be needed for ongoing operation and maintenance costs. This is cost prohibitive considering the amount of need and limited use the stand-alone auditorium would have.
- The cost of keeping the 1998 gym addition at Urban is estimated to be \$3.4m, plus additional funds would be needed for ongoing operation and maintenance costs. This is cost prohibitive considering that if additional gym space is needed, increasing the gym space at the new Urban Middle School would be more cost-effective.

- **Who is affected?**

This recommendation would reduce the traffic congestion around North High School and would affect those that live in the neighborhood, parents, students, employees, and those that attend North

High School events. The added parking that would be closer to event venues will affect those that attend the events. Students and student athletes will benefit from the added green space.

- **What is the cost and budget impact?**

The estimated demolition cost for the building is \$1m and the estimated cost for new parking and green space is \$500,000. These cost could be included as part of the potential referendum.

- **How will this be implemented and what is the timing?**

The preliminary construction schedule has the demolition occurring from June 2027 through August 2027. The construction of parking and green space would occur from September 2027 through November 2027.

- **How will we assess if this is successful?**

Traffic will decrease around North High School, event parking will be improved, and needed green space for athletics and PE will be available.

Attachments:

None

RESOLUTIONS SUBMITTED BY MEMBER SCHOOL BOARDS

The Policy and Resolutions Committee received twenty-three (23) resolution proposals from member boards by the Sept.15, 2022 deadline as recommendations for the 2023 Delegate Assembly.

The Committee deliberated at length before deciding to approve and submit nineteen (19) resolutions for consideration to the Delegate Assembly, including three (3) resolutions stemming from staff recommendations. Those three resolutions update existing resolutions by eliminating outdated or obsolete language and by consolidating existing resolution language into more concise and coherent policy statements. They are not included in this packet. Another resolution came from the committee itself and is also not included in this packet.

In one case, two boards submitted identical resolutions that were combined into a single resolution and were advanced. In another case, two resolutions submitted by the same board relating to a similar topic were combined into one resolution. In several cases, the committee modified proposed resolutions to advance them in a slightly different form.

The committee turned down six (6) submitted resolutions. According to the WASB bylaws, the member board resolutions turned down by the committee may still be brought up for action from the Delegate Assembly floor by a two-thirds favorable vote. The committee's rationale for turning down a member board resolution is briefly explained below.

Member Board Resolutions Submitted by Sept. 15:
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Northland Pines: High-Cost Transportation Aid Program (p. 1)

- The committee advanced this proposed resolution as ***Resolution 23-01: High-Cost Transportation Aid.***

Sun Prairie Area: Subsidizing of School Meals (p. 2)

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in ***Resolution 23-15: Universal Free School Meals.***

Oshkosh Area: Voter Education (p.5)

- The committee approved this resolution in a modified version. It is reflected in ***Resolution 23-02: Voter Education.***

Neenah Joint: Repeal of Outdated Existing WASB Resolution 3.41 (p.7)

- The committee advanced this proposal as ***Resolution 22-06: Learning Barriers for Students with Disabilities.*** (This resolution is identical to a resolution submitted by the Stoughton Area School Board. See also p. 31.)

Neenah Joint: Pilot Program for Comprehensive Program Start-up Funding and Grants for Career and Technical Education (CTE) Programming (p. 10)

and

Neenah Joint: Pilot Program for K-12 Renewable Energy and Sustainability Career and Technical Education (CTE) Programming (p. 12)

- The committee consolidated these two proposed resolutions, both of which relate to career and technical education, into a single resolution, which was advanced as ***Resolution 23-07: Career and Technical Education.***

Milwaukee Public Schools: Foundations of Reading Test (FoRT) (p. 15)

- The committee approved this resolution in a modified version that broadens its applicability. It is reflected in ***Resolution 23-10: FORT Requirement for Educators.***

New London: School Lunch Program Mandates (p. 19)

- The committee approved this resolution in a modified version that broadens its applicability. It is reflected in ***Resolution 23-14: Oppose Federal Agency Mandates Imposed Without Use of Rulemaking Process.***

Stoughton Area: Discipline of Children with Disabilities (p. 21)

- The committee approved this resolution in a modified version. It is reflected in ***Resolution 23-05: Discipline of Students with Disabilities***

Stoughton Area: Open Enrollment (p. 22)

- The committee turned down this proposed resolution. Committee members raised questions about what was meant by “technical assistance” and who would provide such assistance and who would pay the cost for this assistance. Many committee members noted that their districts try to conduct “exit interviews” with as many families who open enroll their children to another (nonresident) district as possible and expressed concerns that this matter should be managed on a district-by-district basis.

Stoughton Area: Societal Issues (p. 25)

- The committee approved this resolution with modifications. It is reflected in ***Resolution 23-12: Societal Issues***

Stoughton Area: Weapon Possession (p. 26)

- The committee approved this resolution with modifications. It is reflected in ***Resolution 23-13: Weapon Possession***

Stoughton Area: Students with Disabilities (p. 29)

- The committee advanced this proposed resolution as ***Resolution 23-09: Addressing Barriers to Learning for Students with Disabilities***

Stoughton Area: Equity (p. 30)

- The committee turned down this proposed resolution, noting that this topic is already addressed by existing Resolution 6.16—Safe and Welcoming School Environments.

Stoughton Area: Students with Disabilities (p. 31)

- The committee advanced this proposal as ***Resolution 22-06: Learning Barriers for Students with Disabilities. (This resolution is identical to a resolution submitted by the Neenah Joint School Board. See also p. 7.)***

Stoughton Area: Students with Disabilities (p. 32)

- The committee advanced this proposal as ***Resolution 23-08: Services for Students with Disabilities at Voucher Schools.***

CESA 11 Board of Control: Unemployment Compensation for Staff who Accept Positions in a New District (p. 33)

- The committee advanced this proposal as ***Resolution 23-11: Unemployment Compensation.***

Shullsburg: One-Cent Sales Tax (p. 35)

- The committee turned down this proposed resolution, noting that it restates existing WASB Resolution 2.055—One-Cent Sales Tax for School Infrastructure, Technology and Tax Relief.

(Because WASB resolutions, once adopted, remain in force until they are either repealed or amended, the committee saw no need for the Delegate Assembly to take up language identical to the existing resolution.)

Shullsburg: Per Pupil Revenue (p. 37)

- The committee turned down this proposed resolution, noting that it restates existing WASB Resolution 2.405—Annual Increases in Per Pupil Spending.

(Because WASB resolutions, once adopted, remain in force until they are either repealed or amended, the committee saw no need for the Delegate Assembly to take up language identical to the existing resolution.)

Shullsburg: English Learners (p. 38)

- The committee turned down this proposed resolution, noting that it restates a provision in existing WASB Resolution 2.06 (a)—English Learner (EL) Services Funding.

(Because WASB resolutions, once adopted, remain in force until they are either repealed or amended, the committee saw no need for the Delegate Assembly to take up language identical to the existing resolution.)

Pittsville: Private School Transportation (p. 39)

- The committee advanced this resolution as: ***Resolution 23-06: Parent Contracts for Private School Transportation.***

Beloit: Public Dollars for Public Schools (p. 40)

- The committee advanced this resolution in the following form: ***Resolution 23-03: Independent Charter School Funding.***

**Beloit: School District Referendums for Funding of Schools--Operational and Capital
(p. 50)**

- The committee turned down this resolution. Committee members thought the proposed resolution did not merit debate by the full membership because it was overly directive towards other school boards, contained language viewed as overly partisan/ideological rationale, and it addressed a subject already covered by existing WASB Resolution 2.51—Support Uniformity Clause.



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

Resolution in Support of Healthy School Meals for All

WHEREAS, the Covid-19 pandemic and subsequent closing of schools for in-person learning highlighted how much families rely on school meals to keep their children fed; and

WHEREAS, offering universal school meals benefits students and their parents, teachers, and schools as multiple studies show that students with access to free breakfast have improved attendance rates, perform better in school, have improved participation rates, fewer behavioral incidents, lower suspension rates, and better health outcomes; and

WHEREAS, universal free meals will reduce financial stress for students and families; and

WHEREAS, parents and caregivers should not be required to do burdensome paperwork to prove they are poor enough to get free meals or subjected to burdensome debt when they can't pay and children shouldn't have to go hungry as a result; and

WHEREAS, with the knowledge of how important a role nutrition plays in meeting student's basic needs and to better prepare them socially and emotionally for academics, in the 2017 - 2018 school year, the Sun Prairie Area School District made the decision to make sure that all students in the district received school breakfast and lunch no matter their circumstances and ending "lunch shaming" in the school district; and

WHEREAS, since the United States Department of Agriculture (USDA) extended their Seamless Summer Option (SSO) that provides one free breakfast and one free lunch daily to all students in our district through the 2021 - 2022 school year, the Sun Prairie Area School District (SPASD) has seen an almost 100% increase in breakfasts served daily (1000 to 1997) from pre-pandemic; and

WHEREAS, if a family with one child in the school district paid to eat breakfast and lunch every day in SPASD, they would be paying approximately \$25.00 a week (\$900/school year). With the USDA SSO, that money is able to be spent on other essentials or spent in the community thus helping local businesses thrive; and

WHEREAS, if the state passed and implemented legislation to continue to cover the cost of free breakfast and free lunch, it would provide much-needed financial relief for families, communities, and school districts. In SPASD, this would look like more than \$2 million that could be returned to the local economy; and

NOW THEREFORE BE IT RESOLVED that the Sun Prairie Area School District Board of Education calls on the elected officials of the state of Wisconsin to pass legislation that will supplement the federal dollars received by districts so that students can continue to receive the food they need to be successful in school at no cost to families and further work to remove the stigma of poverty that has always existed in the school meals program; and

BE FURTHER RESOLVED that the Sun Prairie Board of Education calls upon our elected officials to join us in advocating for kids across the state to have access to the healthy food they need during the school day at no cost to their families.

IN WITNESS WHEREOF, this Resolution was duly passed by the Board of Education of the Sun Prairie Area School District on the 22nd day of August, 2022.

RATIONALE:

The Sun Prairie School board passed a previous resolution in support of Legislative Bill AB805 that was introduced this session but didn't receive a hearing. This resolution is more general so that we can continue to advocate for the state to work on reimbursing districts so that we can provide breakfast and lunch to students for free.

Having the federal government provide money so that kids could eat during the pandemic greatly increased the number of meals we served daily. Having to go back to paying for meals this year will impact families in ways we can't even know yet. So many families are right on the edge and while they don't qualify for free and reduced meals, they also can't really afford to pay.

Sun Prairie Area Schools made the move to make sure that kids eat even if they have a lunch balance and cover that cost. But we would love to see the state use some of its money to cover what the federal government does and make sure that all kids have access to food no matter what.

We would like this resolution to pass so that we can make sure that this bill gets re-introduced into the next session and receive a hearing and hopefully go further with the support and advocacy of the member districts.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Steve Schroeder

Date of Approved Resolution:

8/22/2022



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

The OASD Board of Education would like WASB to support K-12 voter education as part of the curriculum.

See below:

Assembly Bill 460 and Senate Bill 459 provide a foundation from grades K-12 on how civic engagement can be modeled. These bills would require students to have one hour of voter education each year, as part of the social studies curriculum, in grades kindergarten through 12th grade. This would help students learn about the importance of civic engagement, especially in homes where voting has not been modeled. History shows that students who grew up in households where parents/adults vote, tend to vote themselves. These bills would designate that students in the elementary level would receive information about the electoral process and the importance of voting; experience mock elections; and learn about voter eligibility. Students at the middle level would learn about requirements and procedures for absentee and in-person voting, as well as how to locate reliable information on candidates and issues. Students at the high school level would learn how to register to vote; how to obtain and cast an absentee ballot and paper ballots; and be provided with information on how military electors and students attending postsecondary institutions may vote.

Voting in local, state, and national elections is regarded as a responsibility of our citizens. Bills advocating voter education promote civic literacy and citizen engagement. Voter education is one component of ensuring that our graduates are college, career, community, and civic ready. A New York Times article from November 7, 2016 reported that "there is evidence in the world of political science and public policy research that life-long voting habits are formed in childhood and adolescence." The Times article quoted Cambridge University Press noting that "Research on voting patterns in the world's advanced industrialized democracies has shown that voting habits are formed early in life."

RATIONALE:

Assembly Bill 460 and Senate Bill 459 provide a foundation from grades K-12 of how civic engagement can be modeled. These bills would designate that students at the elementary level would receive information about the electoral process and the importance of voting; experience mock elections; and learn about voter eligibility. Students at the middle school level would learn about requirements and procedures for absentee and in-person voting, as well as how to locate reliable information on candidates and issues. Students at the high school level would learn how to register to vote; how to obtain and cast an absentee ballot or paper ballots; and be provided with information on how military electors and students attending postsecondary institutions may vote.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

Repeal WASB Resolution 3.41. Consider rewriting the resolution to eliminate offensive and outdated language making the resolution commensurate with the language and process used in WI Statutes Chapter 115, as well as in line with federal requirements and district practice/protocol for special education services.

Current Resolution/related WASB policy:

3.41 IEP-Team Appeals: The WASB supports legislation which gives the school district's 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).

RATIONALE:

The Neenah Joint School District Board of Education believes that parents must be recognized as a part of the IEP Team as per state and federal statutes. The term “handicapped” is outdated and considered offensive. It also follows other governmental agency movements to remove outdated and offensive language.

Reference; applicable Wisconsin state statutes, federal agency notification:

115.79(2)

(2) A local educational agency shall seek to obtain informed consent from the parent of a child with a disability before providing special education and related services to the child. If the parent of a child with a disability denies consent, the local educational agency shall not provide special education and related services to the child. If the parent of a child with a disability denies consent or does not respond to a request for consent, all of the following apply:

(a) The local educational agency is not in violation of the requirement to make available to the child a free appropriate public education.

(b) The local educational agency is not required to convene an individualized education program team meeting or to develop an individualized education program for the child for the special education and related services for which the local educational agency sought consent.

115.787(4)(c)

(c) After the annual individualized education program meeting for a school year, the entire individualized education program team may make changes to the child's individualized education program, or the child's parent and the local educational agency may agree not to convene an individualized education program team meeting for the purpose of making changes to the child's individualized education program. If the child's parent and the local educational agency agree not to convene an individualized education program team meeting, they shall instead develop a written document to modify the child's current individualized education program. The local educational agency shall give the child's parent a copy of the child's revised individualized education program.

<https://www.doi.gov/pressreleases/interior-department-completes-removal-sq-federal-use>

IDEA 2004 Section 1414 [614(d)(1)(B)]

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Brian Epley

Date of Approved Resolution:

09-06-2022



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Establish Pilot Program for Comprehensive Program Start-up Funding and Grants for Career and Technical Education (CTE) Programming allocating Essential Funding for K-12 CTE Workforce & Talent Pool Development

Submitted by the School Board of:

Neenah Joint School District

RESOLUTION:

The WASB supports creation of a pilot program to allow essential funding for secondary career and technical education programming and for the legislature to establish a comprehensive grant fund to cover startup costs for K-12 CTE and workforce development. Funding support may include, but not be limited to the following:

1. Funding for employment of on-site district secondary CTE Coordinator who will; develop and manage strong district connections with local business and industry, technical colleges, and post-secondary universities and colleges to determine career opportunities and workforce development needs; coordinate with curriculum director, technical and post-secondary colleges to identify industry certifications, dual credit courses, apprenticeships, internships and employment opportunities; establish necessary facilities, materials, skill development programming, curriculum and staff training needs; create on-site centralized and fluid system for responding to community requests for CTE student access; facilitate more responsive and coordinated on-site approach to creating and connecting youth apprenticeship, hands-on job skills training, and employment opportunities for students including working with community business & industry, area business chambers, technical colleges, colleges and universities; implement a yearly job and employment fair (similar to college level with Handshake).
2. Establishment of a grant appropriation through the Department of Workforce Development (DWD) and Wisconsin Economic Development Corporation (WEDC) for K-12 CTE comprehensive program funding to cover the cost of initial program start up including; necessary equipment, facilities upgrades, materials, software, curriculum, staff and skills training, and certification, rather than individual per student grants after the fact.
3. Funding for CTE job skills training and transition readiness program development for special education students and students with disabilities including ADA accommodations including; funding for life and employment skills training including but not limited to; sufficient educational aid staff, identification of employers and employment opportunities, student strength identification and skills matching, accommodations, and skills training.

RATIONALE:

21st century academic, career and technical education is vital to student and community success. Students who participate in hands-on authentic learning in CTE are more engaged, have higher graduation rates, are more successful in post-secondary education, are introduced to family wage careers, and can go on to successful in-demand careers right out of high school. Currently the nation and the state of Wisconsin are experiencing record low unemployment rates and business and industry are experiencing difficulty finding qualified employees.

Wisconsin currently has statutory workforce development grant programming available through the Department of Workforce Development (DWD) and the Wisconsin Economic Development Corporation (WEDC) however many are targeted at the adult population, are directed at technical colleges and post-secondary education, given directly to employers, or are based on a per student grant. Immediate updates to this program and inclusion of K-12 education are needed to address current workforce and career development needs. This can be done by establishing sufficient funding to create necessary 6-12 grade CTE whole programming including facilities, materials, curriculum, program management, and staff training that cannot be accomplished by the current outdated program structure. Additionally, revisions should be made to the statutory language that recognizes the important role that strong relevant secondary education can play in workforce development and includes K-12 education in economic development, workforce and CTE grant programs and funding. This includes identification, recognition and funding of early secondary student opportunities in employment, as well as certifications and credit earning courses in healthcare careers, skilled trades, welding, automotive, agricultural, sustainability, hospitality, culinary arts, and construction and manufacturing.

Related WASB policies and WI state statutes:

-Wisconsin State Statute Chapter 106, Apprentices, Employment and Equal Rights Programs

-Wisconsin State Statute Chapter 47, Vocational Rehabilitation, Specialized Programs for Persons with Disabilities

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Brian Epley

Date of Approved Resolution:

09-06-2022



2023 WASB DELEGATE ASSEMBLY

Date: 09-12-2022

Subject of Resolution:

Create a Grant Funded Pilot Program for K-12 Renewable Energy and Sustainability Career and Technical Education (CTE), and an Appropriation for District Operations Energy Management Training

Submitted by the School Board of:

Neenah Joint School District

RESOLUTION:

The WASB supports the creation of a Renewable Energy and Sustainability CTE Pilot Program that provides funding for energy management training for district facilities managers, and establishes a grant program for energy career and technical education (CTE) student programming including but not limited to:

1. Funding for provision of industry recognized energy management training and certifications for district facilities managers and/or sustainability officers. This may include but not be limited to; updated and ongoing training and certification in best practice energy management for all facilities and operations, building projects, sustainable energy opportunities and implementation including geothermal, automated energy management systems, and cost saving revenue generating funding solutions including renewable energy sources. Using developed skills this position would work with the district career and technical education coordinator along with the curriculum director to assist in the development and implementation of energy related CTE programming and necessary facilities additions.
2. Funding for the creation of a staff energy management and/or sustainability coordinator position. This position would be responsible for; identifying 21st century career and education opportunities in energy and sustainability; identifying and developing relationships with industry, technical college and post-secondary education experts; identifying and securing funding opportunities from local, state, and federal sources including public-private partnerships.
3. Funding for K-12 energy and sustainability CTE comprehensive program funding to cover the cost of initial program start up including; necessary equipment, facilities upgrades, materials, software, curriculum, staff skills training, and certification.

RATIONALE:

Pursuing best practice energy management skills and training for district operations will help to more effectively manage one of the largest district budget expenditures in the most efficient and cost-effective way, ultimately saving taxpayer dollars. Funding in the state of Wisconsin continues to be cut for public education and districts must be innovative to find savings to offset expenditures in order to maximize delivery of high-quality relevant education, this proposal encourages this approach. Additionally, this proposal aligns with the State of Wisconsin Office of Sustainability and Clean Energy (OSCE), the State of Wisconsin Clean Energy Plan (CEP) prepared by the Wisconsin Department of Administration (DOA), and recent federal funding commitments in infrastructure, career and technical education, sustainability, renewable energy, electric vehicles and charging, and stem.

21st century academic, career and technical education is vital to student and community success. Students who participate in hands-on authentic learning in CTE are more engaged, have higher graduation rates, are more successful in post-secondary education, are introduced to family wage careers, and can go on to successful in-demand careers right out of high school. Currently the nation and the state of Wisconsin are experiencing record low unemployment rates and business and industry are experiencing extreme difficulty finding qualified employees.

Additionally, career opportunities in the energy and sustainability sector continue to experience high growth and demand for skilled employees in renewable energy management and storage, electric vehicles in the automotive industry, distributed energy for resiliency, infrastructure, and business with the development of the circular economy. According to the world Economic Forum and the US Department of Energy, careers in renewable energy and sustainability are experiencing high growth, with renewable energy jobs accounting for around 40% of total energy jobs in 2021 in the US, in electricity generation with solar as fastest growing technology, and electric and hybrid vehicles defying Covid-19 and continuing to add jobs in manufacturing.

This commitment to developing K-12 energy and stem talent would enable Wisconsin students to be successful and encourage economic growth for our communities and the state by attracting business development and increasing competitiveness at the national level.

Related WASB policies, WI state statutes, supporting example documentation:

<https://osce.wi.gov/Pages/home.aspx>

<https://osce.wi.gov/pages/EO38.aspx>

<https://osce.wi.gov/Documents/SOW-CleanEnergyPlan2022.pdf>

<https://www.ameresco.com/customers/k-12-schools/>

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

MPS urges WASB to support legislation for bi-lingual, bi-cultural license applicants similar to the legislation enacted for special education license applicants to provide an alternative pathway to licensure that does not require passage of the FoRT exam, or

Further, MPS urges WASB to support legislation to explicitly direct the DPI to waive the FoRT exam requirement for bi-lingual, bi-cultural teaching license applicants.

RATIONALE:

WHEREAS, Current state law requires school districts to establish a bilingual-bicultural (BLBC) education program if they reach certain threshold concentrations of English Learner (EL) students from the same language group within discrete grade bands in an individual school in the district. Wis. Stat. sec. 115.97 establishes the following thresholds:

- o 10 or more EL students in grades K-3;
- o 20 or more EL students in grades 4-8; and
- o 20 or more EL students in grades 9-12;

WHEREAS, A "bilingual-bicultural education program" is by definition a program designed to improve the comprehension and the speaking, reading and writing ability of EL students in the English language, so that the student will ultimately be able to perform ordinary classwork in English; and

WHEREAS, The State Superintendent of Public Instruction is required to establish, by rule, minimum standards for BLBC education programs as well as standards for the approval of the abilities of certified teachers and counselors and their aides participating in BLBC education programs; and

WHEREAS, Each school district establishing a BLBC education program shall ensure bilingual teachers, bilingual teacher's aides, bilingual counselors, and bilingual counselor's aides meet the definitions established by Department of Public Instruction (DPI) rule to be licensed; and

WHEREAS, Milwaukee Public Schools is thus required by law to establish BLBC education programs taught by licensed bilingual teachers; and

WHEREAS, Milwaukee Public Schools is one of many districts throughout Wisconsin that is facing challenges with the recruitment and retention of licensed bilingual teachers; and

WHEREAS, In order to receive an educator license in Wisconsin, including a bilingual teacher license, the Wisconsin DPI requires applicants to demonstrate content knowledge proficiency in their specific license area; and

WHEREAS, an additional requirement for licensure is that an applicant for a license to teach in grades K4 to 9 or in special education must pass the Foundations of Reading Test (FoRT); and

WHEREAS, The FoRT examination process is a costly and time-consuming process, with a relatively high failure rate as it is currently administered in Wisconsin; and

WHEREAS, In recognition of the negative impact the FoRT exam passage requirement coupled with this relatively high failure rate was having on the supply of teachers in special education, in November 2019, the Wisconsin Legislature enacted 2019 Wisconsin Act 44, amending Wis. Stat. sec. 118.19 (14) (a); and creating Wis. Stat. sec. 118.19 (14) (b), to allow the DPI to grant a waiver from the requirement to pass the FoRT exam for certain applicants pursuing a license in special education; and

WHEREAS, This waiver allows an individual applicant seeking an initial teaching license to teach in special education who is unable to pass the FoRT exam to obtain a license if the applicant demonstrates to the satisfaction of the DPI that he or she has successfully completed a course of study that satisfies all of the following:

1. The course of study provides rigorous instruction in the teaching of phonemic awareness, phonics, vocabulary, reading comprehension, and fluency.
2. A student in the course of study receives feedback and coaching from an individual who is an expert of reading instruction.
3. A student in the course of study demonstrates competence in phonemic awareness, phonics, vocabulary, reading comprehension, and fluency by providing a portfolio of work; and

WHEREAS, There are many qualified, experienced individuals who want to work as bilingual educators and still more who are currently serving our schools as bilingual educational assistants and paraprofessionals whose career advancement toward licensure as a bilingual teacher is stalled due to their inability to pass the FoRT exam despite their experience and qualifications; and

WHEREAS, According to the DPI, the passage rate for first-time FoRT exam takers is only about 66%; and

WHEREAS, When broken down by race and ethnicity, the first-time passage rate for persons of color is even lower, with 68 percent of Whites but only 55 percent of Asians, 50 percent of Native Americans 41 percent of Blacks and 36 percent of Hispanics passing the FoRT on their first attempt, according to the DPI's 2014-15 statistics; and

WHEREAS, These results, broken down by race and ethnicity, appear to be similar to FoRT results broken down by race and ethnicity, from other school districts in the nation that administer the same FoRT test; and

WHEREAS, Providing only one pathway to licensure (that requires passage of the FoRT exam) disproportionately impacts teacher license applicants of color and only exacerbates the problem of teacher shortages in areas such as bilingual teachers, where licensure applicants are disproportionately persons of color; and

WHEREAS, This is especially problematic, considering that there could be other options for licensing qualified bilingual individuals as bilingual teachers, such as the creation of a waiver similar to the one now being afforded to prospective special education teacher applicants; and

WHEREAS, As determined QY recent litigation in the state of New York, not providing an alternate pathway to certification may constitute employment discrimination against applicants of color who are not eligible for employment as classroom teachers.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

Resolution to Oppose USDA from Tying Subsidized School Lunches To Executive Orders for Transgender Protocols

Whereas the food program of the U.S. Government for school lunches was never meant as a tool to force local public education districts to go along with unpopular federal mandates;

Whereas the involvement of federal government in k-12 education was meant as an enhancement to local education not as means of policy control;

Whereas there is nothing in the enabling school lunch legislation for federal support of school lunches that explicitly gives the authority of the USDA to tie funding to executive orders involving social policy when there is no explicit legislative authorization for such mandates;

Be it resolved that the Wisconsin Association of School Boards encourages our federal congressional delegation, and Senators to work to nullify these attempts to tie food funding to unpopular social engineering plans.

Be it also resolved that the Wisconsin Association of School Boards encourages our legislative and executive branches (including the DPI and the Governor) to add their voices to prevent politicizing of the USDA School Lunch Program.

RATIONALE:

Policy Perspectives (a publication of WASB) for July 2022, notes the following article: "USDA Defines Scope of Prohibited Sex Discrimination in School Nutrition Programs and Creates Compliance Obligations for School Districts."

While public schools throughout our state have no issues with complying with the historical interpretation of Title IX, creating equal opportunity for females and males, there is not consensus throughout our communities on adding "gender identity" as defined by the new executive order from the federal administration which can mean mixing the biological sexes in areas like restrooms, locker rooms, and showers. The executive order also can mean requiring biological males, who identify as females to play on all female teams. To hold the school lunch program hostage to implementation of this executive order, seems wrong, whether or not a local school district agrees with the concepts in the executive order or not. The hope is to inspire our Wisconsin members of congress to work to oppose this executive action, and to ask our state legislators and executive branch to work on this.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

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Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE: https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?fbclid=IwAR0QL0Qj8hksB8N8w6GTpZIJzceqT3su_FHrjnMpVAD6dkhKVcP1D1Jmckc

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

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Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

CURRENT RESOLUTION LANGUAGE (page 30)

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)

Recommendation: Add (l) Technical assistance support provided to districts to support them in understanding the cause for increasing outgoing open enrollment numbers and remedies to mitigate.

RATIONALE:

Reason for this proposed change: SASD, like many districts, is facing increasing open enrollment challenges, threatening the financial stability of the district. With proposals to continue statewide expansion of vouchers, charter schools and virtual schooling options, traditional public school districts need support to ensure they are not negatively impacted by these rapidly expanding options and have access to resources to help them disaggregate open enrollment data and strategize around solutions.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Francis Sullivan

Date of Approved Resolution:

9/6/22



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

CURRENT RESOLUTION LANGUAGE (page 48)

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)

Recommendation: 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 and harassment (including bullying by means of technology), economic status poverty, homelessness, hunger, unemployment, and any and all forms of discrimination, racism and injustice) that are being manifested in our communities, which would then enable schools to focus on academic not extracurricular endeavors.

RATIONALE:

Reason for this proposed change: Proposed revisions attempt to bring the matter of harassment and all forms of discrimination forward.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

CURRENT RESOLUTION LANGUAGE (page 48)

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 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)

Recommendation: (a) The WASB supports legislation that is intended to ensure the safety of attending school and school-sponsored activities. The WASB will support legislation limiting or prohibiting the purchase or possession by children of all 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 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 local, 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 regardless of CCW license holding status.. 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 acknowledges that schools are community buildings, and that hunter safety courses may have been held at schools in the past as determined by local school boards, however, given current safety concerns around gun possession in schools and school zones, and on school property, WASB supports efforts to provide hunter safety courses at locations that are not related to schools, school zones and school property. 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.

RATIONALE:

Reason for this proposed change: Proposed revisions strengthen WASB's position disallowing all guns and weapons at school and school-related activities, including: adding the word "local" to the level of government initiatives, pertaining to attempts that could increase allowability of guns and weapons at schools by local governments (ex, 2A sanctuary city designation); clarifying that WASB opposes gun possession at schools and school zones regardless of a person's licensure; and acknowledging that gun safety training locations are readily available thereby limiting schools and school zones from ever being needed as a gun safety training location, further emphasizing that guns do not belong in schools or school zones.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Francis Sullivan

Date of Approved Resolution:

9/6/22



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

NEW WASB supports State and local school board investment in preservice learning, training and ongoing professional development for all educators, including general educators, regarding adapting instruction and providing accommodations and modifications to meet the needs of students with disabilities across all general education settings, including investment in the implementation of best practices in meeting the needs of diverse learners through such practices as inclusion, Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and any other similar instructional practices to support access to the general education curriculum, as well as access to accommodations including assistive technology for students with disabilities, so that they may reach their highest potential.

RATIONALE:

Reasons for this new resolution: Currently WASB does not have a resolution identifying the comprehensive set of supports and resources necessary to address achievement gaps and other disparities and barriers for students with disabilities. In addition to funding, districts need quality professional development and targeted curricular support to help this struggling population of students. In SASD (and many districts statewide) students with disabilities have the lowest performance levels of any subgroup.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date: 2022-09-14 13:56:13

Subject of Resolution: Students with Disabilities

Submitted by the School Board of: Stoughton Area School District

RESOLUTION:

Proposed Deleted Resolution:
Resolution 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)

RATIONALE:

Recommendation: Remove this resolution. Parents are legally part of the IEP team. Making a plan without including the parents is not appropriate. The term "handicapped" is outdated and considered offensive in the disability community.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Francis Sullivan

Date of Approved Resolution: 9/6/22



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:
 Current language: 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.

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date: 2022-09-14 16:52:48

Subject of Resolution: Unemployment Compensation for staff who accept positions in a new district

Submitted by the School Board of: CESA 11 Board of Control

RESOLUTION: Teachers, or any other school personnel, who resign from their position with a school district or CESA following the completion of their signed contract and have reasonable assurance of continued employment for the next contract year or school year, and accept a contract for the following academic year with another district or CESA, are not eligible for Unemployment Compensation since there is no gap in employment or expected loss of income.

RATIONALE:

Chapter 108 of Wisconsin Statutes provides for Unemployment Insurance and Reserves. Wisconsin State Statute 108.04(7), entitled Voluntary Termination of Work, generally describes that persons are not eligible for unemployment benefits if they voluntarily terminate their employment. That section goes on to provide a number of exceptions where an employee could still qualify for unemployment despite voluntarily terminating their employment. Subsection (L) outlines the conditions under which an employee who voluntarily terminates their employment to accept a position with a state or federal employer could receive unemployment compensation. Specifically, subsection 4 of subsection (L) provides, that the voluntary termination exception to unemployment eligibility does not apply if the employee is: "Offered the opportunity to accept a position for which the duties were primarily discharged at a location significantly closer to the employee's domicile than the location of the terminated work."

This provision was recently used by the Department of Workforce Development (the "Department") to allow an employee to receive unemployment benefits who voluntarily terminated her employment as of the end of her contract year, who had reasonable assurance of continued employment for the next contract year, and started a new contract with a school district for the next contract year, 10 miles closer to her home. This ruling was confirmed on appeal, stating as required by sub 4 of sub (L), "that 10 miles was significantly closer to the employee's home." After fulfilling a contract with one district, voluntarily resigning even though employment had been offered for the next year, and accepting a similar position in another district for the following academic year, she received unemployment compensation during the summer. There was no lapse between contract periods, nor eligibility for compensation but her return to work was delayed until the start of school.

A couple of additional points of rationale. The employer, here a CESA, honored the contract with the employee; paid all applicable salary and benefits; and had all intentions of offering a contract for the upcoming school year. The employee informed us that she accepted a job offer in another district that was 10 miles closer to her home. After fulfilling our end of the contract, she accepted a similar position in a different district, with no gap in expected wages, and our agency is then liable for the additional cost of unemployment benefits.

Also, since ACT 10, teachers and other professionals are moving districts at an exponential rate compared to years ago, exposing districts to additional expenses over and above the paid contract. Under this ruling, anyone who takes a new position in a district or CESA closer to their home, is eligible for unemployment compensation.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Gene Phillips

Date of Approved Resolution:

9/14/2022



2023 WASB DELEGATE ASSEMBLY

Date: 2022-09-15 08:33:11

Subject of Resolution: One-cent sales tax

Submitted by the School Board of: Shullsburg

RESOLUTION:

The Shullsburg School Board 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.

RATIONALE:

Existing WASB resolutions support "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" as well as, "developing a well-balanced tax system that lowers Wisconsin's heavy reliance on ... property taxes while properly funding existing mandates."

This resolution endorses a specific approach to augment those general statements. Supporters of this resolution argue that providing revenue to schools through a sales tax increase has the benefits of reducing the dependency on the property tax and including out-of-state visitors in sharing in the cost through sales tax collections attributable to tourism. Other states, including the neighboring states of Iowa and Illinois, have implemented one-cent sales tax for schools programs. Supporters argue local communities in those states are using the funding based on their unique facility/infrastructure needs and that it allows school boards in those states to create more reliable long-term plans and budgets. Local school boards oversee facility planning, with local community approval of the broad purposes and uses of the funding stream sought by this resolution.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

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Subject of Resolution:

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RESOLUTION:

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Board President:

Date of Approved Resolution:



2023 WASB DELEGATE ASSEMBLY

Date: 2022-09-16 15:07:27

Subject of Resolution: Public Dollars for Public Schools

Submitted by the School Board of: Beloit

RESOLUTION:

WHEREAS, public schools are the center of communities, bringing resources and opportunities to every family;

WHEREAS, independent private charter schools are expanding, particularly in low-income areas and in communities of color;

WHEREAS, independent private charter schools that are created under state statutes 118.40(2r) and 118.40(2x) have funding models that are predatory to the children and families in communities who are served by the public schools;

WHEREAS, independent private charter schools do not have publicly elected boards to provide public accountability to the public funds they take from the public school districts;

WHEREAS, the State of Wisconsin continues to choose to not fully fund special education at two thirds reimbursement, making independent charter schools another barrier for school districts to provide a free and appropriate public education to every student, as guaranteed by section 504;

WHEREAS, local enrollment trends show that independent private charter schools tend to not serve students with special needs and disability proportionally to the public school district, placing a greater financial burden on the public school systems that the independent private charter schools take funding from, creating even greater funding equity issues for students with the greatest needs;

NOW THEREFORE BE IT RESOLVED, that the School District of Beloit Board of Education is in favor of eliminating 118.40 (2r) and 118(2x) that allows public dollars to fund independent private charter schools, in order to more equitably fund educations and better serve all children in communities in Wisconsin.

IN WITNESS WHEREOF, the members of the Board of Education for the School District of Beloit have executed this resolution this 6th day of September 2022.

RATIONALE:

Rationale for the Public Dollars for Public Schools Resolution

Submitted by Megan Miller

Graphic Overview (Could not get graphic to paste - sent in separate email to Dan. R.)

Background Wisconsin public schools have been deliberately defunded over the last ten years in a multifaceted attempt to undermine their ability to serve all children as part of an effort to privatize education. According to the Association for Equity in Funding (AEF), since 2004, the decline in school funding has rapidly increased, harming the highest poverty districts disproportionately and widening opportunity gaps across the state for children who have the largest needs (AEF, n.d.). Furthermore, the study conducted by The Forward Institute referenced by the AEF also indicated that across the state, regardless of property value, districts are forced to levy higher property taxes in order to attempt to fund public education. A letter dated April 18, 2022 written to Senator LaTonya Johnson, sent by Russ Kava Fiscal Analyst, depicted the following trends that show Wisconsin public education dropping at a disturbing rate following the Great Recession in 2007, in particular after Scott Walker took office.

Figure A

(Could not get table to past, sent in a separate email to Dan R.)

(Kava, 2022, 2)

While the dramatic cuts to per pupil reimbursement speak for themselves, there are other less overt strategies at play to pump funding away from public education for all children in order to divert it to some.

Independent Charter Schools as Tools to Divert Funding

Publicly funded independent private charter schools were introduced to Wisconsin's statutes in the 2015-2017 biennial budget. Public charter schools already existed in WI Statute 188.40 in two forms: instrumentality and non-instrumentality. According to a DPI presentation from 2013 (predating the changes that would include 2R and 2X charter schools), public charter schools were intended to allow more flexibility to schools in order to meet higher performance standards (DPI, n.d.). The funding model for these charter schools is such that the authorizing districts do not absorb debilitating ancillary costs to their own districts, and authorizers include school boards, UW-Milwaukee, the City of Milwaukee, and UW-Parkside. While these school funding models are not without their problems, they still work with existing school districts in ways that share resources more equitably than do publicly funded independent private charter schools. When the Walker administration included 2R and 2X to 118.40 in the 2015-2017 biennial budget, not only did it allow for these private schools to take nearly all of the per pupil funding from the public school districts, but it also created its own entity in Dane County to authorize the creation of these schools anywhere in the state of Wisconsin (Wisconsin Legislature, n.d.). That means this non-elected office is authorized to take public dollars from local school districts inside and outside of Dane County and redistribute them to any private school they decide to authorize.

Rationale for the Public Dollars for Public Schools Resolution, continued

Different Rules

These private schools play by different rules. A home school district must serve all students regardless of need or ability. Students who are open enrolled into other districts who need IEPs can be sent back to their home districts if the choice school lacks the ability to serve the needs of the student. However, private schools will never be a student's "home district", so they will always have a choice to reject the students with special needs and send them back to the same home district from which they are pumping dollars disproportionate to the services they provide to the community. Because of how school funding works, a large portion of pupil reimbursement pays for ancillary costs like teachers and buildings and only a small portion goes directly to resources for that specific student. Losing just a handful of students from a class could cost the district the ability to pay for a whole teacher who would otherwise teach the rest of the students in that class. Not only can charter schools choose not to serve any student with a need that is too expensive for them to pay for, they also will take half a year's funding from the home district as long as they keep that student enrolled for the first Friday count. Once that ends, they can return the student to their home district and the district will eventually be reimbursed for a half year, but not until the following fiscal year, which then negatively impacts the formula for funding for the next budget for that district. Special education is already woefully underfunded, and has never been funded to the promise of two thirds reimbursement as was originally recommended back in the 1990s.

Communities Impacted

Because of the previous statutory ability for a community entity to be able to create a charter school in 118.40, there is no reason for a private school to authorize using 2R or 2X unless they either do not want to work with the community or they are unwanted by the community. The communities most impacted by loss of enrollment and dire loss of funding tend to be communities who serve BIPOC students and/or students who live in poverty. In Beloit, The Lincoln Academy was authorized by the Office of Educational Opportunity after it failed to get collaboration to authorize from the area technical college and they chose not to seek a non-instrumentality authorization from the public school district. The Lincoln Academy drained almost 4 million dollars from the School District of Beloit in the 2021-2022 school year by serving just a fraction of children in the community. They also returned 25 students to the School District of Beloit, all of whom are students with IEPs. One could argue that the charter school is necessary because the School District of Beloit has low test scores. However, many in the community would counter that those behind the creation of the private school have the financial resources and human capital to significantly improve the district with an investment of their time and money rather than divert even more resources from a struggling district. In essence, 118.40 2R and 2X exist as mechanisms for private organizations to prey upon the already scarce public dollars and resources that serve the students and communities with the greatest needs.

Conclusion

Wisconsin public schools already face a range of funding challenges and disparities from the funding formula to the lack of special education reimbursement. Simply put, the state does not fully fund education. Under those circumstances, the 118.40 2R and 2X statutes allow private schools to pump funds out of public school districts without accountability or representation from the districts who serve communities with the greatest needs. By eliminating the Office of Educational Opportunity's ability to authorize charter schools - or by eliminating the office altogether, along with the statute language added in the 2015-2017 biennial budget, the state of Wisconsin can begin to heal the wounds in public school funding that are currently bleeding out of control. Can Wisconsin support this existing statute language, knowing the detrimental impact it has on communities and children, and truly believe that our state is doing what it can to provide every child a Free and Appropriate Public Education? Our answer is no and it is incumbent upon those of us with the power and voice to advocate for public education to raise our voices against systems that harm schools and children.

Rationale for the Public Dollars for Public Schools Resolution, continued

References

AEF. (n.d.). The Forward Institute Study on Educational Funding – Association for Equity in Funding (AEF). Association for Equity in Funding (AEF). Retrieved September 13, 2022, from <https://waef.net/resources/the-forward-institute-study-on-educational-funding/>

DPI. (n.d.). Independent (2r or 2x) Charter Schools | Wisconsin Department of Public Instruction. Wisconsin Department of Public Instruction |. Retrieved September 13, 2022, from <https://dpi.wi.gov/parental-education-options/charter-schools/independent>

DPI. (n.d.). What is a Charter School? Wisconsin Department of Public Instruction |. Retrieved September 13, 2022, from <https://dpi.wi.gov/sites/default/files/imce/sped/ffc/charter-funding-overview-handout.pdf>

Kava, R. (2022, April 18). Revenue Limit Per Pupil Adjustment Indexed to Inflation [Letter to State Senator LaTonya Johnson]. Wisconsin Legislature. (n.d.).

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Board President:

Sean A. Leavy

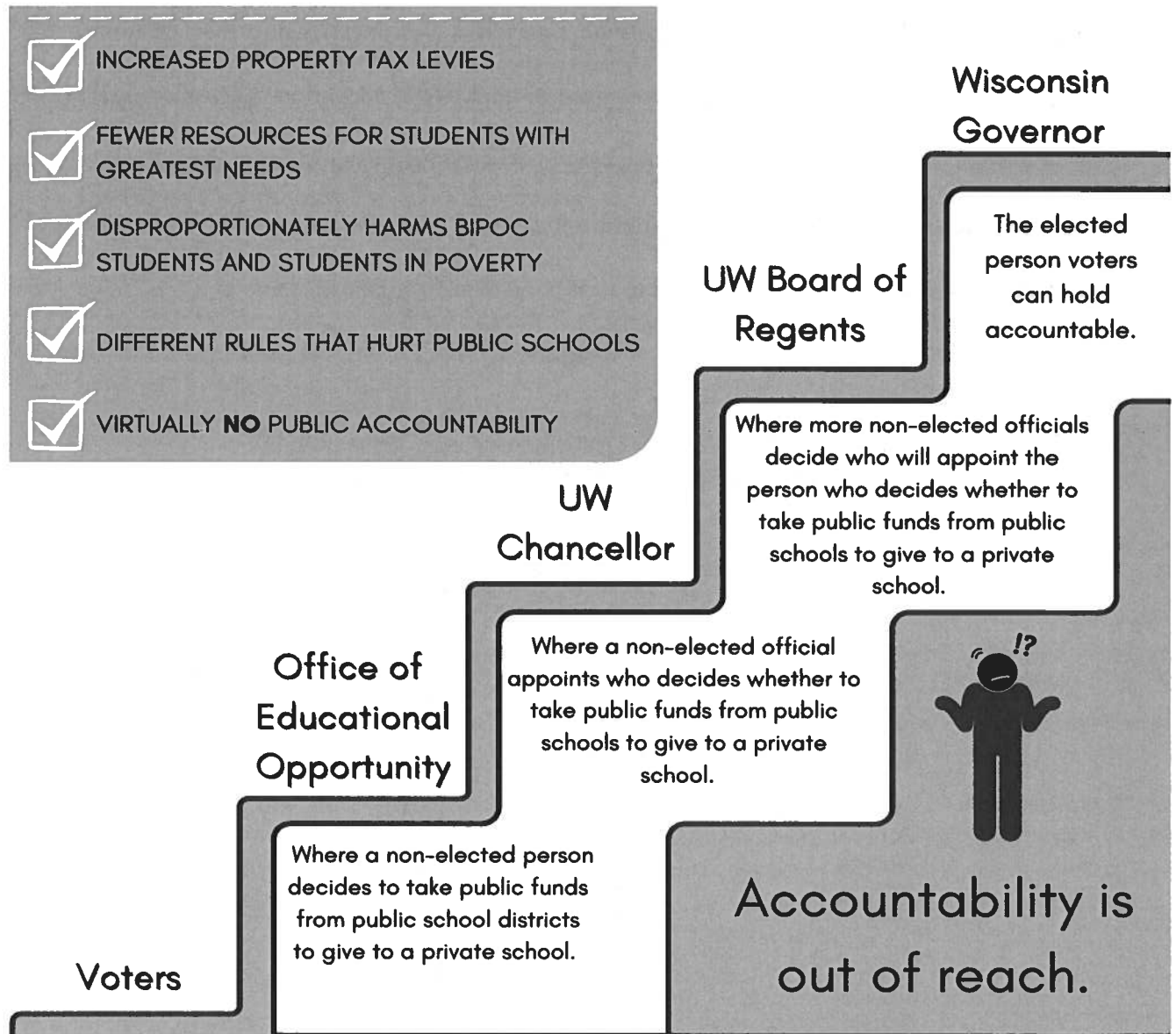
Date of Approved Resolution:

9/6/2022

Rationale for the Public Dollars for Public Schools Resolution

Submitted by Megan Miller

Graphic Overview



Background

Wisconsin public schools have been deliberately defunded over the last ten years in a multifaceted attempt to undermine their ability to serve all children as part of an effort to privatize education. According to the Association for Equity in Funding (AEF), since 2004, the

decline in school funding has rapidly increased, harming the highest poverty districts disproportionately and widening opportunity gaps across the state for children who have the largest needs (AEF, n.d.). Furthermore, the study conducted by The Forward Institute referenced by the AEF also indicated that across the state, regardless of property value, districts are forced to levy higher property taxes in order to attempt to fund public education. A letter dated April 18, 2022 written to Senator LaTonya Johnson, sent by Russ Kava Fiscal Analyst, depicted the following trends that show Wisconsin public education dropping at a disturbing rate following the Great Recession in 2007, in particular after Scott Walker took office.

Figure A

Revenue Limit Per Pupil Adjustment Under Prior Inflation Indexing Compared to Actual Resource Change

	<u>Per Pupil Adjustment Under Prior Indexing</u>	<u>Actual Combined Resource Change</u>	<u>Difference</u>
2008-09	\$274.68	\$274.68	\$0.00
2009-10	274.68	200.00	-74.68
2010-11	281.00	200.00	-81.00
2011-12	288.59	-554.00*	-842.59
2012-13	296.38	100.00	-196.38
2013-14	300.83	100.00	-200.83
2014-15	305.34	150.00	-155.34
2015-16	305.34	0.00	-305.34
2016-17	308.09	100.00	-208.09
2017-18	315.48	200.00	-115.48
2018-19	323.05	204.00	-119.05
2019-20	329.19	263.00	-66.19
2020-21	334.13	179.00	-155.13
2021-22	342.82	0.00	-342.82
2022-23	371.96	0.00	-371.96

* While the 5.5% per pupil reduction amount varied among districts, the statewide average reduction was \$554.

(Kava, 2022, 2)

While the dramatic cuts to per pupil reimbursement speak for themselves, there are other less overt strategies at play to pump funding away from public education for all children in order to divert it to some.

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Conclusion

Wisconsin public schools already face a range of funding challenges and disparities from the funding formula to the lack of special education reimbursement. Simply put, the state does not fully fund education. Under those circumstances, the 118.40 2R and 2X statutes allow private schools to pump funds out of public school districts without accountability or representation from the districts who serve communities with the greatest needs. By eliminating the Office of Educational Opportunity's ability to authorize charter schools - or by eliminating the office altogether, along with the statute language added in the 2015-2017 biennial budget, the state of Wisconsin can begin to heal the wounds in public school funding that are currently bleeding out

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References

- AEF. (n.d.). *The Forward Institute Study on Educational Funding – Association for Equity in Funding (AEF)*. Association for Equity in Funding (AEF). Retrieved September 13, 2022, from <https://waef.net/resources/the-forward-institute-study-on-educational-funding/>
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2023 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

Whereas the legislature has not provided adequate funding of Pre-K- 12 public education in Wisconsin, and by not doing so has not supported the intent of our representative form of government which is to protect the interests of minorities from the will of the majority. A simple majority approving a school district referendum pits the “haves” against the “have nots” and forces the will of the majority on the needs of the minorities who have no recourse but to submit;

Whereas school districts are forced to rely on local taxpayer dollars to support their financial needs and the good will of the voters, referendums force the “have nots” into an adversarial relationship with school districts;

Whereas some school districts have marketed the fact that “Strong Schools” create “Strong Communities” when selling their referendum to the voters, the reality is a referendum under the present system also creates “losers” who resent the “winners” and, ultimately, weakens and fractures communities along socioeconomic and racial lines;

Whereas lack of equitable funding has damaged and restricted the ability of school districts to meet the needs of all students, leading to distrust between all of the stakeholders, in order to support the rise of charter schools as “the solution,” in order to privatize education and profit from the well of taxpayer dollars;

Whereas lack of equitable funding, especially in areas of high poverty and trauma, adds breaking-point stress to many professional educators causing fatigue, burnout, and, in many cases, changing professions which contributes to the current shortage of teachers; and

Whereas funding referendums place an onerous burden on many property taxpayers (those on fixed incomes such as the elderly and disabled are forced to choose between medicine, food, transportation or housing) and low-income renters, as the current structure of the property tax system in Wisconsin is the most regressive tax in the state, more so than even the sales tax. The sales tax one can avoid by not buying; if one does not pay their property taxes or rent, they lose their home;

NOW THEREFORE BE IT RESOLVED, that the Wisconsin Association of School Boards (WASB):

1. urges all local school boards to educate themselves and their district’s voters concerning the threat to our representative form of government and prompt them to get involved in lobbying their elected representatives to change the law(s) so that the needs of all socioeconomic and racial groups are equitably protected;
2. urges all local school boards to recognize the negative impact the adversarial relationship between the school district and segments of their community have on general support for publicly funded education and become actively involved in the effort to change the current law;
3. urges all local school boards to consider the damage referendums may cause to their communities, and work locally and publicly to equitably change the system;
4. urges all local school boards to recognize and counter the very real long-term threat to their existence, by becoming actively involved to protect the viability of equal education for all children in their communities;
5. urges all local school boards to consider that it is in their own self-interest to work for equitable public funding of education as the current system is threatening the foundation of professional educators in our state; and
6. urges all local school boards to advocate for changing the state constitution so property taxes can be structured more progressively so income of the payee can be factored into the formula. For example, utilizing the median household income for the district, for every thousand dollars earned over the median they would pay more, and for every thousand dollars under, they would pay less. Ultimately, the proposal would be revenue neutral to the taxing district, equity would be restored, and all of the stakeholders and communities would benefit and heal.

RATIONALE:

Equal opportunity for education of all our children is the lynchpin for the future of America. However, there has been a nationwide movement to defund all public education and it comes from an ideology or perspective that does not want to see all children educated equally. The perspective considers the education of low-income and non-white populations a threat.

The goal is to privatize all public goods so the private sector has access to the well of taxpayer dollars to turn a greater profit. In education, it has been suggested that it has led (in some cases) the the rise of charter schools, which syphon money from local school districts and creates barriers for school boards to balance budgets and limits the resources that could be provided for education of the students.

The only viable recourse available in school districts is through the use of referendums, which, while providing desperately needed funding, may also negatively reverberate and impact all of the stakeholders in the district.

It is in the self-interest of every school district in the state to get behind the effort to address the issue of equitable funding for public education in Wisconsin. It has been said that "failure to plan, is planning to fail". Similarly, in the long-term picture, failure to address long-term and equitable funding of public education, is planning to fail our children from having the equal opportunity for a quality education, and ultimately, the very existence of PreK-12 public education in Wisconsin.

Working together we can start moving in a direction to solve this issue!

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Sean A. Leavy

Date of Approved Resolution:

9/9/2022

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**

2 Madison, Wisconsin

3 November 29, 2022

4

5 **REPORT TO THE MEMBERSHIP ON PROPOSED 2023 RESOLUTIONS**

6 WASB Policy & Resolutions Committee

7 Rosanne Hahn, Burlington Area School Board, Chair

8

9

10 **Resolution 23-01: *High-Cost Transportation Aid***

11

12 **Amend: Existing Resolution 2.33 as follows (*adding the underlined language*):** The WASB
13 supports the continuation of the transportation categorical aid with the added provision for
14 periodic adjustments in the aid amounts to maintain the relationship between the level of aids
15 and the statewide average cost of providing transportation. The WASB further supports state
16 high-cost transportation categorical aid for sparsely populated, geographically large school
17 districts with per pupil transportation costs above the statewide average in addition to the
18 transportation categorical aid paid to all districts. Additionally, school transportation categorical
19 aids should be funded from the state's segregated transportation fund.

20

21 **Rationale:** High-cost transportation aid provides additional state transportation aid to sparsely
22 populated school districts with higher per pupil transportation costs compared to the statewide
23 average. To date, WASB resolutions have not expressed a position on high-cost transportation
24 aid. This resolution would put the WASB on record as specifically supporting this program.

25

26

27 **Resolution 23-02: *Voter Education***

28

29 **Amend: Existing Resolution 3.01 (c) as follows (*adding the underlined language*):**
30 recognition that a "well-rounded education" includes courses, activities, and programming in
31 subjects such as English, reading or language arts, writing, science, technology, engineering,
32 mathematics, foreign languages, civics and government, economics, arts, history, geography,
33 computer science, music, career and technical education, health, physical education, voter
34 education and any other subject, as determined by the State or local school district, with the
35 purpose of providing all students access to an enriched curriculum and educational experience.

36

37 **Rationale:** Voting in local, state, and national elections is regarded as a responsibility of our
38 citizens. Educating students about this responsibility is one component of ensuring that our
39 graduates are college, career, community, and civic ready. There is evidence from the world of
40 political science and public policy research that life-long voting habits are formed in childhood
41 and adolescence.

1 **Resolution 23-03: *Independent Charter School Funding***

2
3 **Create (as a new subparagraph under existing Resolution 3.21):** The funding for charter
4 schools not authorized by the local school board comes directly from the state and not from aid
5 deductions to the resident school district or a first draw on school equalization aids.
6

7 **Rationale:** To provide the state funding for independent charter school students the state has,
8 historically, relied upon two methods. Depending on the authorizer, either: 1) the general school
9 aid (equalization aid) available to all public school districts was reduced in proportion to each
10 district's share of overall statewide general aid in order to fund the per pupil payments made to
11 certain independent charter schools; or 2) an individual school district's general aid payment is
12 reduced by a deduction equal to the amount paid to an independent charter school for each
13 resident student of the school district enrolled in an independent charter.
14

15 Under the first method, applicable to payments to "2r" independent charter schools authorized by
16 the City of Milwaukee, UW-Milwaukee, and UW-Parkside, school districts historically could
17 levy property taxes to make up for the reduced aid funding. That funding method, which reduced
18 net general school aid payments to all districts by 1.6 percent, totaling roughly \$80 million
19 statewide, ended in the 2021-22 school year.
20

21 Under the second method, which is still in use, students attending a "2x" independent charter
22 school are counted for revenue limit and general aid purposes by the school district in which they
23 reside. Those districts are not allowed to increase tax levies to make up for the reduced aid
24 funding. Eighty-four school districts had a total of \$19.0 million in aid withheld in the 2021-22
25 school year. Independent Charter Schools will receive per pupil payments of \$9,264 in 2022-23.
26
27

28 **Resolution 23-04: *Learning Barriers for Students with Disabilities***

29
30 **Repeal: Existing Resolution 3.41 IEP-Team Appeals, which currently reads:** The WASB
31 supports legislation which gives school districts IEP-Team appeal recourse in cases where the
32 parent refuses to accept a program for a handicapped child when recommended by the IEP-Team
33 under Chapter 115.
34

35 **Rationale:** The language of this resolution is outdated, and its focus arguably no longer reflects
36 the direction in which special education law has evolved since this language was adopted in
37 1978. This resolution is also out of step with the heightened calls for parental involvement in and
38 consent for the educational program of their children prevalent in the current environment.
39
40
41

1 **Resolution 23-05: *Discipline of Students with Disabilities***

2
3 **Repeal and Recreate: Existing Resolution 3.435 Discipline of Students with Disabilities as**
4 **follows:** The WASB supports ensuring the right to a free and appropriate public education
5 (FAPE) for a student with a disability is not infringed by discriminatory disciplinary policies.
6

7 **Rationale:** Updated guidance from the U.S. Department of Education (ED) from July 2022
8 states that disciplinary policies may in some instances discriminate against students with
9 disabilities. Discriminatory discipline can impact the academic performance of students with
10 disabilities, thereby widening achievement gaps. According to ED: “Disciplinary policies and
11 procedures that result in unjustified discriminatory effects based on a disability, even if
12 unintentionally, violate Section 504. Under Section 504’s regulations, schools may not use
13 criteria, policies, practices, or procedures that have the effect of: (1) discriminating on the basis
14 of disability, such as by excluding students with disabilities from participating in school or
15 denying them the benefits of the school’s programs and activities, or (2) defeating or
16 substantially impairing the school’s objectives with respect to students with disabilities.”
17

18
19 **Resolution 23-06: *Parent Contracts for Private School Transportation***

20
21 **Create:** The WASB supports legislation to change parent contracts for the transportation of
22 private school pupils from providing a "per pupil" payment to parents to a "per household"
23 payment to parents if more than one eligible pupil is being transported to the same private school
24 destination.
25

26 **Rationale:** School districts may enter into parent contracts for the transportation of private
27 school students under which the school district reimburses the parents or guardians for
28 transporting the pupils to a private school located within five miles of the boundaries of the
29 school district.
30

31 Under current law, if a household is transporting one pupil, it is reimbursed a certain amount. If a
32 household is transporting two or more pupils of the same household, that reimbursement is
33 multiplied by the number of pupils, even in cases where the pupils are traveling in the same
34 vehicle to the same destination at little or no added cost. This is an added expense for school
35 districts and considered a “loophole” in the law since the expense of transporting multiple pupils
36 to a given location is likely the same as transporting a single pupil to that same location.
37
38
39
40
41

1 **Resolution 23-07: Career and Technical Education**

2
3 **Amend Existing Resolution 3.60 as follows (adding the underlined language and deleting the**
4 **stricken language): Career and Technical Education (CTE) Aid** The WASB supports the
5 development of career and technical education programs including renewable
6 energy/sustainability CTE in school districts. The WASB urges the state to foster this
7 development by initiating an aid program designed to support and strengthen existing ~~vocational~~
8 CTE programs and stimulate the development of new ~~where programs are deficient~~. The WASB
9 supports state funding for, among other things, startup costs, staff training/certifications,
10 coordinator positions, and development of a transition readiness program for students with
11 disabilities.

12
13 **Rationale:** Robust career and technical education (CTE) programs are one of the best ways to
14 ensure that young people receive the technical and job skills they need to step into the workplace
15 and perform the jobs available in our state. Investments to establish and strengthen model pilot
16 CTE program will help schools identify what works best to meet both students' and employers'
17 needs.

18
19 Pursuing best practice energy management skills and training for district operations will help to
20 manage more effectively one of the largest district budget expenditures, ultimately saving
21 taxpayer dollars. Additionally, career opportunities in the energy and sustainability sector
22 continue to experience high growth and demand for skilled employees.

23
24
25 **Resolution 23-08: Services for Students with Disabilities at Voucher Schools**

26
27 **Repeal: Existing Resolution 3.93 Students with Disabilities—Parental Choice, which**
28 **currently reads:** The WASB supports legislation requiring private schools participating in any
29 parental choice program to accept and provide services to students with disabilities, with
30 additional state funding for the education of these students.

31
32 **Rationale:** Resolution 3.93 is arguably outdated because of the evolution of the voucher
33 landscape in Wisconsin over the last decade. The current language was adopted prior to the
34 creation of the Special Needs Scholarship Program (SNSP). There was no state program to
35 provide state funding to private schools in return for them providing special education services to
36 pupils with disabilities until the 2016-17 school year when the SNSP took effect.

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Resolution 23-09: *Addressing Barriers to Learning for Students with Disabilities*

Create: The WASB supports State and local investment in preservice learning, training and ongoing professional development for all educators to meet the needs of students with disabilities across all general education settings, including investment in the implementation of best practices in meeting the needs of diverse learners.

Rationale: Currently WASB does not have a resolution identifying the comprehensive set of supports and resources necessary to address achievement gaps and other disparities and barriers for students with disabilities. In addition to funding, districts need quality professional development and targeted curricular support to help this population of students.

Resolution 23-10: *FORT Requirement for Educators*

Create: The WASB supports legislation to provide all teaching license applicants with an alternative pathway to licensure that does not require passage of the Foundations of Reading Test (FORT).

Rationale: Many districts throughout Wisconsin are facing challenges with the recruitment and retention of teachers. To be licensed in Wisconsin, applicants for initial licensure as an elementary teacher, a special education teacher, a reading teacher, or reading specialist are required to pass the Foundations of Reading Test (FORT). Recently, state licensing statutes were amended to provide for an alternative demonstration of knowledge and skill in the teaching of reading for special education teacher candidates only. Passing the FORT can be a costly and time-consuming process, with a relatively high failure rate, especially among teacher license applicants of color and applicants whose first language is not English.

Resolution 23-11: *Unemployment Compensation*

Create: The WASB supports that school personnel who resign from their position with a school district or CESA following the completion of their signed contract and have reasonable assurance of continued employment for the next contract year or school year, and subsequently accept a contract for the following academic year with another district or CESA, are not eligible for Unemployment Compensation since there is no gap in employment or expected loss of income.

1 **Rationale:** Since ACT 10, teachers and other professionals are moving/changing districts at a
 2 higher rate compared to years ago, exposing districts to additional expenses over and above the
 3 paid contract. Under a ruling in a recent Unemployment Insurance (UI) case, anyone who takes a
 4 new position in a school district or CESA closer to their home, is eligible for unemployment
 5 compensation during the summer months.

6
 7 Should this ruling become well-known among teachers and other professionals, we could
 8 anticipate growing numbers of teachers or other professionals opting to take positions in districts
 9 or CESAs closer to their residences in order to obtain a one-time “windfall” payment of
 10 unemployment compensation payments during the summer even though they have been given
 11 reasonable assurance of continued employment for the next contract year. Depending on the
 12 number of teachers switching districts or CESAs to gain this advantage, the costs to school
 13 districts and CESAs could be substantial.

14
 15
 16 **Resolution 23-12: *Societal Issues***

17
 18 **Amend Existing Resolution 6.10 as follows (adding the underlined language and deleting the**
 19 **stricken language):** The WASB supports increasing the efforts of all levels of government,
 20 private organizations, businesses and families in providing prevention, early intervention or other
 21 programs to ~~solve~~ address problems (such as gangs, violence, bullying and harassment (including
 22 ~~bullying and harassment~~ by means of technology), ~~economic status/poverty~~, homelessness,
 23 hunger, unemployment, and any and all forms of discrimination, racism and injustice) that are
 24 being manifested in our communities, which would help enable schools to focus on academic not
 25 extracurricular endeavors.

26
 27 **Rationale:** School boards are responsible for making sure that all children have an equal
 28 opportunity to attend school and participate in school district educational programs and
 29 activities. Boards adopt policies prohibiting student discrimination, providing appropriate
 30 avenues for filing and responding to discrimination complaints, and providing the necessary
 31 support and monitoring to ensure district compliance with student nondiscrimination laws and
 32 policies.

33
 34 Often those school board policies operate reactively and spell out what to do when a societal
 35 problem generates impacts on the school. This resolution calls on school boards, districts, and
 36 others to undertake community efforts to combat those societal issues proactively before they
 37 generate a negative impact on student performance.

1 **Resolution 23-13: *Weapon Possession***

2
3 **Amend Existing Resolution 6.11 (a) and (b) as follows (*adding the underlined language and***
4 ***deleting the stricken language*):**

5
6 (a) The WASB supports legislation that is intended to ensure the safety of attending school and
7 school-sponsored activities. The WASB ~~will~~ supports legislation limiting or prohibiting the
8 ~~purchase or~~ possession by children of all firearms, knives, spring guns, air guns, and other
9 weapons on school grounds. The WASB ~~will~~ also supports legislation requiring school officials
10 to be notified of the disposition of legal cases involving juveniles found guilty of weapons
11 violations, assaults and other crimes which resulted or could have resulted in injury to others.
12

13 (b) The WASB supports safe learning environments for all children, free of guns and other
14 weapons. Further, the WASB opposes any initiatives at the local municipal, state or federal level
15 that would legalize any further ability for anyone, with the exception of sworn law enforcement
16 officers, to bring a weapon or possess a weapon, including a facsimile or "look alike" weapon,
17 concealed or otherwise, in school zones or lessen the consequences for violation of existing safe
18 school policies relating to guns and other weapons regardless of CCW license holding status.
19 Decisions about whether CCW licensees may possess weapons in school buildings must remain
20 exclusively in the hands of the locally elected school board which governs the school.
21 Notwithstanding the preceding, the WASB recognizes and supports the desirability of clarifying
22 and aligning state law with the allowable exceptions in federal law for school-sponsored
23 activities such as trap shooting teams.
24

25 **Rationale:** The proposed revisions would clarify and strengthen WASB's position discouraging
26 or disallowing all guns and weapons at school and school-related activities, including: adding
27 "local municipal" to the level of government initiatives, pertaining to attempts that could
28 increase allowability of guns and weapons at schools by local governments; clarifying that
29 WASB opposes gun possession at schools and in school zones regardless of a person's CCW
30 licensure status; and supports aligning state gun free school zone laws with federal gun free
31 school zone laws to clarify issues around school-sponsored activities.
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1 **Resolution 23-14: *Oppose Federal Agency Mandates Imposed Without Use of Rulemaking***
2 ***Process***

3

4 **Create:** The WASB opposes attempts by federal agencies to impose policy mandates or edicts
5 on local school districts and/or to withhold or threaten to withhold any school program funding
6 through the issuance of “guidance” documents that are really enforcement documents in
7 disguise. The WASB supports that federal agencies use the formal federal rulemaking process,
8 which provides for public notice and comment on proposed rules/regulations, to make policy
9 changes, particularly when controversial topics of subject areas are involved.

10

11 **Rationale:** Federal agencies have been unilaterally issuing guidance to local school districts that,
12 if not followed, carry the threat of possible sanctions including loss of funding from the federal
13 government. As one example, on May 5, 2022, the U.S. Dept. of Agriculture (USDA) announced
14 that, effective immediately, called on all school districts that participate in any federal child
15 nutrition programs to enforce prohibitions on sex discrimination to include discrimination on the
16 basis of gender identity and sexual orientation.

17

18 Dramatic changes or expansions in the application of federal policy should be made through the
19 federal rulemaking process, which provides for public notice and comment and requires federal
20 agencies to take public comments into account when promulgating regulations that change
21 federal policy or apply it in new ways.

22

23 **Resolution 23-15: *Universal Free School Meals***

24

25 **Create:** The WASB supports state supplemental funding sufficient to establish a universal free
26 school meal program, enabling all students, regardless of family income, to receive free school
27 meals at all schools, regardless of participation in the federal school meals program.

28

29 **Rationale:** Proper nutrition plays an important role in preparing students mentally, physically,
30 and emotionally for learning. Having the federal government provide money so that all students
31 could eat during the pandemic greatly increased the number of meals served and provided access
32 to balanced nutritional meals to many children who otherwise might not have had such food and
33 it eliminated the stigma attached to free and reduced-price meals. It also eliminated schools
34 having to deal with the issues of school meal debt or students who cannot afford to pay for their
35 meal on any given school day. Having the state supplement or reimburse schools for the
36 difference between the federal reimbursement and the cost of the meals would avoid these issues
37 and enable all students attending a school participating in the federal school meals program to eat
38 for free regardless of their family’s income level.

39

40

41

1 **Resolution 23-16: *Learning Loss***

2
3 **Create:** The WASB supports efforts to provide federal and state funds that will be targeted to
4 fund local districts' efforts to address learning loss caused by a disaster or emergency that affects
5 large portions of the state, such as COVID-19.

6
7 **Rationale:** COVID-19 caused significant learning disruption for students in Wisconsin (and
8 elsewhere). While Federal COVID-19 funds provided one-time money for schools to address
9 leaning disruption, that funding was not evenly distributed among Wisconsin school districts.
10 Some districts may be able to use these federal funds to fully address learning loss caused by the
11 pandemic, while other districts may lack sufficient federal funds to address such learning loss.
12 This resolution supports the provision of state or federal funds to help all districts fully address
13 the learning disruption caused by a disaster or emergency that affects large portion of the state.
14 COVID 19 is cited as one example of the type of disaster or emergency covered by this
15 resolution.

16
17 The next three resolutions were developed by the WASB staff following a review of existing
18 resolution language that was either outdated or no longer needed, or that could be stated more
19 succinctly.

20
21

22 **Resolution 23-17: *Licensure***

23 (Note: Existing Resolutions relating to "Certification/Licensure" are found in the Resolutions
24 Book at p. 36-38 and the Existing "4.80 Evaluations" is found at p. 38.)

25

26 **REPEAL and RECREATE the following existing resolutions:**

- 27 • **4.60 General Policy**
28 • **4.61 Shortages**
29 • **4.62 Temporary Certification**
30 • **4.63 Alternative Certification**
31 • **4.635 DPI Licensing of Clinical Counselors**
32 • **4.64 Performance-based Licensure**
33 • **4.65 Teacher Competency Exam**
34 • **4.66 Professional Growth**
35 • **4.67 Mentoring Duties**
36 • **4.68 Charter School Teachers**
37 • **4.69 Revocation**
38 • **4.80 Evaluations**

39

40 **By RECREATING them to read as follows:**

1 **4.60 General Policy**

2 The WASB supports a teacher licensure system that fosters a highly educated, highly trained,
3 effective, professional teaching force with reasonable flexibility to meet the needs of our
4 members with regard to staffing supply challenges. (2018-13)

5

6 **4.61 Shortages**

7

8 **(a) Teacher Shortages and Alternative Licensure Pathways**

9 The WASB supports reasonable efforts to provide pathways to licensure for teaching candidates
10 in subject or content areas where there is a shortage of licensed teachers, provided that
11 candidates have bachelor's degrees and are qualified to be in a classroom as demonstrated by
12 appropriate experience, knowledge and skills in the subject or content area, and rigorous training
13 in pedagogy, assessment, and classroom management. (2015-17)

14

15 **(b) Technical Education Teacher Shortage**

16 The WASB supports reasonable efforts to increase the supply of licensed technical education
17 teachers, in technical education content areas where shortages are most acute. (2015-04)

18

19 **(c) School Social Worker Certification and Licensure**

20 The WASB supports efforts to increase the supply of school social workers, school counselors
21 and mental health providers throughout the state. The WASB will work with the DPI to address
22 existing obstacles to school social worker licensing with an emphasis on obstacles faced by
23 districts in regions of the state that are located remotely from universities conferring degrees
24 currently recognized by the DPI for licensure. (2020-12)

25

26 **4.62 Temporary Certification**

27 The WASB supports temporary certification of teachers in grade levels or content areas other
28 than those in which they are already certified to meet our members' need with regard to staffing
29 supply challenges. (1982-5)

30

31 **4.63 Mentorship/Residency Model**

32 The WASB calls on the Superintendent of Public Instruction to actively promote alternative
33 administrative and teacher certification that includes a mentorship/residency and a training
34 program. (1991-15)(2005-22)

35

36 **4.635 DPI Licensing of Clinical Counselors**

37 The WASB supports legislation authorizing the Department of Public Instruction to issue an
38 educator license to clinical counselors, so school districts can employ clinical counselors to
39 provide mental health services to students the same way other licensed district staff are employed
40 to do so. (2019-18)

41

1 **4.65 Teacher Competency Exam**

2 The WASB supports legislation that would require teachers to pass a state competency exam
3 before they are granted a license to teach in a Wisconsin public school district. (1999-8)

4
5 **4.68 Charter School Teachers**

6 The WASB supports allowing teachers granted a charter school license in a particular subject
7 area to teach additional subjects under the supervision and/or direction of another Wisconsin
8 certified teacher currently teaching in that subject area, provided that student learning meets
9 standards applicable to the charter school. (2011-16)

10

11 **4.69 Revocation**

12 The WASB supports legislation to require the DPI to revoke the license of any teacher who has
13 been dismissed or non-renewed by a school board for intentionally using school district
14 technology to download, view or distribute pornographic material in violation of the district's
15 acceptable use policy. The WASB further supports requiring the DPI to make information about
16 the disposition of such cases publicly available if revocation is the result of the hearing. (2011-
17 17)

18

19 **4.80 Evaluations**

20 The WASB supports efforts of school districts to systematically and periodically evaluate and
21 compensate teachers, administrators and support staff members based on performance. (1989-
22 1)(1996-8)

23

24 **(a) Staff Improvement/Professional Development**

25 The WASB supports the efforts of school boards to provide staff professional development to
26 address staff improvement at the local level through effective evaluation and improved
27 supervisory techniques that include coaching/mentoring. (1991-11)

28

29 **(b) Student Achievement as Performance Criteria**

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

36

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

1 **Rationale:** These changes are meant to remove outdated language, update terminology and
 2 consolidate resolution language into a more concise and coherent policy.

3

4 **(Note:** Headings/Titles of resolutions and placement in the book are decided by WASB staff.
 5 The delegates need to approve resolution language changes and deletions. The numbers in
 6 parentheses indicate the year the original/existing language was adopted by delegates.)

7

8

9 **Resolution 23-18: *Revenue Limits***

10 (Note: Existing Resolutions relating to “Revenue Limits” are found in the Resolutions Book at
 11 pp. 13-15.)

12

13 **REPEAL** the following existing resolutions:

- 14 • 2.40 State Cost Controls
- 15 • 2.41 Modification of Revenue Limits

16

17 **And RECREATE them** as follows:

18

19 **2.40 State Cost Controls**

20 The WASB is opposed to state-imposed revenue limits on school districts. (1992-13)(2010-6)

21

22 **(a) Additional Revenue Limitations**

23 The WASB opposes any additional limitations that will force decreases in revenue to public
 24 school districts. This includes but is not limited to: freezing property tax levies; creating a
 25 moratorium on school district referenda; delaying payments to school districts; and adopting a
 26 constitutional regulation of school finance. (2002-18)(2005-1)

27

28 **2.41 Modification of Revenue Limits**

29 The WASB supports exemptions from the revenue cap to allow for the needs of individual
 30 districts with respect to the requirements of their programs. (1994-11)(1995-3)

31

32 The WASB also supports the following:

33

34 (a) Annually increase per pupil revenue limits statewide by a dollar amount equal to or greater
 35 than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide
 36 average revenue limit authority per pupil. (2012-3)(2017-6)

37

38 (b) Allowing the carryover of any unused revenue authority. (1995-3)(1996-10)

39

40 (c) Changing the revenue limit FTE membership calculation to allow a district to use either a
 41 five-year rolling average, three-year rolling average or the current year membership, whichever

1 is greater, and allowing a district to apply to the Department of Public Instruction for emergency
2 aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

3
4 (d) Including 100 percent of full-time equivalent (FTE) summer school membership for each of
5 the years used in the computation of the revenue cap. (1995-17)(2017-14)

6
7 (e) Providing that a district's revenue limit be determined prior to the start of the district's fiscal
8 year.

9
10 (f) The WASB supports legislation to implement a sliding scale formula factor multiplier to
11 increase the membership of districts for revenue limit purposes. (2016-9)

12
13 **Rationale:** Parts of these resolutions are outdated. These changes are meant to update
14 terminology and consolidate resolution language into a more concise and coherent policy.

15
16
17 **Resolution 23-19: Classroom Technology**

18 (Note: Existing Resolutions relating to "Classroom Technology" are found in the Resolutions
19 Book at pp. 24-25.)

20
21 **REPEAL the following existing resolutions:**

- 22 • 3.30 Interactive Communications Systems
- 23 • 3.31 Technology in the Classroom
- 24 • 3.32 Educational Technology Initiative
- 25 • 3.33 Online Courses
- 26 • 3.34 Virtual Schools
- 27 • 3.35 Statewide Contracting for Virtual Classes
- 28 • 3.36 CESAs and Virtual Charter Schools

29
30 **And RECREATE as follows:**

31
32 **EDUCATIONAL TECHNOLOGY**

33
34 **3.30 General Policy**

35 The WASB supports the use of educational technologies, including the use of online courses to
36 allow local school boards to offer course content to students that they would otherwise be unable
37 to offer.

38
39 **3.31 State Funding**

40 The WASB supports state-funded educational technology initiatives to ensure that school
41 districts have the technological capacity for students to succeed in the 21st century and to meet

1 state requirements, such as online adaptive testing, the state accountability system, curriculum
2 and instructional standards aligned to college and career readiness, and rigorous teacher and
3 principal evaluation systems. (2013-1)

4

5 **3.32 Virtual Charter Schools**

6 The WASB supports that publicly funded virtual charter schools must follow state accountability
7 standards and transparency requirements.

8

9 **3.33 CESAs and Virtual Charter Schools**

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

14

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

20

21 **Rationale:** These resolutions are outdated. These changes are meant to update terminology and
22 consolidate resolution language into a more concise and coherent policy.

23

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/27/2022

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Guide and support district administrative team in the implementation and achievement of the district's Strategic Long-Range Plan.

Check the standard(s) to which the goal relates:

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input type="checkbox"/> 3. Human Resources Leadership | <input type="checkbox"/> 4. Operations and Resource Management |
| <input type="checkbox"/> 5. Communication and Community Relationships | <input type="checkbox"/> 6. Professionalism |

Role of District Administrator in Achieving the Goal:

- Direct Responsibility: District Administrator is directly responsible for the results of the goal.
- Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.
- Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion: Short-term Mid-term Long-term

Indicators of Success

Quarterly LRP updates meet stated measures or communication to Board on actions taken to get back on track. Specific Points of Emphasis:

- Continuous Improvement Process (Pillar 1, Goal 1)
- Retain Exceptional Staff (Pillar 2, Goal 1)
- Capital Needs (Pillar 4, Goal 1)

Mid-year Assessment of Goal by School Board

Evidence to Date

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/27/2022

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Promote and maintain effective communication between and amongst board members and provide necessary supports to ensure effective and efficient board operations.

Check the standard(s) to which the goal relates:

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input type="checkbox"/> 3. Human Resources Leadership | <input type="checkbox"/> 4. Operations and Resource Management |
| <input checked="" type="checkbox"/> 5. Communication and Community Relationships | <input checked="" type="checkbox"/> 6. Professionalism |

Role of District Administrator in Achieving the Goal:

- Direct Responsibility: District Administrator is directly responsible for the results of the goal.
- Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.
- Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion: Short-term Mid-term Long-term

Indicators of Success

- Proactive communications with all board members
- Board is informed of current, emerging, and future needs and issues affecting the district and works collaboratively to resolve them
- Board meetings are well organized and effectively and efficiently run

Mid-year Assessment of Goal by School Board

Evidence to Date

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/27/2022

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

<p>Goal: Formulate, communicated, and implement the action plan to prepare for a potential 2024 referendum to build new Farnsworth and Urban Middle Schools.</p>									
<p>Check the standard(s) to which the goal relates:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input checked="" type="checkbox"/> 1. Strategic Leadership</td> <td style="width: 50%; border: none;"><input type="checkbox"/> 2. Instructional Leadership</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> 3. Human Resources Leadership</td> <td style="border: none;"><input checked="" type="checkbox"/> 4. Operations and Resource Management</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> 5. Communication and Community Relationships</td> <td style="border: none;"><input type="checkbox"/> 6. Professionalism</td> </tr> </table>				<input checked="" type="checkbox"/> 1. Strategic Leadership	<input type="checkbox"/> 2. Instructional Leadership	<input type="checkbox"/> 3. Human Resources Leadership	<input checked="" type="checkbox"/> 4. Operations and Resource Management	<input checked="" type="checkbox"/> 5. Communication and Community Relationships	<input type="checkbox"/> 6. Professionalism
<input checked="" type="checkbox"/> 1. Strategic Leadership	<input type="checkbox"/> 2. Instructional Leadership								
<input type="checkbox"/> 3. Human Resources Leadership	<input checked="" type="checkbox"/> 4. Operations and Resource Management								
<input checked="" type="checkbox"/> 5. Communication and Community Relationships	<input type="checkbox"/> 6. Professionalism								
<p>Role of District Administrator in Achieving the Goal:</p> <p><input checked="" type="radio"/> Direct Responsibility: District Administrator is directly responsible for the results of the goal.</p> <p><input type="radio"/> Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.</p> <p><input type="radio"/> Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.</p>									
Expected term to completion:	Short-term	<u>Mid-term</u>	Long-term						
<p><i>Indicators of Success</i></p> <ul style="list-style-type: none"> Internal – Action plan activities and timelines are met or communication to Board on actions taken to get back on track. External – works collaboratively with all stakeholders to build understanding of needs and to garner support for the proposed projects. 	<p><i>Mid-year Assessment of Goal by School Board</i></p>								
	<p><i>Evidence to Date</i></p>								

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: 9/27/2022

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal: Ensure the district has a high-functioning administrative team that is prepared to meet the current and future educational needs and challenges.

Check the standard(s) to which the goal relates:

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Strategic Leadership | <input type="checkbox"/> 2. Instructional Leadership |
| <input checked="" type="checkbox"/> 3. Human Resources Leadership | <input type="checkbox"/> 4. Operations and Resource Management |
| <input type="checkbox"/> 5. Communication and Community Relationships | <input type="checkbox"/> 6. Professionalism |

Role of District Administrator in Achieving the Goal:

- Direct Responsibility: District Administrator is directly responsible for the results of the goal.
- Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.
- Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.

Expected term to completion: Short-term Mid-term Long-term

Indicators of Success

- Develop and refine a leadership succession plan
- Identify specific leadership opportunities to grow and develop current administrators

***Mid-year Assessment of Goal by
School Board***

Evidence to Date