Resolution 19-01: Technical Resolution—Revisions to Repeal Outdated or Obsolete Resolutions

a) Repeal existing resolution 2.13, which reads:

2.13 State Aids and Strikes
The WASB supports legislation which will allow the state superintendent to pay aids to a school district on a minimum statutory number of days if the cause is a strike by school employees or some other cause beyond the control of the school board. (1991-16)

Rationale:
This resolution is outdated.

2013 Wisconsin Act 257 repealed the requirement that each school board schedule at least 180 school days annually. Further, due to the enactment of 2011 Wisconsin Act 10 there are no longer any collective bargaining agreements in place that might protect a teacher who refuses to work (i.e., strikes) and a teacher who refuses to work can simply be fired.

Although school boards are no longer required to schedule at least 180 school days, school boards remain subject to the requirement that they must annually schedule a certain number of hours of direct pupil instruction, which varies by grade level. Under s. 121.02 (1) (f), Wis. Stats., school boards must “annually, schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12.”

Current section 121.23(2), Wis. Stats., provides that if a school district fails to provide the number of hours of direct pupil instruction specified (above) as the result of a strike by school district employees, for the purposes of computing general aid, the state superintendent shall compute the school district's primary and secondary ceiling costs per member in accordance with the procedure specified in that statute.

b) Repeal existing resolution 4.40, which reads:

4.40 Repeal Teacher Contract Law
The WASB supports legislation to repeal the teacher contract law, since its provisions are covered by and may conflict with local bargaining agreements. (1980-3)
Rationale:
This resolution is outdated.

Due to the enactment of 2011 Wisconsin Act 10 there are no longer any collective bargaining agreements in place that might overlap or conflict with the teacher contract statute; therefore, the rationale for this resolution no longer exists.

Resolution 19-02: Reducing the Number of School Board Members in a District

Create: 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.

Rationale:
State statutes spell out the methods for changing the number of school board members within a district. (See ss. 120.02 (1) and 120.41(2), Wis. Stats.) In all school districts this involves a petition process that places the question before either the annual meeting (in common and UHS districts) or the next school board election (in unified districts).

Currently, whenever a school district with more than three (3) school board members votes to reduce the number of school board members, the reduction is accomplished by electing one less school board member each year thereafter until the school board is reduced to the approved number of members. (See s. 120.03(3)(e), Wis. Stats.)

This resolution supports allowing a school board with more than three members to reduce its membership from an odd number of members to the next lowest odd number of members in one step, thus maintaining an odd number of board seats and reducing the likelihood that tie votes will occur.

Note: There are currently four school boards in the state with 3 school board members: Brighton #1, Dover #1, Geneva J4 and Norris. All other school boards have at least five members.

Resolution 19-03: Student Poverty & Revenue Limits

Amend Resolution 2.20 (q) to read as follows:
The WASB supports using student poverty as a factor in the state equalization aid formula and revenue limits.

Rationale:
Currently, both the equalization aid formula (a/k/a school funding formula) used to calculate each district’s general equalization aid allocation and the revenue limit formula count each pupil as one pupil without regard to any special needs or characteristics that pupil may possess.
Existing WASB Resolution 2.20 (q) supports using student poverty as a factor in how state aid—specifically general equalization aid—is calculated and distributed to each school district through the school funding formula. This resolution would add student poverty as a factor in calculating the revenue limit applicable to each school district.

Adding a poverty factor to the formula for calculating general aid but not to the formula for calculating revenue limits would provide districts with state general equalization aid in proportion to their level of student poverty. A district would not, however, be able to spend any additional general aid that might be generated under that formula change on programs or services for students (e.g., to address the needs of students from poverty backgrounds) unless its revenue limit adjusts in similar manner. In general, under the revenue limit law any additional general equalization aid received by the district would have to be used to reduce the district’s property tax levy (This assumes no offsetting adjustment in revenue limits is allowed). By supporting an adjustment in revenue limits this resolution would give local school boards the option to use any additional revenue this change might generate at their discretion.

Resolution 19-04: Community Schools

Create: 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.

Rationale:
“Community schools” are public schools that combine academics, physical health, mental health, and social service resources for students and families through partnerships with a variety of community service organizations. In this model, the school serves as a host location around which a network of resources and systems are built that try to ensure every student’s needs are met. Studies have shown community schools increase academic achievement, improve student attendance and may increase parents’ involvement, attendance at school activities, and engagement with school faculty, staff, and other parents. This resolution, if adopted, would support a dedicated source of state funding for community schools.

Resolution 19-05: Funding for Gifted and Talented Programming

Create: The WASB supports increasing state funding for Gifted and Talented programming in Wisconsin’s public schools.

Rationale:
Current Wisconsin law mandates that “each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.” However, the state currently appropriates only $237,200 annually to fund services to gifted and talented students statewide, making this is statutory directive largely an unfunded state mandate. This resolution supports additional funding for gifted and talented programming.
Resolution 19-06: Competitive Grants

Create: 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.

Rationale:
This resolution recognizes that competitive grants are increasingly being utilized to distribute state funding to school districts for various purposes as an alternative to providing categorical aid. With greater use of competitive grants, comes more work for districts in applying for the grants, which can be cumbersome and labor-intensive, particularly for smaller districts with less staff resources to devote to grant-writing. Such difficulties for districts are aggravated when numerous grant application deadlines fall at the same time.

Resolution 19-07: Special Education Reimbursement Rate and Other Special Education Provisions

Amend Resolution 2.31 to read as follows:

The WASB supports increasing the special education categorical aid reimbursement level to not less than 3360 percent of prior year eligible costs and maintaining funding at not less than this percentage each year thereafter. The WASB further supports the following provisions related to funding for children with disabilities:

(a) Funding that follows the student on a pro-rated basis within the school year rather than being targeted to the district.
(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 costs.
(b)-(c) Full federal and state funding for students living in rehabilitation centers and foster homes within the school boundaries.
(c)-(d) Full federal and state aid for mandated special education transportation costs.
(d)-(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.
(e) Increases in state and federal resources for serving severely emotionally disturbed students.
(f) Streamlined processes for settling special education disputes to minimize legal costs.
(g) Limitations on legal fees school districts are required to pay attorneys for pupils who prevail in special education disputes.
(h) 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.

(g) The WASB supports full federal and state funding for children with high cost/low incidence disabilities, ensuring that the additional resources come from increasing the current special education appropriation.

(h) The WASB supports full state and federal government funding of services provided by cooperative public agencies for students with the most severe disabilities.

Rationale:

Special education categorical aid provides state funding to districts to reimbursement certain eligible costs from the prior year. The amount of funding each district receives is based on the total amount appropriated for this aid and a school district’s eligible costs in the prior year. The main special education categorical aid appropriation was last increased in 2008-09. It has been frozen at about $369 million since then even though costs for special education services continue to increase.

When special education costs increase faster than growth in special education categorical aid, this aid is prorated, and the percentage of costs reimbursed by that aid decrease over time. On a percentage basis, the reimbursement rate declined from roughly 60 percent in the 1989-90 school year to roughly 30 percent in the 2004-05 school year and without an increase in special education categorical aid will likely drop below 25 percent by the 2019-20 school year.

Special education expenditures that are not reimbursed by the state or federal special education categorical aid programs are eligible for reimbursement under state general equalization aids; however, state-imposed revenue limits restrict the amount of state general equalization aids and property tax revenue a school district may receive. Thus, regardless of any increases in general equalization aids (which are inside the revenue limits), rising special education costs (combined with revenue limit restrictions) have the effect of reducing a district’s available resources for non-special education-related instruction (i.e., the district’s regular education programming and staff).

This resolution calls for an increase in special education categorical aid funding sufficient to increase the reimbursement rate to 60 percent of prior year eligible costs (as opposed to the 33 percent rate called for in the existing resolution). Based on 2017-18 figures, each one percent increase in the reimbursement rate translates to an annual increase in state expenditures of approximately $14.45 million. It also updates several provisions in the existing resolution reflecting policy goals or priorities around special education, eliminating some policy statements and adding new policy goals.

Resolution 19-08: Common School Fund/Library Aid

Amend 2.82 Fines and Forfeitures as follows:

2.82 Fines & Forfeitures Common School Fund

The WASB opposes any legislation to repeal, modify, or jeopardize the constitutional provisions of fines and forfeitures as a source of income for 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.

**Rationale:**
The Common School Fund was established by Wisconsin’s original state Constitution in 1848 and is managed by the Board of Commissioners of Public Lands (BCPL), which is comprised of the state attorney general, state treasurer and secretary of state. The income generated from the state's common school fund, which is the funding source for library aid for public school libraries, is derived primarily from investments in fixed-income securities, and interest payments on loans made from the fund to municipalities and school districts by the BCPL through the State Trust Fund Loan Program. In addition, under our state Constitution, revenues from certain fines and forfeitures, unclaimed property and sales of public lands are deposited in the common school fund and are added to the principal of the common school fund.

Wisconsin public schools and students benefit from having the income generated by the common school fund used exclusively in their school libraries. Not only does library aid help provide equitable access to learning materials for all staff and students in our public schools, library aid monies are the sole source of state funding for public school libraries. For many school districts, this is the only money available to them for making library-related purchases.

This resolution supports protecting the common school fund against attempts to repeal of abolish it or remove or diminish its sources of support and income. The resolution also supports maintaining the exclusive use of the income of the common school fund as library aid to public school libraries.

**Resolution 19-09: Reading Interventions**

**Create:** 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.

**Rationale:**
Although school boards are mandated by state law to assess reading proficiency and provide certain intervention and remedial services (see, for example, section 121.02 (1)(c), Wis. Stats.), no specific state funding is provided for the purpose of meeting these intervention and remediation mandates.

This resolution supports state funding to meet these various reading-related state mandates.

Reading proficiency at the third-grade level is a strong predictor of high school success and graduation and correlates with lifetime economic success. Students who do not overcome reading deficits are likely to struggle throughout their academic careers, have low student achievement and a reduced likelihood of graduation.
Resolution 19-10: Private School Aid/Voucher Funding

Repeal and recreate 2.70 Private School Aid to read as follows:

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 plans 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 the lost aid. Creating two publicly supported education systems threatens the sustainability of public school districts.

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 statewide voucher program, the Racine voucher program, the Milwaukee voucher program, or the special needs voucher program.

Rationale:
This proposed resolution rewrites the existing resolution in recognition that some of it provisions are either outdated or unlikely to be realized but maintains opposition to the use of public/taxpayer dollars to subsidize nonpublic schools as a core principle. The reworked resolution also maintains support for the same accountability requirements for all schools that receive public funding as well as support for transparency in the way vouchers are funded.

The new language is directed toward the statewide voucher program (WPCP), the Racine voucher program (RPCP) and to a lesser degree, the Special Needs Scholarship Program (SNSP). It is argued that the current funding system for these three voucher programs is being hidden or obscured by running the funding through the public school funding formula where it is largely hidden from public view and is neither clear nor well understood. That is because the costs of vouchers in these programs are now being funded by deducting state aid from the public school district in which participating voucher pupils reside. As a result, the local school boards of districts in which voucher pupils in these programs reside are essentially being forced either to raise property taxes to fund the cost of these vouchers or to cut programs and staff. No matter which choice a board makes in such a situation, that involuntary “choice” has the potential to weaken support for public schools and school boards.
Resolution 19-11: Oppose/Eliminate Special Education Vouchers

Amend Resolution 2.705 Oppose Special Education Vouchers as follows:

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.

Rationale:
Private schools participating in the Special Needs Scholarship Program (SNSP) currently receive a state aid payment of $12,431 for each eligible pupil, regardless of the extent of the pupil’s disability. The general aid of the district in which the participating pupil resides is reduced to cover the payments to the private school.

A participating private school must implement an individualized education plan (IEP) or services plan in effect for a student, although that plan may be modified by agreement between the private school and the student’s parent. Beginning with the 2018-19 school year, a participating private school may, but is not required to, submit to DPI a financial statement and supporting documentation indicating the actual costs it incurred to implement the modified IEP or services plan for a participating student. Then, beginning in the 2019-20 school year, DPI must pay all submitted actual costs for educating a given participating pupil in the previous school year, up to 150 percent of the amount it would have otherwise paid for that pupil (at least $18,647). The DPI must deduct this amount from the equalization aid of the school district in which that participating pupil resides.

In addition, DPI must reimburse the participating private school for 90 percent of documented costs that exceed this 150 percent amount with state dollars from the program’s GPR appropriation. The 90 percent reimbursement for services provided above this 150 percent amount (above $18,647) could potentially include services that would not be eligible to be reimbursed if those services were provided at a public school. However, because the DPI is not allowed to question or investigate the legitimacy of any cost figures submitted, some argue this makes this voucher program and the schools participating in it unaccountable. Some also argue that providing a minimum 90 percent state reimbursement to private schools for services that need not be provided by licensed or certified special education teachers while public schools are only reimbursed by the state for roughly 25 or their eligible costs is patently unfair. This resolution supports eliminating the special needs voucher program.

Resolution 19-12: Indigenous People’s Day

Create: The WASB supports legislation to add Indigenous People’s Day to the list of public school observation days in Wisconsin.

Rationale:
Indigenous people have inhabited the Americas and Wisconsin for over 10,000 years and have contributed much to the culture and history of this state. This resolution supports adding Indigenous People’s Day to the list of Observance Days recognized by the state and the Department of Public Instruction (DPI) to honor and show respect to the contributions of indigenous people in the state.
State statutes governing general school operations currently designate 21 special observance days (see section 118.02 Wis. Statutes).

The DPI’s website listing all the special observance days indicates:

“Honoring observance days can teach the elements of tradition that preserve U.S. society and foster an awareness of our cultural heritage. Observance days can be part of a rich social studies curriculum that gives these individuals and events proper emphasis, both in the context of Wisconsin and U.S. history and in relation to their effect on or improvement of our political, economic, and social institutions.”

Resolution 19-13: Tobacco-, Nicotine- & Vaping-free Schools

Amend Resolution 6.02 to read:

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

The WASB supports tobacco-free school environments — school learning environments free of tobacco, nicotine and vaping products and devices.

Rationale:
This resolution updates the existing WASB resolution on “tobacco-free” schools to reflect the emergence of E-cigarettes and other vaping products and devices as replacements for traditional tobacco cigarettes and other tobacco products as nicotine delivery mechanisms.

The resolution language is updated to specifically mention nicotine, the addictive agent in tobacco products, as well as vaping products and devices that do not typically include tobacco but are often filled with nicotine and other chemicals that are harmful to students.

Resolution 19-14: Mental Health Revenue Limit Exemption

Create: The WASB supports legislation to allow local districts to exceed the revenue limit for mental health related services by creating a new fund. This newly created fund would allow school districts to levy taxes above their revenue limit for the purposes of providing mental health related services as identified and determined at the local level. Services may include, but not be limited to the following:

- Contracting with mental health service providers;
- Hiring a mental health coordinator;
- Hiring of an autism coordinator;
- Hiring a behavioral specialist or interventionist;
- Contracting with outside agencies for mental health screening in grades preK-12;
- Hiring a parent/peer advocate; or
- Training for staff in the areas of trauma sensitive schools, restorative practices, youth mental health first aid, emotional regulation.
Rationale:
Providing a revenue limit exception for mental health services would allow local school board
the option to raise local property taxes to fund additional types of mental health services for
students (enumerated in the resolution) rather than having to rely on state aid or grant programs
that do not currently cover these services. School boards could, at their discretion, choose to
utilize the option to raise additional funds locally to fund the types of services enumerated in the
resolution. Creating a new fund (within the Wisconsin Uniform Financial Accounting
Requirements or WUFAR) would ensure the additional revenue raised under this revenue limit
exception would be designated specifically for such services.

Resolution 19-15: Trauma-Informed Care

Create: 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.

Rationale:
School boards play a crucial role in ensuring the healthy development of all students. This resolution
promotes the incorporation of trauma-informed practices in schools to better address the needs of
students who have experienced adverse childhood events.

Trauma is extreme stress that can overwhelm a person's ability to cope. It can be an event, a series of
events, or set of circumstances that harms a person's physical or emotional well-being.

Trauma-informed care is not a therapy, intervention, or specific action. It is an approach to engaging
people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges
the role that trauma has played in their lives.

Note: The first round of state school safety grants issued in summer 2018 required that applicants
provide staff with a minimum of 3 hours combined training in Adverse Childhood Experiences
(ACE) and Trauma-Informed Care/Trauma Sensitive Schools (TIC/TSS) before the end of the
2018-2019 school year; or demonstrate that staff has already received such training.

Resolution 19-16: School Safety

Create: The WASB supports stronger relationships and communication between school districts
and law enforcement agencies to improve school safety. To further enhance school safety, the
WASB requests that the state Legislature and Governor enact comprehensive school safety
legislation, including:

- Legislation allowing prosecutors to bring Felony charges against any individual who
  intentionally conveys a threat or false information concerning an attempt to use a
dangerous weapon (including a firearm) to injure or kill a person on school property, on
transportation provided by a school, or at an event sanctioned by a school;
Allocating sufficient funds:
  - to increase the number of school resource officers (SROs) who are fully trained
    law enforcement officers in school buildings;
  - to enable school districts to make needed security improvements;
  - to enable school districts to offer enhanced mental health services for students and
    staff who need help; and
  - to equip school crisis teams to react to threats before they become actual
    emergencies.

Rationale:
Public school students and staff have the right to learn and teach in an environment where they are not
only safe and secure but not distracted by the threats of a school shooting or other incidents of school
violence. To that end, this resolution supports building stronger relationships and closer
communication between school districts and law enforcement agencies. It also supports specific
school safety legislation aimed at curbing threats as well as providing additional flexible and
sustainable safety-related resources to school districts outside state-imposed revenue limits on school
districts.

Resolution 19-17: Early Childhood Development and Education

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

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

Rationale:
This resolution recognizes recent findings regarding the importance of early childhood development in
school success, including in reducing achievement gaps and increasing graduation rates, and in
fostering social-emotional learning. The resolution also supports the participation in activities
intended to promote and enhance early childhood development and education.

Research in neuroscience has spotlighted the significant brain development that occurs early in a
child’s life. By the time a child begins 4K or Kindergarten, a significant portion of brain development
has occurred. What happens during the first few years sets the stage for the rest of a child's life.
Parents can have a significant role in enriching early childhood experiences. Parents can, through everyday interaction with their child, foster meaningful learning. This resolution recognizes that school districts have a vested interest in successful early childhood development and that enhancing each parent’s understanding of their role and equipping them with simple techniques to foster learning can be very important to their child’s successful early development.

**Resolution 19-18: DPI Licensing of Clinical Counselors**

**Create:** 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.

**Rationale:**
Mental health aspects of school safety are becoming an increasing concern of students, staff and school leaders. In many areas of the state mental health professionals are in short supply. However, new training avenues are being opened for mental health counselors that are not currently recognized by Department of Public Instruction (DPI) licensure statutes or rules. Marquette University, for example, has opened a master’s degree program in clinical mental health counseling that will soon be producing graduates. Other states and universities already recognize clinical mental health counseling through licensure and certification programs and courses of study leading to advanced degrees.

Legislation authorizing the DPI to issue an educator license to a clinical counselor would enable school districts to employ clinical counselors on their staff to be proactive in meeting the mental health needs of students. These clinical counselors could supplement the services provided by other pupil services professionals while developing long-term relations with the students they serve in the school those students attend. It may be possible for school districts to directly bill private health insurance providers and/or Medicaid for the mental health services provided to students, potentially enabling districts to recoup a portion of the costs associated with employing these mental health professionals.

**Resolution 19-19: Higher Learning Commission**

**Create:** 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.

**Rationale:**
Dual enrollment coursework in high schools exposes high school students to career clusters that inform their own post-secondary plans, provide rigorous learning opportunities that broaden their learning, and can decrease their overall tuition costs, minimizing student loan debt.

The State of Wisconsin has made it easier to license teachers in critical shortage areas such as technical education, business education, family/consumer education, computer science, and mathematics. Many of these teachers have been certified to teach dual enrollment courses in high schools that enable students to take dual enrollment courses in which they earn both high school and college credit upon successful completion.
However, the Higher Learning Commission, which issues accreditation to colleges and universities in 19 states, and other regional accrediting authorities have moved to require that instructors in their regions who teach college level courses, including dual credit classes, must meet stricter credentialing requirements, including earning a master’s degree or at least 18 credits beyond a bachelor’s degree in the subject they teach. Some believe this certification requirement could reduce access to dual enrollment classes if those who currently teach these courses are not able to obtain the additional degrees or course credits required under the new certification criteria.

Through previous resolutions, the WASB has recognized the value of ensuring that high school students have access to meaningful opportunities to earn college credit (see Resolutions 3.63 (d) and (e) and 3.67 (a)). The WASB also supports providing state funding for the professional development of high school teachers participating in dual enrollment programs, as a way to enable schools to offer more dual credit classes (see Resolution 3.63 (e)).

This resolution aims to maintain and maximize Wisconsin school districts’ ability to provide dual enrollment programming and coursework by urging Congress to require accrediting agencies to relax credentialing requirements for high school staff who teach dual enrollment courses

Resolution 19-20: State Funding for Early College Credit Program and Start College Now Program

Amend existing resolution 3.63 (f) to read as follows:

3.63 (f) State Funding and Flexibility for Course Options 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. The WASB further supports legislation to amend the Course Options Program to provide school districts with an adequate amount of time to make appropriate adjustments to course offerings, class schedules, and staffing assignments and to allow districts to give due consideration to their resident students in allocating spaces in Course Options Program classes conducted as concurrent enrollment classes in the district’s own facilities and taught by a district teacher.

Rationale:
The language of the existing resolution is outdated because of recent state statutory changes.

The 2017 Wisconsin Act 59 eliminated both the Course Options and Youth Options programs. The Course Options statute was changed to Part-time Open Enrollment. The Youth Options statute (s. 118.55, Wis. Stats.) was renamed the Early College Credit Program (ECCP) and took effect in the 2018-19 school year. Under these changes, the Youth Options Program and the higher-education elements of the Course Options Program were replaced by the ECCP and by the opportunity for pupils to take technical college courses under a separate statutory program called “Start College Now.”
In a manner like that of the now-repealed Course Options program, the new ECCP statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit, effective July 1, 2018.

Note: Under the ECCP, an “institution of higher education” means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. [Although technical colleges are not included under the ECCP, pupils that have completed 10th grade continue to have the option to take courses at technical colleges through a separate statute (see s. 38.12(14), Wis. Stats.).]

Subsequently, 2017 Wisconsin Act 307 excluded dual-enrollment courses offered for post-secondary credit to high school pupils enrolled in a public high school from the ECCP, if all the following apply:

1. The school board of the relevant school district has entered into an agreement to provide a college credit in high school program to academically qualified pupils under which the participating pupils may take the course for postsecondary credit, and such agreement is with either the chancellor of a University of Wisconsin System 4-year institution, or the president of a private, nonprofit postsecondary institution that is a member of the Wisconsin Association of Independent Colleges and Universities;

2. The instruction of pupils in the course takes place in a school building in the school district or a school district facility; and

3. The individual who provides instruction in the course is a high school teacher who is employed by the school district and either: a) certified or approved to provide the instruction by the participating institution of higher education, or b) a faculty member of the participating institution of higher education.

Dual enrollment programs (a/k/a dual credit programs) are programs through which high school students are simultaneously enrolled (i.e., have a dual enrollment) in both high school and college courses and earn both high school and college credit (i.e., dual credit) for the successful completion of those courses.

Resolution 19-21: Early College Credit/Start College Now Programs

Amend existing resolution 3.67, to read as follows:

3.67 Youth Options 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.

(b) The WASB supports statutes, administrative laws, rules and decisions governing the Youth Options program—college credit in high school programs that show deference to local school board policies.
(c) The WASB supports state funding to support this mandate college credit in high school programs.

d) The WASB supports further limiting the maximum number of college credits per school year.

d) (e) 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.

(e) (f) The WASB supports legislation indicating that under the Youth Options Program 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.

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

(g) (h) The WASB supports requiring students to reimburse school districts for Youth Options non-district, postsecondary courses for which they do not receive credit.

(h) (i) The WASB supports statutory changes to improve coordination between the Youth Options and Course Options Programs that provide opportunities for students to complete coursework at educational institutions other than the student’s resident district. 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.

Rationale:
The existing resolution language is outdated and should be revised due to statutory changes.

The 2017-19 state budget (2017 Wisconsin Act 59) eliminated both the Youth Options and Course Options programs. The Course Options statute was changed to restore Part-time Open Enrollment. The Youth Options statute (s. 118.55, Wis. Stats.) was renamed the Early College Credit Program (ECCP) and took effect in the 2018-19 school year. Under these changes, the Youth Options Program and the higher-education elements of the Course Options Program were replaced by the ECCP and by the opportunity for pupils to take technical college courses under a separate statutory program called “Start College Now.”

The recreated resolution language replaces references to the Youth Options Program and Course Options Program with appropriate new language to reflect current law and rearranges certain provisions to make the resolution flow more logically.
**Resolution 19-22: State Funding for Collaborative Efforts to Address Behaviorally Challenged/Expelled Students**

**Create:** 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.

**Rationale:** Currently, the state does not specifically provide state resources or other assistance to assist or enable local districts to voluntarily provide educational services to pupils that have been expelled. This is particularly true for non-special-education pupils who are often cut loose from contact with the educational system following an expulsion, potentially leading to alienation and resentment on the part of these expelled students.

Under revenue limits, many school districts, including many small and rural school districts, lack the resources to offer educational services or maintain meaningful contact with these expelled pupils. Alternative high schools may not exist in the vicinity and treatment facilities or technical college campuses are often located many miles from where the student resides, limiting options even when spaces for the expelled student may be available. In addition, students in rural areas may live far enough away from school that a lack of transportation or adequate broadband service can prevent them from checking in or working online in a home-based educational program.

Collaborative approaches suggested by this resolution could help ensure that efforts to both assist expelled students and make schools more secure are not undertaken in a silo but are coordinated with law enforcement, mental health professionals and county social services personnel. Further, such collaborative, community-based approaches can continue to assist and engage such students after they reach age 21 and can offer options for assisting or engaging these students during those periods (such as summer or other holiday breaks) when school is not in session.

**Note:** The existing WASB resolutions on expelled students are as follows:

**Resolution 3.82, Home Instruction**, states:
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)

**Resolution 5.00(c), Expelled Students**, states:
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)

-- End --