



2024

WASB RESOLUTIONS

Adopted by Delegate Assemblies

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WISCONSIN
ASSOCIATION OF
SCHOOL BOARDS

Supporting, Promoting and Advancing Public Education

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WASB BOARD OF DIRECTORS/POLICY & RESOLUTIONS COMMITTEE

RESOLUTION PROCESS

RESOLUTION PROCESS



Mike Humke
WASB President



Daniel Rossmiller
Executive Director

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

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

Policy and Resolutions Committee

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

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one eye to the past and one to the future, they examine the book for obsolete opinions which should be deleted, for outdated language which should be revised, and for position statements that have not yet been included but which should be brought before the membership for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

District Input

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

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

Fine-tuning the Resolutions

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

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

RESOLUTION PROCESS

Exceptions

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

Review the Resolutions

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

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

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

G O V E R N A N C E

CHAPTER 1 — GOVERNANCE

BOARD POWERS

1.00 Local Fiscal Control

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

1.01 Preserving Powers

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

(a) "Parent Trigger" Laws

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

(b) Recovery School Districts

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

1.02 Local Accountability and Flexibility

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

(a) Accountability

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

(b) Flexibility

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

(c) Waivers

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

1.03 State/Local Partnership

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

BOARD AUTHORITY

1.10 Program Flexibility

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

1.11 Expanded Authority

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

GOVERNANCE

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

1.12 Site-based Management

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

1.13 Parental Rights and Responsibilities

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

CONTRACTS AND SCHEDULING

1.20 Annual School District Meeting

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

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

1.21 Private Contracting

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

1.22 Authority to Establish the School Calendar

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

(a) Modified School Calendar Models

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

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

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

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

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

1.23 Commencement of the School Term

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

1.24 Hours of Instruction

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

GOVERNANCE

- 1.25 Authority to Schedule Instructional Time**
The WASB opposes legislative efforts to mandate the particular amount of instructional time in each school day that must be allocated to particular subject areas. (2014-ER)
- 1.26 Authority to Schedule Referenda**
The WASB opposes limits on scheduling referenda. Further, the WASB opposes any limitation on the duration, scope or effect of school referenda. (2000-4)(2018-12)
- 1.27 Authority to Enter into Contracts with Businesses**
The WASB opposes state limits on the use of exclusivity contracts, licensing, advertising contracts and other fundraising agreements with businesses. (2000-8)
- 1.28 Textbook Selection**
The WASB opposes legislation which provides for purchase or selection of textbooks or other instructional materials by any authority other than the local school board. (1988-11)

DISTRICT ORGANIZATION

- 1.30 District Cooperation**
The WASB supports incentives for districts to reduce per pupil expenditures through consolidation, business partnerships, distance learning and jointly operated programs, but it opposes legislatively created district reorganization. (1985-13)(1994-1)(1995-8)
- 1.31 Creation of School Districts**
The WASB supports a process for the creation of school districts only if the action to create a new district is:
- (a) approved by the school board(s) in the affected school district(s), and
 - (b) approved by a majority of the voters at a referendum in each of the affected school districts. (1996-4)(2015-01)
- 1.32 Formation of New K-8 and Union High School (UHS) Districts**
The WASB supports legislation to allow two or more existing K-12 districts to jointly create new K-8/union high school districts to serve their students. (2020-15)

SCHOOL FACILITIES

- 1.40 Sinking Funds**
The WASB supports a phase-in of a limited amount of state aids for school construction sinking funds established by a school board to be treated as part of the debt service formula provided the sinking fund is created for a specific purpose and for a limited duration. (1995-1)
- 1.41 Borrowing**
The WASB supports increasing the amount of funds which a district may borrow from the state trust fund for purposes of school construction and modernization. (1995-1)
- 1.42 Milwaukee Authority**
The WASB supports legislation to allow Milwaukee public schools the same taxing and borrowing authority as other school districts. (1989-6)(1995-1)
- 1.43 School Building and Borrowing Procedures**
The WASB supports legislation establishing common policies and requirements applicable to all local governments regarding financing and constructing facilities. (1993-3)
- 1.44 Waiver of Performance and Payment Bonds**
The WASB supports the option for school boards to waive contractors' performance and payment bond requirement. (1997-7)
- 1.45 Use of School Facilities**
The WASB supports the concept of community use of school facilities with the provision that any legislation which may be enacted to finance a community education program must provide that the local school district board approve the program's plan and be named the fiscal agent for the plan. (1981-13)
- 1.46 Liability Insurance**
The WASB supports federal and state legislation that will limit the liability exposure of school boards and school districts to ensure the availability of liability insurance to stabilize costs. (1986-8)

GOVERNANCE

1.47 Forced Sale of School District Buildings and Grounds

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

1.48 Referendum Approval to Transfer Public Schools to Private School Operators

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

BOARD ELECTIONS

1.50 Numbered Seats

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

1.51 Reducing the Number of School Board Members in a District

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

1.52 Recall of Local Elected Officials

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

1.53 Spring Elections

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

BOARD VACANCIES

1.60 Quorum for the Purpose of Filling School Board Vacancies

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

PUBLIC COMMUNICATIONS

1.70 Elimination/Reduction of Newspaper Notice/Publishing Requirements

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

SCHOOL FINANCE

CHAPTER 2 — SCHOOL FINANCE

SCHOOL FINANCE POLICIES — GENERAL

2.00 Revenue Sources

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

2.01 School Board Policies

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

2.02 School Budgeting

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

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

2.03 Equity and Fairness

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

2.031 Learning Loss

The WASB supports efforts to provide federal and state funds that will be targeted to fund local districts' efforts to address learning loss, mental health, discipline and attendance issues caused by a disaster or emergency that affects large portions of the state, such as COVID-19. (2023-16)

2.04 State Taxes

The WASB supports new state revenues, including sales and income taxes, and proposals to broaden the base of state tax programs in

order to provide state revenues to school districts consistent with WASB policies. The WASB supports state general purpose revenues as the principal source of state school aids, rather than a segregated state tax source. (1991-16)

2.05 Balanced Tax System

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

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

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

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

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

SCHOOL FINANCE

2.06 School Funding Formula

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

- (a) Formula changes must address issues raised by the state Supreme Court *Vincent v. Voight* decision — adequate state resources must be provided for low-income, special education and bilingual students;
- (b) The WASB supports increased weighting of English learner (EL) pupils in the general school aids and revenue limit formulas or providing categorical aid to support services for all EL pupils in grades 4K through 12. **(2020-3)**
- (c) Local school boards must be given the authority to increase or decrease local tax levies without affecting state revenue payments;
- (d) Revisions in the school finance formula must give weight to equity issues, (including, but not limited to, efforts to provide equal educational opportunities for all children by channeling greater resources to disadvantaged or at-risk children to address narrow achievement gaps), issues of local control and all aspects of the current formula must be reviewed and revised; **(2013-2)**
- (e) Local school boards must have the flexibility to establish a fund balance consistent with sound accounting practices and to avoid short-term borrowing; and
- (f) If a foundation plan is considered, the following benchmarks must be met:
 - (1) It must be established at a sufficient level which is based on the actual cost of a sound, basic education as mandated by the state standards;
 - (2) The foundation must rise annually in consideration of the Consumer Price Index and regional cost-of-living differences;
 - (3) Equity and local control factors must be considered;
 - (4) Debt service should be outside of the foundation and locally controlled by the school board unless there is a desire for a local board to utilize state funding to partially offset costs of construction; and
 - (5) The foundation amount should not be able to be utilized as a voucher. **(2004-3)**

2.061 Blue Ribbon Commission on School Funding Recommendations

The WASB supports the recommendations of the Blue Ribbon Commission on School Funding, as published in January 2019, that align with WASB resolutions. **(2020-2)**

2.07 Necessary Resources

The WASB will work with groups in Wisconsin to support necessary resources for schools, with programs and needs defined by quality research, to enable all students to meet Wisconsin's instructional standards. **(2007-1)(2010-2)**

2.08 State Funding

The WASB supports a state commitment to provide two-thirds funding of state-wide school costs, provide at least 80 percent of direct aid to schools in the form of equalization aids, and ensure that school districts receive state budget information and state aid payments in a timely manner. **(2008-1)(2009-7)**

2.09 Education Savings Accounts

The WASB opposes the creation of Education Savings Accounts for preK-12 educational expenses. **(2017-16)**

STATE AID POLICIES — GENERAL

2.10 Aids

The WASB supports state funding of school districts, through a combination of equalization and categorical aids, of at least 66 percent of the comprehensive costs of elementary and secondary education in Wisconsin. **(1991-16)(1997-2)**

2.11 Direct Aid Payments

The WASB supports state aids paid directly to school districts. The WASB opposes the conversion of state aid funds into state tax credits. **(1991-16)**

SCHOOL FINANCE

2.12 State Aid Reduction

The WASB supports legislation establishing a process for handling necessary cutbacks in state aids to school districts resulting from unexpected state revenue shortfalls.

(a) Cash Flow

Reduction in state school aids should minimize the impact on school district cash flow.

(b) Levy Certification Extension

Provision should be made for extension of levy certification deadlines.

(c) Full Aid Payments

School districts should receive full aids as originally authorized by the Legislature, if the state revenue situation permits.

(d) Legislative Authorization for Reductions

No aid reductions would be implemented without legislative authorization.

(e) Reductions in General Aids

Reductions in general aids should reflect basic equalization policies.

(f) Factors to Consider for Aid Reduction

The process should take into consideration the local school district's normal cash flow situation and budgeting process.

(g) Enhance Flexibility

No reductions in state support for school districts should be enacted without concurrent relief in school district mandates and an increase in flexibility being granted to meet school district operational needs. (1991-16)(2017-2)

2.13 Selective Funding

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

2.14 Competitive Grants

The WASB opposes the use of competitive grants as a vehicle to deliver state funding to school districts that should be distributed through categorical aids. The WASB supports ensuring

that competitive grant programs recognize the diversity of school districts and resources available to them, that applications are simple and easy to complete, and, to the extent possible, that grant application deadlines are staggered so they do not all fall at the same time. (1991-16)(2019-6)

2.15 Statewide Capital Costs

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

2.16 Small But Necessary Schools

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

(a) Sparsity Aid

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

(b) Sliding Scale Sparsity Aid

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

2.17 Declining Enrollment

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

2.171 Enrollment Hold Harmless

The WASB supports legislation to create a hold harmless exemption in district membership calculations used for revenue limits and per pupil categorical aid to mitigate the effects of enrollment fluctuations caused by extraordinary public health emergencies or other disasters or emergencies that disrupt large portions of

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the state. This statutory exemption would be authorized by the DPI upon consultation with state and local leaders. (2021-03)

2.18 School Levy Credit Distribution

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

2.19 Predictable Aid Growth

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

EQUALIZATION AIDS

2.20 Equalization Aids

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

(a) Equalization Aids Distribution

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

(b) Factors for Computing Equalization Aid

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

(c) State Aid Proration

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

(d) Equalization Aid Payment Schedule

The WASB supports the payment of equalization aids in four equal installments (25% each) in September, December, March, and June. Phase in the new schedule as follows: Increase the September payment by two percentage points and decrease the June payment by two percentage points each year for five years. (1991-16)(2020-4)

(e) Credit Enhancement Guarantee

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

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

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

(g) Chapter 220

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

(h) Additional Needs Students

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

(i) Capital Costs

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

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

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

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- (k) **Permanent Funding for 4-Year-Old Kindergarten**
The WASB supports permanent funding for 4-year-old kindergarten. (2002-6)
- (l) **Timely Aid Payments**
The WASB supports all school aid payments being made in the same fiscal year to which they apply. (2000-9)
- (m) **State Aid Formula Adjustment**
The WASB supports the adjustment of the state aid formula so that school districts whose property values are rising well above the state average will not lose state aid as a result of property value increases. (2002-5)
- (n) **Full-Time Equivalency for All Students**
The WASB supports funding, on a full-time equivalency (FTE) basis for the purposes of state equalization aids and revenues, for all students served by the district. (2005-11)
- (o) **After-School or Extended-Day Education**
The WASB supports an additional aided pupil count equivalent to the summer school count for after-school and extended-day educational programs. (2005-12)
- (p) **Secondary Cost Ceiling Increase**
The WASB supports adding a portion of the school levy credit to general school aids to increase the secondary cost ceiling. (2008-6)
- (q) **Weighting of Low-Income Pupils**
The WASB supports using student poverty as a factor in the state equalization aid formula and revenue limits. Specifically, the WASB supports increased weighting of pupils from low-income families in the general school aids and revenue limit formulas. (2011-5) (2019-3)(2020-16)
- (r) **Supplemental Aid to Districts with Significant Tax Exempt Lands**
The WASB supports legislation to provide additional state assistance or relief, such as supplemental aid, to those school districts where a given percentage of the acreage of real property in the school district is exempt from full property taxation (e.g., owned or held in trust by a federally recognized American Indian tribe, owned by the county, state or federal government or taxed as forest

croplands or managed forest lands). The WASB supports increasing the appropriation for such supplemental aid as additional districts become eligible for this aid so that supplemental aid payments to existing recipient districts are not reduced. (2013-8)

- (s) **Restore Two-Thirds State Funding and Increase Primary Guarantee Value per Member**
The WASB supports increasing the primary guaranteed value per member in the general aid funding formula to \$3 million each year and restoring a statutory commitment to fund two-thirds of school costs each year. (2016-7)
- (t) **Excluding Certain Referendum-Approved Debt Service Costs from Definition of Shared Cost**
The WASB supports legislation to require that the definition of shared cost shall exclude any building or building maintenance debt service costs which are approved by any future referendum, if excluding the debt service costs increases aid. (2018-14)

CATEGORICAL AIDS

2.30 State Categorical Aids

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

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

- (a) **Use of Categorical Aids**
Categorical aids as a method of funding state mandated programs, incentive grants and other targeted programs. (1991-16)
- (b) **Payment of Categorical Aids**
Payment of categorical aids on a timely and current basis during the fiscal year. (1991-16)

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(c) Sunsets

The WASB supports requiring the reauthorization of categorical grant programs on a biennial basis. **(1995-14)**

(d) School districts should have the maximum flexibility to expend categorical aids. **(2005-7)**

2.31 Funding for Children with Disabilities

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

(a) Funding that follows the student on a prorated basis within the school year rather than being targeted to the district. **(2019-7)**

(b) Funding for special needs vouchers will not impact a public school's state aid, nor will private schools that receive special needs vouchers be reimbursed at a higher percentage rate for their special education costs than the reimbursement rate public schools receive for their special education. **(2019-7)**

(c) Full federal and state funding for students living in rehabilitation centers and foster homes within the school boundaries.

(d) Full federal and state aid for mandated special education transportation costs.

(e) Full federal and state funding for the cost of assistance to students required by law, which is not related to a child's education, including but not limited to nursing assistance, interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations and programming and individualized behavior modification programming. **(2019-7)**

(f) The WASB supports the use of federal, state and local resources in a collaborative manner to support transition programs for students with disabilities to achieve better employment and postsecondary opportunities for these students. **(2004-17)**

(g) The WASB supports full state funding for children with high cost/low incidence disabilities, ensuring that the additional resources come from increasing the current special education appropriation. **(1995-11) (1999-1)(2001-9)**

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

2.32 Class Size Reduction Funding

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

(a) The WASB supports legislation to give school districts the flexibility to implement the student achievement guarantee in education (SAGE) program in a manner that preserves lower class sizes but allows for greater local control. **(2008-9)**

(b) The WASB supports legislation to authorize the periodic reopening of contract applications under the Student Achievement Guarantee in Education (SAGE) program to allow participation in the SAGE program by additional schools, including charter schools authorized by school boards. **(2009-10)**

(c) Student Achievement Guarantee in Education Program (SAGE)

The WASB supports legislation to shift the emphasis of the Student Achievement Guarantee in Education (SAGE) Program from class-size reduction to achievement-gap reduction. **(2015-15)**

2.33 Transportation Aid

The WASB supports the continuation of the transportation categorical aid with the added provision for periodic adjustments in the aid amounts to maintain the relationship between the level of aids and the statewide average cost of providing transportation. The WASB further supports state high-cost transportation categorical aid for sparsely populated, geographically large school districts with per pupil transportation costs above the statewide average in addition to the transportation categorical aid paid to all districts. Additionally, school transportation categorical aids should be

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funded from the state's segregated transportation fund. (1985-3)(2005-04)(2023-01)

(a) Parent Transportation Contracts

The WASB supports allowing parent transportation contracts to be determined on a per residence basis with parents reimbursed for the farthest distance necessary to transport a student. (2007-7)

The WASB supports legislation to change parent contracts for the transportation of private school pupils from providing a "per pupil" payment to parents to a "per household" payment to parents if more than one eligible pupil is being transported to the same private school destination. (2023-06)

(b) Motor Vehicle Fuel Tax Exemption

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

2.331 Transportation Aid to Address Student Mobility

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

2.332 Transportation Aid for High Poverty Districts

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

2.34 Translation Services

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

2.35 Low-Income Categorical Aid

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

(a) High Poverty Aid

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

2.36 Community Schools

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

2.37 Advanced Learning (Gifted and Talented) Funding

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

2.38 Reading Intervention and Remediation

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

2.381 Whole Grade Sharing Incentive Aid

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

2.39 Social and Emotional Learning

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

REVENUE LIMITS

2.40 State Cost Controls

The WASB is opposed to state-imposed revenue limits on school districts. (1992-13)(2010-6)(2024-10)

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- (a) **Additional Revenue Limitations**
The WASB opposes any additional limitations that will force decreases in revenue to public school districts. This includes but is not limited to: freezing property tax levies; creating a moratorium on school district referenda; delaying payments to school districts; and adopting a constitutional regulation of school finance. **(2002-18)(2005-1)(2024-10)**
- 2.41 Annual Increases in Per Pupil Spending**
The WASB supports annual increases in per pupil spendable resources for public school districts that meet or exceed inflation. **(2022-02)**
- 2.42 Modification of Revenue Limits**
The WASB supports exemptions from the revenue cap to allow for the needs of individual districts with respect to the requirements of their programs. **(1994-11)(1995-3)(2024-10)**

The WASB also supports the following:
 - (a) Annually increase per pupil revenue limits statewide by a dollar amount equal to or greater than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide average revenue limit authority per pupil. **(2012-3)(2017-6)(2024-10)**
 - (b) Allowing the carryover of any unused revenue authority. **(1995-3)(1996-10)**
 - (c) Changing the revenue limit FTE membership calculation to allow a district to use either a five-year rolling average, three-year rolling average or the current year membership, whichever is greater, and allowing a district to apply to the Department of Public Instruction for emergency aid or revenue flexibility. **(1996-10)(1998-11)(2003-7)(2012-06)(2018-4)**
 - (d) Including 100 percent of full-time equivalent (FTE) summer school membership for each of the years used in the computation of the revenue cap. **(1995-17)(2017-14)**
 - (e) Providing that a district’s revenue limit be determined prior to the start of the district’s fiscal year. **(2024-10)**
- (f) The WASB supports legislation to implement a sliding scale formula factor multiplier to increase the membership of districts for revenue limit purposes. **(2016-9)**
- 2.43 Revenue Limit Flexibility**
The WASB supports allowing school boards to increase their local tax levies on a per pupil basis above the state limits by not more than two percent of the statewide average cost per pupil. **(2001-6)**
- 2.44 Narrowing Disparities in Allowable Revenue Under the Revenue Limits**
The WASB supports legislation to require the Department of Public Instruction (DPI) each year to identify in dollar terms a per-pupil revenue limit that approximates 95 percent of the statewide average per-pupil revenue limit and to allow any district with a per-pupil revenue limit that falls below that dollar amount identified by the DPI to increase its revenue limit each year by up to \$400 per pupil more than the dollar amount of the per-pupil adjustment generally allowed by law without the need for referendum approval up to the dollar amount identified by the DPI. **(2017-7)**
- 2.45 Low-Revenue Ceiling and Secondary Cost Ceiling Alignment**
The WASB recommends that the minimum revenue cap (or low-revenue ceiling) be increased to 100 percent of the prior year statewide average shared cost per member, that the low-revenue ceiling be equal to the secondary cost ceiling, and that both the secondary cost ceiling and the low-revenue ceiling be adjusted annually. **(2003-5)(2009-9)**
- 2.46 Revenue Limit Flexibility and Time to Adjust to State Law Changes**
When changes are made in state law that significantly modify school operations or require changes in board policies, the WASB supports allowing school districts to increase their revenue limit by an amount needed to implement such law changes. The WASB also urges state lawmakers to provide for delayed effective dates or delayed implementation dates for those statutory changes. **(2016-1)**

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PROPERTY TAXES

2.50 Source of Funding

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

(a) Payments to State

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

(b) Exemptions

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

2.51 Support Uniformity Clause

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

2.52 Mobile Home Taxation

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

2.53 Computing Tax Levies

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

2.54 Equalized Value Reporting Date

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

2.55 Corrected Levy Provision

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

2.56 Ability to Pay

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

2.57 Property Tax Revenue Recognition

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

2.58 Levy Certification Date

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

FEDERAL AIDS

2.60 Federal Aids

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

(a) Students in Public Housing

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

(b) Vocational Aid Distribution

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

(c) Facility Barriers

Federal funding for the removal of barriers in school facilities which may limit access by students and others and to ensure compliance with federal law. **(1991-16)(2024-03)**

2.61 Medicaid Reimbursement

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

2.62 Flow-Through

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

2.63 Impact Aid

The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking Congress to fully fund Impact Aid as it did from the creation of the program in 1950 until 1969, and will also work with our national presence and/or a national

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association(s) to try to secure greater funding of Impact Aid, including by offering a proposed resolution to a national association or associations urging it or them to lobby Congress for a similar increase in federal Impact Aid. (2017-8)(2022-09)

PRIVATE SCHOOL AIDS

2.70 Private School Aid/Voucher Funding

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

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

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

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

2.71 Oppose/Eliminate Special Education Vouchers

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

2.72 Use of Public Monies

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

2.73 Textbook Loan

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

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2.80 Fiscal Year

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

2.81 Tax Incremental Finance Program

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

2.82 Common School Fund

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

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

2.83 Developer Impact Fees

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

2.84 Group/Foster Home Students

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

SCHOOL FINANCE

2.85 Financial Need Grants to Districts

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

2.86 Fees

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

2.87 Single Referendum Question

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

2.88 Trust for the Purchase of Long-Term Fixed Assets

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

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CHAPTER 3 — EDUCATIONAL PROGRAMS

STUDENT ACHIEVEMENT

3.00 Basic Mission

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

3.01 Education Goals

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

- (a) school board representation from various-sized districts in the development of state educational goals;
- (b) help for school boards to develop a school/community plan to improve student performance; and
- (c) recognition that a "well-rounded education" includes courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, voter education, and any other subject, as determined by the State or local school district, with the purpose of providing all students access to an enriched curriculum and educational experience. (1992-8)(1994-1)(2009-15)(2017-9)(2023-02)

3.02 State and Local Academic Standards

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

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

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

3.03 Local Leadership

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

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

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

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

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

ASSESSMENT

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

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

- (5) Include the district’s entire student population in the state’s testing program and require reasonable accommodations for students with disabilities and language barriers; and
- (6) Communicate assessment results to the public.

- (b) The state should:
 - (1) Provide models and support for local districts to develop their own assessment systems;
 - (2) Train local scorers to score the statewide assessments; and (1992-10)(1997-10)(1998-7)
 - (3) Establish timely state test administration, scoring schedules and reporting procedures that enhance the ability to improve student achievement, placement and classroom teaching. (2002-4)(2008-4)

3.11 Assessment Legislation
 The WASB supports legislation to:

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

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

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

 - (a) Allow for more local flexibility and statewide implementation of modified testing tools for special needs students and the comprehensive assessment of students;
 - (b) Allow for greater state and local flexibility on measuring adequate yearly progress (AYP);
 - (c) Define a more equitable proficiency level;
 - (d) Provide greater flexibility in defining "highly qualified teachers";
 - (e) Recognize the importance of principal leadership;

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

3.19 State School Accountability System
 The WASB supports the state’s efforts to develop a state school accountability system for all schools that receive public funds. **(2012-10)(2017-2)**

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

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

GENERAL CURRICULUM

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

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

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

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

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

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

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

- (a) The school board is the sole chartering agency.
- (b) Exemptions from many state “input-type” standards and restraints are allowed in exchange for accountability to clear and high standards of student outcomes.
- (c) Funding arrangements are determined by the school board and charter school.

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- (d) Charter schools are required to maintain health and safety standards for pupils and staff, operate as nonsectarian entities, and be open to all district students without charge for tuition regardless of ethnicity, national origin, gender, or disability. **(1993-11)(1998-1)**
 - (e) The funding for charter schools not authorized by local school boards come directly from the state and not from aid deductions to the resident school district or a first draw on school equalization aids. **(2023-03)**
- 3.22 Driver’s Education**
The WASB supports a state-approved driver education program provided the school district is reimbursed with per student state aid in an amount equal to the statewide average per student cost for the complete driver education program. **(1967-10)(1995-1)**
- 3.23 Flexible Education Options**
The WASB supports legislation, policy and practice that allows local schools more flexibility in developing and implementing alternative educational opportunities. Specifically, the WASB encourages a cooperative effort between local schools, technical colleges, DPI, CESAs, post-secondary institutions and business and labor to develop policy and supportive legislation in the following areas: tech prep and youth apprenticeship programs; early transition to technical colleges; collegiate level courses in secondary programs; alternative schools; distance education. **(1993-10)(1995-1)**
- (a) **Residential Schools**
The WASB supports collaborative, public-private ventures which allow a school board to participate in the creation of a residential vocational-technical school or other residential program for youth who are at risk of academic failure. **(1993-12)(1999-1)**
- 3.24 Early Childhood Education**
The WASB supports high quality early childcare/ education services that benefit all Wisconsin children. If school districts choose to play an active role in expanding the availability of such services, the WASB supports them doing so in collaboration with parents, other public agencies and/or private businesses. Such services should meet the comprehensive needs of young children and families in their communities through the sharing of personnel, finances and facilities as available and appropriate. **(1993-9)**
- (a) **4K/Open Enrollment**
The WASB supports allowing students to attend four-year-old kindergarten programs in nonresident school districts through the open enrollment program as long as the resident school district is financially held harmless if it does not offer a four-year-old kindergarten program and the accepting district can claim the student for revenue limit purposes. **(2007-5)**
- 3.25 Specialized Educational Services**
The WASB supports efforts by school boards to provide specialized educational services for pupils who are not eligible for exceptional education needs, children at-risk and other “targeted” programs, but whose school performance is not satisfactory. Rather than student categorization and placement, the WASB supports legislation providing flexibility to school districts to offer programs for such students to ensure that they complete programs leading to graduation. **(1989-10)**
- 3.26 Advanced Placement Programs**
The WASB encourages districts to provide Advanced Placement and other similar programs. **(1992-9)**
- 3.27 Human Growth and Development**
The WASB encourages all school districts to develop and implement a comprehensive Human Growth and Development curriculum at the local level in consultation with a broad cross-section of community members. **(1992-12)**
- 3.28 Character Education**
The WASB supports the integration of comprehensive character education into school curricula to foster among students such traits as respect, responsibility, trustworthiness, caring, sense of justice and fairness, civic virtue and citizenship. The integration of ethical principles in school curricula should be designed to complement the efforts of parents/guardians, religious communities and civic organizations. **(1998-4)**

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3.29 Academic Cooperation

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

(a) Sharing of Students by Districts

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

CLASSROOM TECHNOLOGY

3.30 General Policy

The WASB supports the use of educational technologies, including the use of online courses to allow local school boards to offer course content to students that they would otherwise be unable to offer. (2024-09)

3.31 State Funding

The WASB supports state-funded educational technology initiatives to ensure that school districts have the technological capacity for students to succeed in the 21st century and to meet state requirements, such as online adaptive testing, the state accountability system, curriculum and instructional standards aligned to college and career readiness, and rigorous teacher and principal evaluation systems. (2023-1)

3.32 Virtual Charter Schools

The WASB supports that publicly funded virtual charter schools must follow state accountability standards and transparency requirements (2024-09)

3.33 CESAs and Virtual Charter Schools

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

Should any CESA be authorized to operate a virtual charter school without entering into a cooperative agreement with a school district, the

WASB supports limiting per pupil payments to any CESA authorized virtual charter school to an amount identical to the per pupil amount of the open enrollment transfer payment. This would prevent CESA-authorized virtual charter schools from unfairly competing with school board-authorized virtual charter schools. (2012-12)

3.34 Artificial Intelligence

The WASB recognizes the significance of Artificial Intelligence as a newly developing technology and looks to be a part of the state discussion as Artificial Intelligence evolves. (2024-08)

SPECIAL EDUCATION

3.40 General Policy

The WASB supports careful diagnosis and screening of all children by professional employees to help identify children with disabilities as early as possible. The WASB also supports special programs that meet the educational needs of children with disabilities through CESAs, county children with disabilities education boards and school districts.

The WASB supports best practice inclusion of children with disabilities in the general education environment. All children with disabilities deserve access to the general education environment to the greatest extent possible. (1997-3)(1999-1)(2024-04)

(a) Dyslexia Guidebook

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

3.41 Special Education Reform

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

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3.42 Rule and Instructional Review

(a) Rule Review

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

(b) Instructional Review

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

3.43 Flexibility for Alternatives

The WASB maintains that local school districts should have the flexibility to offer alternatives in addition to access to the general education environment as “the least restrictive environment and most appropriate” for educating children with disabilities as required by law. **(1982-16)(1999-1)(2024-04)**

3.431 Special Education Flexibility to Address Emergencies

The WASB supports legislation that would grant state and federal flexibility for districts in providing educational services, particularly special education services, to students during school years disrupted by extraordinary public health emergencies or other emergencies that affect large portions of the state or the nation. The primary goal of this flexibility should be to enable schools to bring students to the level of achievement they would have been at had the extraordinary emergency not occurred.

The WASB also supports efforts to relax certain federal financial requirements imposed on school districts such as maintenance of effort requirements and proportionate share requirements that are difficult or impossible to meet during periods when special education services are disrupted by extraordinary public

health emergencies or other emergencies that affect large portions of the state or the nation. **(2021-05)**

3.432 Discipline of Children with Disabilities

The WASB supports ensuring the right to a free and appropriate public education (FAPE) for a student with a disability is not infringed by discriminatory disciplinary policies. **(1995-13)(1999-1)(2023-05)**

3.44 Advanced Learning (Gifted and Talented) Programs

The WASB encourages each member school board to develop programs for students with special abilities, including students with outstanding intellectual abilities and capabilities of high performance in curricular programs.

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

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

(c) The WASB also supports legislation creating state grants for these programs. Such legislation should include:

- 1. DPI Consultant**
State funding for a consultant in DPI. **(1979-11)**
- 2. Board's Role**
Authorization for local school districts to establish the dimensions of such programs and determine students who will participate. **(1979-11)**
- 3. Contracting for Services**
Authorization for districts to contract for courses approved by the state superintendent with private agencies and individuals providing educational services under policies adopted by the local school board. **(1984-1)**

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3.45 English Language Limitations

The WASB encourages local school boards to develop and expand educational program opportunities for resident pupils with English language limitations with the objective that such students become functional in the English language. (1985-1)(1995-1)

3.46 English Language Proficiency

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

3.47 At-Risk Students

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

3.48 IDEA

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

(b) Maintenance of Effort

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

3.49 State Specialty Schools

The WASB supports continued operation of state-funded specialty schools that serve students who are blind or visually impaired and/or deaf or hard of hearing. An IEP team should determine if a specialty school is the appropriate educational placement. (1999-14)(2024-05)

STUDENT TRANSPORTATION

3.50 General Policy

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

3.51 Seat Belts

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

3.52 Bus Drivers

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

3.53 Pupil Safety

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

3.54 Transportation Restricted to School Days

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

3.55 Private School Transportation

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

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- (a) **Per Pupil Reimbursement for Transporting Private School Pupils**
The WASB supports legislation to require the state to fully fund as a categorical aid the cost to local public school districts of providing transportation to pupils who attend private and parochial schools. (2018-6)

CAREER EDUCATION

- 3.60 **Career and Technical Education (CTE) Aid**
The WASB supports the development of career and technical education programs in school districts. The WASB urges the state to foster this development by initiating an aid program designed to support and strengthen existing CTE programs and stimulate the development of new programs. The WASB supports state funding for, among other things, startup costs, staff training/certifications, coordinator positions, and development of a transition readiness programs for students with disabilities. (1979-12)(2023-07)

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

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

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

- (a) **CESAs**
CESAs should provide, where needed,

expertise to obtain state and federal funds for school districts. (1985-12)

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

- (c) **Technical Colleges**
Technical colleges and local school districts should establish joint understanding of cooperation agreements providing, among other things, for the attendance of secondary school students 16 years of age and older in educational programs offered and funded by technical colleges. (1985-12)(1995-1)

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

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

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

- 3.64 **Contracting with Technical Colleges**
The WASB endorses the policy of requiring area technical colleges to provide by contract

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with public schools within their area, education services requested by the public schools and being offered by area technical colleges. (1968-7)(1995-1)

3.65 **Costs for Technical College Classes**

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

3.66 **Procedure to Take Technical College Class**

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

3.67 **Early College Credit/Start College Now Programs**

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

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

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

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

(e) The WASB supports legislation indicating that under college credit in high school programs, school districts would have the final authority to approve or deny offering

high school credits based on local policies and would only be responsible for payment of tuition for those courses approved by the school board for high school credit. (1999-4)(2005-15)(2019-21)

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

(g) The WASB supports requiring students to reimburse school districts for non-district, postsecondary courses for which they do not receive credit. (2004-2)(2019-21)

(h) The WASB further supports reasonable limitations on opportunities for students to initiate postsecondary coursework at other educational institutions at the expense of the student's resident school district as well as reasonable limitations on the maximum number of college credits a student may earn at the expense of the student's resident school district. (2015-06)(2019-21)

3.68 **Youth Employment**

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

(a) Any business employing school-age youth automatically becomes part of a school-business partnership program during the school year.

(b) Work permits shall be cosigned by the student, employer, school official and parent.

(c) Limit the number of hours a student may work to less than 25 hours per week.

(d) A student with an unexcused absence from school may not work that day.

(e) The work permit shall be issued only at the school in which the student is enrolled. (1991-10)

3.69 **Technical Education and Work-based Learning Opportunities**

The WASB supports increasing the availability of technical education and work-based learning

EDUCATIONAL PROGRAMS

opportunities in high schools and urges the Legislature and the Department of Public Instruction to thoroughly examine and modify, as needed, all existing programs, statutes and standards designed to prepare students for career opportunities. (2013-9)

STUDENT RELATIONS

3.70 General Policy

The WASB goal is to have each local school district provide the best possible educational experience and opportunity for each student, with staff and facilities appropriate to serve that goal. This contemplates that all personnel identified with the school will contribute constructively toward this educational goal.

3.71 Students on School Boards

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

3.72 Student Rights Policy

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

3.73 Eliminate Class Rankings

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

3.74 Student Exchanges

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

3.75 Student Transfers and Exchanges

The WASB supports legislation which would facilitate cooperation among school districts in allowing attendance of nonresident students for

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

3.76 Compulsory School Attendance

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

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.

EDUCATIONAL PROGRAMS

- (g) A guarantee that the open enrollment program shall not compromise existing voluntary integration programs. **(1996-9)(2001-1)**
- (h) The WASB supports permitting school districts to create an annual waiting list to admit pupils who wish to attend school in a nonresident school district under open enrollment. **(2003-14)**
- (i) The WASB supports a clarification in state statutes to limit the number of students enrolling in nonresident school districts to 10 percent of the resident district membership. **(2005-20)**
- (j) The WASB supports requiring that all open enrollment applications be submitted within the statutory window period. Further, the WASB supports legislation shortening the statutory open enrollment window period so it begins on the first Monday in February and ends on the second Friday in March. **(2013-13)(2015-07)**
- (k) The WASB supports requiring open enrollment applications submitted outside the statutory window period be subject to the sole approval by the school board of the resident district. **(2012-13)(2015-08)**

3.78 Modify Out-of-State Tuition Payment Statute

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

DISCIPLINE

3.80 Removal of Students from Class

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

3.81 Expulsions

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

3.82 Home Instruction

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

3.83 Truancy

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

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

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

3.84 Seclusion and Restraint

The WASB supports continued best practice resources, training, and funding to support school districts reducing incidents of seclusion and restraint with a focus on improving systems and reducing harmful events. **(2024-06)**

PRIVATE SCHOOLS

3.90 Home-Schooling

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

(a) Assessment

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

(b) Truancy and Expulsion Proceedings

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

EDUCATIONAL PROGRAMS

3.91 School Choice Study

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

ATHLETICS/CO-CURRICULAR ACTIVITIES

3.95 National Athletic Championships

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

3.96 Regulation of Performance Enhancing Drugs

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

3.97 Access to Co-Curricular Activities

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

3.98 WIAA Autonomy

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

3.99 Student Equity Statements

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

PERSONNEL

CHAPTER 4 — PERSONNEL

PERSONNEL POLICIES

4.00 General Policy

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

4.01 Management Personnel

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

4.02 Policies and Practices

The WASB promotes the following specific policies and practices:

(a) Staff Meeting Scheduling

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

(b) Leave Policies

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

(c) Family and Medical Leave

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

4.03 Administrator Qualifications

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

4.04 Salaries

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

4.05 Health Care Costs

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

4.06 Federal Fair Labor Standards Act

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

4.07 Family and Medical Leave Act Alignment

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

4.08 Distance Education Personnel Issues

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

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

(b) Local authority over class size.

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

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

COLLECTIVE BARGAINING

- 4.10 Negotiations, Strikes and Binding Arbitration**
 The WASB recognizes collective bargaining as being one method for determining wages, hours and conditions of employment of non-supervisory public employees. The WASB reaffirms its strong opposition to mandatory binding arbitration of bargaining impasses, since arbitration results in decisions for which neither the labor organizations or the elected school board are responsible or accountable. The state law governing public sector collective bargaining should place firmly the responsibility and accountability for negotiating an agreement with the elected public officials and representatives of school employees. (1984-5)
- 4.11 Local District Determination**
 The WASB supports the present policy of each local district determining its own policies concerning compensation and working conditions for its employees according to requirements

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

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

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

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

- 4.15 Assessing Collective Bargaining**
 The 1988 WASB Delegate Assembly recommends its member school boards form groups to:

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

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

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UNEMPLOYMENT COMPENSATION

4.20 Public Employer on UC Council
 The WASB supports legislation to provide for public employer representation on the Wisconsin Unemployment Compensation Council. (1982-3)

4.21 Eligibility
 It is WASB’s position that former school year employees should not be eligible to collect UC benefits during normal vacation periods and employees who voluntarily quit a job should not be eligible to collect UC benefits from that former employer. Before a district is required to supply unnecessary claims information at the beginning of summer vacation, a determination should be made if a claimant is a school year employee and therefore, automatically ineligible for benefits during summer vacation. (1985-1)

(a) Unemployment Compensation
 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. (2023-11)

4.22 Vacation Periods
 The WASB opposes legislation to extend unemployment compensation benefits to school employees during school vacation periods and summer months if such employees expect to be employed when the school term resumes. (1993-1)

RETIREMENT PROGRAMS

4.30 General Policies
 The WASB supports the following positions and criteria regarding school district employee retirement programs and the state-operated programs for district employees:

(a) Retirement Committee Membership
 Membership on the various retirement

committees of the Legislature and Department of Employee Trust Funds should be balanced between employers and employees. (1979-24)

(b) Employer Representation
 Employer representatives should not themselves be participants of the system and public members should not themselves be participants of the system. (1979-24)

4.31 Retirement Bargaining at Local Level
 The WASB supports maximum latitude for local school districts to provide retirement programs for district employees. This includes the right to bargain retirement issues at the local level rather than having the state mandate new programs and costs. (1979-24)(1996-2)

4.32 Funding
 Any legislatively adopted post-retirement benefits provided for school employees shall be funded by the state as required by Article IV, Section 26, of the Wisconsin Constitution. (1979-24)

4.321 Soundness
 The state-operated retirement programs should remain actuarially sound. (1970-24)

4.322 Equity
 The Wisconsin Retirement System should be funded on an equitable basis between employees and employers. (1979-24)

4.33 State Compensation
 The WASB supports a state analysis to determine the cost of any proposed retirement legislation which will have a cost impact on school districts and in the school aid formula, the state should provide a sum not less than the level of general aids to cover its share of the costs. (1979-24) (1996-2)

4.34 Early Retirement
 The WASB supports the local school board’s right to decide whether or not to provide early retirement benefits to its employees. The board should have the right to offer the benefit subject to nondiscriminatory limitation factors in order to control costs of the benefit. (1979-24)

4.341 Early Retirement Enforcement
 The WASB supports an exemption for public school districts from the enforcement provisions

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of the Age Discrimination in Employment Act (ADEA) as they relate to voluntary early retirement plans. (2001-12)

4.342 Early Retirement Exemption

The WASB supports an exemption from the ADEA for public school districts, similar to that currently given to institutions of higher education, for age-based reduction in benefits. (2001-13)

4.35 Retirement Options

The WASB supports further study of defined contribution versus defined benefit retirement systems. (1999-3)

4.36 Retirement Age

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

4.37 Rehiring Retired Teachers and Staff

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

CONTRACTS

4.40 Repeal of “Populous Counties Teacher Tenure” Statute

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

TRAINING

4.50 Performance-based Preservice

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

4.51 Performance-based Assessment

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

4.52 Teacher Training

The WASB supports teacher training programs that require:

- (a) Successful completion of an English grammar course;
- (b) Successful completion of an experiential requirement;
- (c) Successful completion of a teacher competency exam;
- (d) Successful completion in a course on the structure and function of the American education system; and
- (e) Grade point standards for admission to and retention in teacher training programs. (1998-14)
- (f) A working knowledge of Wisconsin’s academic standards and assessments as well as an ability to integrate the state standards into curriculum and instruction. (1999-7)

4.53 Teacher Training Process

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

This training process must recognize that:

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

4.54 Continuing Education

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

4.55 Inservice

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

P E R S O N N E L

4.56 Addressing Barriers to Learning for Students with Disabilities
 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. **(2023-09)**

emphasis on obstacles faced by districts in regions of the state that are located remotely from universities conferring degrees currently recognized by the DPI for licensure. **(2020-12)**

(d) FORT Requirement for Educators
 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). **(2023-10)**

CERTIFICATION/LICENSURE

4.60 General Policy
 The WASB supports a teacher licensure system that fosters a highly educated, highly trained, effective, professional teaching force with reasonable flexibility to meet the needs of our members with regard to staffing supply challenges. **(2018-13)(2024-11)**

4.62 Temporary Certification
 The WASB supports temporary certification of teachers in grade levels or content areas other than those in which they are already certified to meet our members' need with regard to staffing supply challenges. **(1982-5)(2024-11)**

4.61 Shortages

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

4.63 Mentorship/Residency Model
 The WASB calls on the Superintendent of Public Instruction to actively promote alternative administrative and teacher certification that includes a mentorship/residency and a training program. **(1991-15)(2005-22)(2024-11)**

(b) Technical Education Teacher Shortage
 The WASB supports reasonable efforts to increase the supply of licensed technical education teachers, including technical education content areas where shortages are most acute. **(2015-04)**

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

(c) School Social Worker Certification and Licensure
 The WASB supports efforts to increase the supply of school social workers, school counselors and mental health providers throughout the state. The WASB will work with the DPI to address existing obstacles to school social worker licensing with an

4.65 Teacher Competency Exam
 The WASB supports legislation that would require teachers to pass a state competency exam or demonstrate competency through alternative means before they are granted a license to teach in a Wisconsin public school district. **(1999-8)(2024-11)**

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

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4.67 Revocation

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

RECRUITMENT/RETENTION

4.70 Teacher Incentives

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

4.71 Attracting Minority Teachers

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

4.72 Rural School Staff Recruitment and Retention

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

4.73 Wisconsin Improvement Program (WIP) Interns

The WASB supports revision of Wisconsin's post-secondary student teacher programs and Wisconsin Improvement Program (WIP) Internships for consistency, accessibility, and to incentivize talent development across the state which may include year-round licensure, waiver of fees, and/or payment of stipends (2024-01)

4.74 Stipends for Teachers

The WASB supports creation of a stipend program, to be funded by the state, to incentivize and compensate cooperating teachers for consistency, accessibility, and to boost talent development across the state. (2024-02)

EVALUATIONS

4.80 Evaluations

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

(a) Staff Improvement/Professional Development

The WASB supports the efforts of school boards to provide staff professional development to address staff improvement at the local level through effective evaluation and improved supervisory techniques that include coaching/mentoring. (1991-11)(2024-11)

(b) Student Achievement as Performance Criteria

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

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

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4.81 Pay-for-Performance

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

4.82 Educator Effectiveness

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

4.83 Superintendent Evaluations

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

GOVERNMENT RELATIONS

CHAPTER 5 — GOVERNMENT RELATIONS

GENERAL POLICY

- 5.00 General Policy**
The WASB is committed to a program of cooperation with other agencies, boards and organizations which share a concern or role in serving and supporting our system of public education in Wisconsin and in the nation.
- (a) Interagency Collaboration**
The WASB supports collaboration and interaction between schools and other service providers so as to eliminate duplication and to improve services for youth. **(1991-3)**
- (b) Systemic Change**
The WASB supports the collaborative efforts of school districts, school personnel, parents, businesses and other community members to strengthen districts through systemic change. **(1994-10)**
- (c) Expelled Students**
The WASB supports school districts collaborating with municipal, county, state and private-sector organizations in providing alternative services to expelled students when rehabilitation, treatment and mental health services are the child's primary needs, rather than instruction. **(2000-16)**
- (d) State Funding for Collaborative Efforts to Address Behaviorally Challenged/Expelled Students**
The WASB supports state funding for collaborative efforts involving school districts working with counties and law enforcement agencies to help ensure that the underlying issues that caused certain students to be expelled or that contributed to the behaviors that resulted in expulsion do not become school safety issues. **(2019-22)**

FEDERAL RELATIONS

- 5.10 General Policy**
The WASB recognizes that there are nationwide and national concerns about educational programs. However, the Association believes that federal programs affecting education at the elementary and secondary level should be based upon federal goals, organized pursuant to state plans and implemented by local district boards.
- 5.11 Education Cabinet Position**
The WASB recognizes the importance of a national focus and concern about the quality of education in elementary and secondary schools. The WASB therefore supports the cabinet level Department of Education. **(1989-1)**
- 5.12 National Board of Education**
The WASB opposes the creation of a national board of education. **(1962-3)**
- 5.13 State Concerns Regarding Federal Laws**
The WASB urges the federal government to incorporate the following considerations in any legislation affecting education and school districts in Wisconsin:
- (a) Paperwork Reduction**
Confine the federal government's increasing intrusion into state and local school district affairs, and reduce the burden of paperwork demands on the state and local districts. **(1978-5)**
- (b) Compliance Flexibility**
Discontinue the policy of including in federal grant/aid programs penalty provisions which threaten loss of all federal funds to the state or local districts in the event of individual district noncompliance. As an alternative, consider a more flexible timetable and accountability process. **(1978-5)**

GOVERNMENT RELATIONS

- (c) **Federal Funds**
Ensure that Wisconsin is not penalized with respect to its eligibility to receive federal funds because of the state's advanced development of educational programs. (1978-5)
 - (d) **Financial Demands**
Avoid enactments that place unreasonable and unrealistic financial demands on local districts. (1978-5)
 - (e) **Mandates**
The WASB opposes any new federally or state mandated programs without provision for lead time to implement changes or financial support to fund the programs. (1986-1)
- 5.14 Oppose Federal Agency Mandates Imposed Without Use of Rulemaking Process**
The WASB opposes attempts by federal agencies to impose policy mandates or edicts on local school districts and/or to withhold or threaten to withhold any school program funding through the issuance of "guidance" documents that are really enforcement documents in disguise. The WASB supports that federal agencies use the formal federal rulemaking process, which provides for public notice and comment on proposed rules/regulations, to make policy changes, particularly when controversial topics or subject areas are involved. (2023-14)
- 5.15 Federal Legislation**
The WASB will support any federal legislation providing programs or funds for the U.S. Department of Education which does not infringe upon the responsibilities and prerogatives of local school districts in determining their programs when such local programs meet state statute requirements and are not in conflict with the U.S. Constitution or laws. The Association will investigate the local effect of programs before Congress and communicate with the members of Congress regarding the policy of the WASB on legislation being considered. (1981-18)
- 5.16 Higher Learning Commission**
The WASB supports federal legislation to require higher education accrediting agencies to relax credentialing requirements for high

school staff who teach dual credit courses to maximize a district's ability to provide dual credit programming and coursework. (2019-19)

- 5.17 Education Commission of the States**
The WASB supports the Education Commission of the States with provision for representation of local school boards in the Wisconsin delegation.
- 5.18 WASB National Presence and/or National Association Membership**
The WASB will maintain a national presence and/or membership in a national association(s) and will participate in and support that national presence and/or membership(s), when compatible with WASB programs and policies. The WASB urges members to actively participate in and support national presence activities and/or national association(s). (2022-08)

STATE RELATIONS

DEPARTMENT OF PUBLIC INSTRUCTION

- 5.20 Elected State Superintendent**
The WASB supports the present system of an elected state superintendent who will serve as the head of the state education agency, supervise public education, implement laws affecting public education and be answerable to the electorate. (1975-7)
- 5.21 Eligibility Requirements for State Superintendent**
The WASB favors eligibility requirements for the state superintendent which will qualify the person for the office to serve as a leader for public education. (1972-2)
- 5.22 Funds Distribution**
The WASB recommends that the state education agency be assigned the jurisdiction, supervision and all funds intended for educational programs serving youths of elementary and high school age in the public schools.
- 5.23 Consulting Services**
The WASB supports the continuation of the state commitment to providing consulting services by the DPI without charge. The DPI may establish a program revenue financing plan which could

GOVERNMENT RELATIONS

be utilized in cases where the DPI is requested to provide unique consulting services to a given district or number of districts. (1977-10)

5.24 **Boundary Appeal Board Decisions**

The WASB supports prohibiting the boundary appeal board from:

- (a) Approving a proposed school district reorganization that will make part of a school district's territory noncontiguous.
- (b) Considering open enrollment student transportation as a factor in making any decision regarding school district reorganization. (2006-3)
- (c) Considering appeals arising from the tuition payment statute. (2015-10)

5.25 **Transfer of District Territory**

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

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

5.26 **Medicaid Direct Certification Demonstration Project**

The WASB supports the Department of Public

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

5.27 **Indigenous Peoples' Day**

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

HIGHER EDUCATION

5.30 **Educational Research**

The WASB supports the efforts of state institutions of higher education to research educational issues of importance to Wisconsin schools and encourages collaboration with local school districts on research projects. (1998-1)

5.31 **Technical College Board Selection**

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

5.32 **Technical College Funding**

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

CESA

5.40 **General Policy**

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

5.41 **State Aid to CESAs**

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

5.42 **Funding CESA**

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

GOVERNMENT RELATIONS

5.43 CESA Borrowing

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

5.44 CESA Boundaries

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

STATE POLICIES

5.50 Open Public Debate on State Policy

- (a) The WASB supports open debate on all state educational policy issues based on their merits, limiting the state budget process to debate about fiscal policy. (2000-7)
- (b) The WASB supports requiring the Legislature to hold budget discussions and make budget decisions in open session, including all conference committee negotiations and partisan caucuses of the state Assembly and state Senate. (2001-15)(2011-18)

5.51 Public Records Law

- (a) **Records Retention**
The WASB supports legislative review and clarification of statutory record retention requirements. (2003-17)
- (b) **Costs Associated with Open Records Requests**
The WASB supports legislation to allow a public records authority to charge a requester for all of the actual, necessary and direct costs associated with complying with requests under the Public Records Law. (2013-16)

5.52 AIDS

The WASB should pursue with federal and state agencies the development of guidelines and legislation pertaining to responsibilities of schools and rights of all students and staff regarding AIDS (acquired immunodeficiency syndrome). Such legislation should excuse school boards and school districts from liability exposure for acts or omissions relating to AIDS. The WASB urges the

development of a uniform policy setting forth the procedure to be followed when any students or staff have or are suspected of having AIDS. (1986-6)

5.53 Implementation of NCSL "No Time to Lose" Report Recommendations

The WASB petitions the Legislature and the Department of Public Instruction to jointly act with deliberate speed to implement the recommendations of the "No Time to Lose" report produced by the National Conference of State Legislatures. The recommendations include that our state should: study and learn from top performing national and state educational systems; create a statewide vision for reform; benchmark Wisconsin education policies against those of high performing countries and states; and begin by focusing on one priority area of reform. The WASB further encourages the Legislature and the Department of Public Instruction to include school board members throughout the process of investigating and implementing these reforms. (2018-9)

5.54 Privacy Protection

The WASB believes that the level of government closest to individual citizens best regulates privacy protection so that unique situations and community standards may be addressed. (2002-7)

5.55 Campaign Finance Reform

The WASB supports legislation for campaign finance reform, including requiring organizations that sponsor issue ads related to education to register under campaign finance laws. (2002-16)

5.56 Telecommunications Services

The WASB supports the ability of the Public Service Commission to authorize cities, villages, towns and counties and special purpose districts to provide telecommunications services to school districts and the public. (2002-17)

5.57 Cable and Video Services

The WASB supports measures to ensure that when the state grants providers exclusive cable and video rights, the providers must offer free, basic service to all public school facilities and fund public access channels. (2008-12)

GOVERNMENT RELATIONS

5.58 State Cooperative Purchasing Program

The WASB supports the coordination and expansion of the state's cooperative purchasing program to address the needs of school districts and other local governmental bodies. (2009-12)

5.59 Low-Cost Internet Access

The WASB supports cooperative efforts to provide low-cost Internet access services to schools and libraries. The WASB further supports allowing schools and libraries to select the broadband and Internet providers of their choice from both the private and public sectors based on factors such as, but not limited to, cost and quality of service. (2012-1)

5.591 Broadband Access

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

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

ENERGY

5.60 Energy Shortages and Schools

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

5.61 Energy Grants and Loans

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

5.62 Energy Awareness

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

5.63 Renewable Energy Projects

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

SCHOOL BOARD POLICIES

5.70 General Policy

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

5.71 School Board Continuing Education

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

5.72 Sex Role Stereotyping

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

SAFE SCHOOLS/HEALTHY STUDENTS

CHAPTER 6 — SAFE SCHOOLS/ HEALTHY STUDENTS

HEALTHY STUDENTS

6.00 Healthy Students

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

6.01 Prescription Drug Use

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

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

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

6.03 Drinking Age

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

6.04 Comprehensive School Health

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

6.05 Drug Abuse Programs

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

6.06 Mental Health Supports

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

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

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

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

6.062 Broadening Mental Health Services Eligible for Reimbursement

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

SAFE SCHOOLS / HEALTHY STUDENTS

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

6.063 Mental Health Categorical Aid

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

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

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

6.07 Trauma-Informed Care

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

6.08 Early Childhood Development and Education

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

In addition, the WASB recognizes the benefits of:

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

(2019-15)

SAFE SCHOOLS

6.10 Societal Issues

The WASB supports increasing the efforts of all levels of government, private organizations, businesses and families in providing prevention, early intervention or other programs to address problems—such as gangs, violence, bullying and harassment (including by means of technology), poverty, homelessness, hunger, unemployment, and any and all forms of discrimination, racism and injustice—that are being manifested in our communities. **(1994-6)(2011-2)(2023-12)**

6.11 Weapon Possession

(a) The WASB supports legislation that is intended to ensure the safety of attending school and school-sponsored activities. The WASB supports legislation limiting or prohibiting the possession by students of all firearms, knives, spring guns, air guns, and other weapons in school buildings and on school grounds. The WASB also supports 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)(2023-13)**

(b) The WASB supports safe learning environments for all children, free of guns and other weapons. Further, the

SAFE SCHOOLS / HEALTHY STUDENTS

- WASB opposes any initiatives at the local municipal, 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. Notwithstanding the preceding, the WASB recognizes and supports the desirability of clarifying and aligning state law with the allowable exceptions in federal law for school-sponsored activities such as trap shooting teams. **(2004-18)(2014-15)(2017-15)(2023-13)**
- (c)** The WASB supports adding "kindergarten" (prekindergarten, 4K and 5K) to the definition of "school" for the purposes of the gun-free school zone law. **(2013-15)**
 - (d)** The WASB supports a clarification of state and federal laws to allow local school boards to set policies allowing the possession of firearms for hunter safety courses on school property and hunting in school forests or on other detached school lands. **(2005-17)**
- 6.12 Comprehensive School Safety Legislation**
The WASB supports comprehensive school safety legislation, including new, permanent, and consistent funding that allows districts to enhance safety and security by supporting one-time and ongoing costs which may include, but are not limited to:
- (a)** Security improvements to infrastructure;
 - (b)** Hiring School Resource Officers (SROs);
 - (c)** Coordinating with community agencies;
 - (d)** Training for staff and students about threats to safety, restorative practices, de-escalation techniques and anti-bullying;
 - (e)** Mental health services; and
 - (f)** Equipping school crisis teams to react to threats. **(2021-09)**
- 6.121 Office of School Safety (OSS)**
The WASB supports state funding and staff to maintain the functions of the Office of School Safety, including but not limited to grants for schools, trainings for school staff and law enforcement on preventing and mitigating school violence, and maintenance of the 24-hour hotline to confidentially report potential threats. **(2024-07)**
- 6.13 Pest Control**
The WASB supports guidelines based on competent scientific evidence that are developed in collaboration with state agencies and school boards to protect children from exposure to harmful pests, unnecessary use of pesticides and other environmental hazards. **(2001-18)(2002-15)**
- 6.14 State and Local Responsibility**
The WASB recognizes that the Wisconsin Department of Safety and Professional Services is responsible for monitoring school districts to ensure safe and healthful school facilities. The WASB supports state statutes that recognize the state and local responsibility to maintain modern, safe and healthful school buildings. **(1994-1)(1997-1)(2017-2)**
- 6.15 Environmental Hazards Inspection and Remediation**
The WASB supports legislation requiring the state and federal governments to provide and fund mandated environmental hazard inspections for school facilities and remediation services when contamination is found. **(1994-2)**
- 6.16 Juvenile Justice**
The WASB supports improving communication between school districts and the juvenile justice system by allowing for the confidential exchange of records between school districts, social service agencies and the justice system. **(1995-5)**
- 6.161 Victims of Child Sex Trafficking**
The WASB supports passage of legislation to protect youth who have been subject to child sex trafficking from criminal prosecution for prostitution. **(2022-01)**
- 6.17 Safe and Welcoming School Environments**
The WASB is committed to ensuring that all

SAFE SCHOOLS / HEALTHY STUDENTS

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

6.171 School District Mascots, Logos and Imagery

The WASB encourages school boards and districts to identify imagery, practices or processes that may create a school environment that is not safe and welcoming to all students, regardless of their race, ancestry or ethnicity, and to initiate discussions at the district level that would lead to the retirement of mascots, logos, imagery, practices or processes that may create a hostile, divisive or unwelcoming school environment. (2021-10)

6.18 Meal Shaming

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

PERSONNEL REQUIREMENTS

6.20 Background Checks and Drug Tests of School District Personnel

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

- (a) The DPI shall handle cases reported to it under the license revocation statutes related to criminal or immoral conduct as quickly as possible.

- (b) The results of the criminal background checks shall be placed in the employee's personnel file.
- (c) The DPI shall perform criminal background checks on anyone who renews or applies for a DPI license. (1998-15)

6.21 First Aid Requirement for Coaches

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

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

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

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

6.23 Mandatory Reporting

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

OFFICIAL WASB BYLAWS RELATING TO THE RESOLUTION PROCESS

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

Article VII — Committees

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

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

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

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

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

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

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

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

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

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

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

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

Article VIII — Meetings of Members

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

W A S B B Y L A W S

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

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

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

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

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

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

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

Article IX — Submission of Resolutions to Delegate Assembly

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

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

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

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

Article X — Annual Convention

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

Article XII — Robert’s Rules of Order Adopted

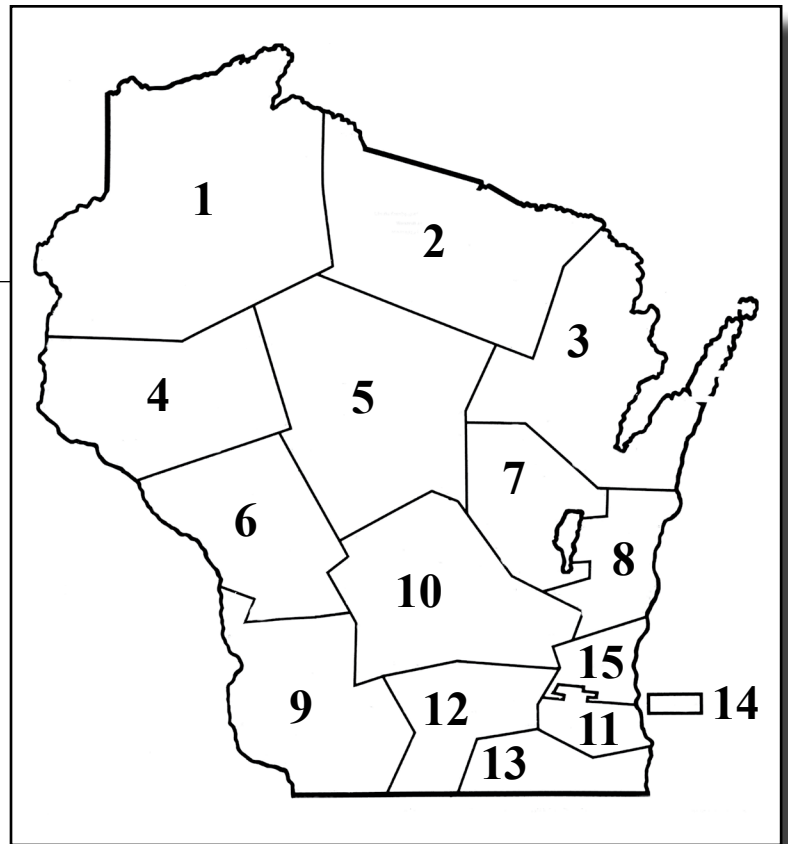
All meetings of members and of the Board of Directors and of each of the committees of the Association shall be governed by the current edition of Robert’s Rules of Order Newly Revised to the extent not inconsistent with the Articles of Incorporation and these Bylaws.

Article XIII — Amendment of Bylaws

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

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

WASB REGIONS



REGION 1

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

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

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

REGION 3

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

Washington
Wausaukee
West De Pere
Wrightstown Community

REGION 4

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

Osseo-Fairchild

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

REGION 5

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

Owen-Withee

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

REGION 6

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

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

REGION 7
 Appleton Area
 Berlin Area
 CESA 6
 Clintonville
 Fond du Lac
 Freedom Area
 Hortonville
 Iola-Scandinavia
 Kaukauna Area
 Kimberly Area
 Little Chute Area
 Lomira
 Manawa
 Marion
 Menasha
 Neenah
 New London
 North Fond du Lac
 Oakfield
 Omro
 Oshkosh Area
 Ripon
 Rosendale-Brandon
 Shiocton
 Waupaca
 Weyauwega-Fremont
 Winneconne Community

REGION 8
 Brillion
 Campbellsport
 Cedar Grove-Belgium
 Chilton
 Elkhart Lake-Glenbeulah
 Hilbert
 Howards Grove
 Kewaskum
 Kiel Area
 Kohler
 Manitowoc
 Mishicot
 New Holstein
 Oostburg

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

REGION 9
 Argyle
 Barneveld
 Belmont Community
 Benton
 Black Hawk
 Boscobel Area
 Cassville
 CESA 3
 Cuba City
 Darlington Community
 De Soto Area
 Dodgeville
 Fennimore Community
 Highland
 Iowa-Grant
 Ithaca
 Kickapoo Area
 Lancaster Community
 Mineral Point
 North Crawford
 Pecatonica Area
 Platteville
 Potosi
 Prairie du Chien Area
 Richland
 Riverdale
 River Ridge
 Seneca
 Shullsburg
 Southwestern Wisconsin
 Wauzeka-Steuken

REGION 10
 Adams-Friendship Area
 Baraboo
 Beaver Dam
 Cambria-Friesland
 CESA 5
 Columbus
 Dodge Land
 Fall River
 Green Lake
 Horicon
 Lodi

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

REGION 11
 Arrowhead UHS
 CESA 1
 Cudahy
 Franklin
 Greendale
 Greenfield
 Hartland-Lakeside Jt. 3
 Kettle Moraine
 Lake Country
 Merton Community
 Mukwonago
 Muskego-Norway
 New Berlin
 Norris
 North Lake
 Oak Creek-Franklin
 Richmond
 Saint Francis
 South Milwaukee
 Stone Bank
 Swallow
 Waukesha
 West Allis-West Milwaukee
 Whitnall

REGION 12
 Albany
 Belleville
 Brodhead
 Cambridge
 Deerfield Community

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

REGION 13
 Beloit
 Beloit-Turner
 Big Foot UHS
 Brighton #1
 Bristol #1
 Burlington Area
 Central/Westosha UHS
 CESA 2
 Clinton Community
 Delavan-Darien
 Dover #1
 East Troy Community
 Elkhorn Area
 Fontana J8
 Geneva J4
 Genoa City J2
 Janesville
 Kenosha
 Lake Geneva J1
 Lake Geneva-
 Genoa City UHS
 Linn J4
 Linn J6
 Milton
 North Cape
 Norway J7
 Palmyra-Eagle Area
 Paris J1
 Parkview

Racine
 Randall J1
 Raymond #14
 Salem
 Sharon J11
 Silver Lake J1
 Trevor-Wilmot
 Consolidated
 Twin Lakes #4
 Union Grove J1
 Union Grove UHS
 Walworth J1
 Washington-Caldwell
 Waterford J1
 Waterford UHS
 Wheatland J1
 Whitewater
 Williams Bay
 Wilmot UHS
 Yorkville J2

REGION 14
 Milwaukee

REGION 15
 Brown Deer
 Cedarburg
 CESA 1
 Elmbrook
 Erin
 Fox Point J2
 Germantown
 Glendale-River Hills
 Grafton
 Hamilton
 Hartford J1
 Hartford UHS
 Herman-Neosho-Rubicon
 Holy Hill
 Hustisford
 Maple Dale-Indian Hill
 Mayville
 Menomonee Falls
 Mequon-Thiensville
 Nicolet UHS
 Northern Ozaukee
 Oconomowoc Area
 Pewaukee
 Port Washington-Saukville
 Shorewood
 Slinger
 Wauwatosa
 West Bend
 Whitefish Bay

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WASB DIRECTORS / POLICY COMMITTEE

2024 WASB BOARD OF DIRECTORS

Region 1	Linda Flottum	Turtle Lake
Region 2	Randy Erickson	Prentice
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