# Table of Contents

## RESOLUTION PROCESS

## RESOLUTIONS

### CHAPTER 1—GOVERNANCE

#### Board Powers

1.00 Local Fiscal Control
1.01 Preserving Powers
1.02 Local Accountability and Flexibility
1.03 State/Local Partnership

#### Board Authority

1.10 Program Flexibility
1.11 Expanded Authority
1.12 Site-based Management
1.13 Parental Rights and Responsibilities

#### Contracts and Scheduling

1.20 Annual School District Meeting
1.21 Private Contracting
1.22 Authority to Establish the School Calendar
1.23 Commencement of the School Term
1.24 Hours of Instruction
1.24.5 Authority to Schedule Instructional Time
1.25 Authority to Schedule Referenda
1.26 Authority to Enter into Contracts with Businesses
1.27 Textbook Selection

#### District Organization

1.30 District Cooperation
1.31 Creation of School Districts

#### School Facilities

1.40 Sinking Funds
1.41 Borrowing
1.42 Milwaukee Authority
1.43 School Building and Borrowing Procedures
1.44 Waiver of Performance and Payment Bonds
1.45 Use of School Facilities
1.46 Liability Insurance
1.47 Forced Sale of School District Buildings and Grounds
1.48 Referendum Approval to Transfer Public Schools to Private School Operators

#### Elections

1.50 Numbered Seats
1.51 Recall of Local Elected Officials
1.52 Spring Elections
Table of Contents

Public Communications
1.60 Elimination/Reduction of Newspaper Notice/Publishing Requirement

CHAPTER 2 – SCHOOL FINANCE
School Finance Policies - General
2.00 Revenue Sources
2.01 School Board Policies
2.02 School Budgeting
2.03 Equity and Fairness
2.04 State Taxes
2.05 Balanced Tax System
2.06 School Funding Formula
2.07 Necessary Resources
2.08 State Funding
2.09 Education Savings Accounts

State Aid Policies – General
2.10 Aids
2.11 Direct Aid Payments
2.12 State Aid Reduction
2.13 State Aids and Strikes
2.14 Selective Funding
2.15 Statewide Capital Costs
2.16 Small But Necessary Schools
2.17 Declining Enrollment
2.18 School Levy Credit Distribution
2.19 Predictable Aid Growth

Equalization Aids
2.20 Equalization Aids

Categorical Aids
2.30 State Categorical Aids
2.31 Funding for Children with Disabilities
2.32 Class Size Reduction Funding
2.33 Transportation Aid
2.331 Transportation Aid to Address Student Mobility
2.34 Translation Services
2.35 Low-Income Categorical Aid
2.36 Community Schools
2.37 Funding for Gifted and Talented Programming
2.38 Reading Intervention and Remediation

Revenue Limits
2.41 Modification of Revenue Limits
2.42 Revenue Limit Flexibility
2.43 Narrowing Disparities in Allowable Revenue Under Revenue Limits
2.44 Low-Revenue Ceiling and Secondary Cost Ceiling Alignment

Property Taxes
2.50 Source of Funding
2.51 Support Uniformity Clause
2.52 Mobile Home Taxation
2.53 Computing Tax Levies
2.54 Equalized Value Reporting Date
2.55 Corrected Levy Provision
2.56 Ability to Pay
2.57 Property Tax Revenue Recognition
2.58 Levy Certification Date

Federal Aids
2.60 Federal Aids
2.61 Medicaid Reimbursement
2.62 Flow-Through
2.63 Impact Aid

Private School Aids
2.70 Private School Aid
2.705 Oppose Private School Aid—Special Education Vouchers
2.71 Use of Public Monies
2.72 Textbook Loan

Miscellaneous
2.80 Fiscal Year
2.81 Tax Incremental Finance Program
2.82 Common School Fund
2.83 Impact Fee
2.84 Aid Following Students
2.85 Grants
2.86 Fees
2.87 Single Referendum Question
2.88 Trust for the Purchase of Long-Term Fixed Assets

CHAPTER 3 – EDUCATIONAL PROGRAMS
Student Achievement
3.00 Basic Mission
3.01 Education Goals
3.02 State and Local Academic Standards
3.03 Local Leadership
3.04 Achievement Gap
3.05 Educational Objectives

Assessment
3.10 Student Assessment
3.11 Assessment Legislation
3.114 Assessment Stability
3.115 State Funding of Tests Used for Accountability Purposes
3.12 Growth Model Assessment
3.125 Measuring College- and Career-Readiness
3.13 Uniform State Data
3.14 Access to Data Reports
3.14.5 Statewide Student Information System
3.15 Competency for Promotion
3.16 Competency for Graduation
3.16.5 State-Mandated Graduation Requirements
3.17 Elementary and Secondary Education Act (ESEA)
3.18 State School Accountability System

General Curriculum
3.20 Mandates
3.21 Charter Schools
3.22 Driver’s Education
3.23 Flexible Education Options
3.24 Early Childhood Education
3.25 Specialized Educational Services
3.26 Advanced Placement Programs
3.27 Human Growth and Development
3.28 Character Education
3.29 Academic Cooperation

Classroom Technology
3.30 Interactive Communications Systems
3.31 Technology in the Classroom
3.32 Educational Technology Initiative
3.33 Online Courses
3.34 Virtual Schools
3.35 Statewide Contracting for Virtual Classes
3.36 CESAs and Virtual Charter Schools

Special Education
3.401 Special Education Reform
3.41 IEP-Team Appeals
3.42 Rule and Instructional Review
3.43 Flexibility for Alternatives
3.43.1 Discipline of Children with Disabilities
3.44 Special Education Grants
3.45 English Language Limitations
3.46 English Language Proficiency
3.47 At-Risk Students
3.48 IDEA
3.48.1 State Specialty Schools

Student Transportation
3.50 General Policy
3.51 Seat Belts
3.52 Bus Drivers
3.53 Pupil Safety
3.54 Transportation Restricted to School Days
3.55 Private School Transportation

Career Education
3.60 Career Education Aid
3.61 Industry Instructors
3.62 Industry Input
3.63 Agency Coordination and Cooperation
3.64 Contracting with Technical Colleges
3.65 Costs for Technical College Classes
3.66 Procedure to Take Technical College Class
3.67 Early College Credit/Start College Now Programs
3.68 Youth Employment
3.69 Technical Education and Work-Based Learning

Student Relations
3.70 General Policy
3.71 Students on School Boards
3.72 Student Rights Policy
3.73 Eliminate Class Rankings
3.74 Student Exchanges
3.75 Student Transfers and Exchanges
3.76 Compulsory School Attendance
3.77 Open Enrollment
3.78 Modify Out-of-State Tuition Payment Statute

Discipline
3.80 Removal of Students from Class
3.81 Expulsions
3.82 Home Instruction
3.83 Truancy

Private Schools
3.90 Home-Schooling
3.92 School Choice Study
3.93 Students with Disabilities – Parental Choice

Athletics
3.95 National Athletic Championships
3.96 Regulation of Performance Enhancing Drugs
3.97 Access to Co-Curricular Activities
3.98 WIAA Autonomy

CHAPTER 4 – PERSONNEL
Personnel Policies
4.00 General Policy
4.01 Management Personnel
4.02 Policies and Practices
4.03 Administrator Qualifications
4.04 Salaries
4.05 Health Care Costs
# Table of Contents

4.06 Federal Fair Labor Standards Act
4.07 Family and Medical Leave Act Alignment
4.08 Distance Education Personnel Issues
4.09 Grievance Procedures Under 2011 Act 10

**Collective Bargaining**
4.10 Negotiations, Strikes and Binding Arbitration
4.11 Local District Determinations
4.12 Open Negotiations
4.13 Regional Bargaining
4.14 Negotiations
4.15 Assessing Collective Bargaining
4.16 Cost Forward Pricing

**Unemployment Compensation**
4.20 Public Employer on UC Council
4.21 Eligibility
4.22 Vacation Periods

**Retirement Programs**
4.30 General Policies
4.31 Retirement Bargaining at Local Level
4.32 Funding
4.33 Soundness
4.34 Equity
4.35 State Compensation
4.36 Early Retirement
4.37 Early Retirement Exemption
4.38 Retirement Options
4.39 Retirement Age
4.40 Rehiring Wisconsin Retirement System (WRS) Retirees

**Contracts**
4.40 Repeal Teacher Contract Law
4.41 Repeal of “Pupulous Counties Teacher Tenure” Statute

**Training**
4.50 Performance-based Preservice
4.51 Performance-based Assessment
4.52 Teacher Training
4.53 Teacher Training Process
4.54 Continuing Education
4.55 Inservice

**Certification/Licensure**
4.60 General Policy
4.61 Shortages

**Federal Fair Labor Standards Act**
4.62 Temporary Certification
4.63 Alternative Certification
4.65 DPI Licensing of Clinical Counselors
4.66 Performance-based License
4.67 Teacher Competency Exam
4.68 Professional Growth
4.69 Mentoring Duties
4.70 Charter School Teachers

**Retirement/Retention**
4.71 Attracting Minority Teachers
4.72 Rural School Staff Recruitment and Retention

**Evaluations**
4.80 Evaluations
4.81 Pay-for-Performance
4.82 Educator Effectiveness

**CHAPTER 5 – GOVERNMENT RELATIONS**

**General Policy**
5.00 General Policy

**Federal Relations**
5.10 General Policy
5.11 Education Cabinet Position
5.12 National Board of Education
5.13 State Concerns Regarding Federal Laws
5.14 Federal Legislation
5.15 Education Commission of the States
5.16 NSBA Membership

**State Relations**
5.20 Elected State Superintendent
5.21 Eligibility Requirements for State Superintendent
5.22 Funds Distribution
5.23 Consulting Services
5.24 Boundary Appeal Board Decisions
5.25 Transfer of District Territory
5.26 Medicaid Direct Certification Demonstration Project

**Higher Education**
5.30 Educational Research
5.31 Technical College Board Selection
5.32 Technical College Funding
## TABLE OF CONTENTS

### CESAR
5.40 General Policy
5.41 State Aid to CESAs
5.42 Funding CESAR
5.43 CESAR Borrowing
5.44 CESAR Boundaries

### State Policies
5.50 Open Public Debate on State Policy
5.51 Public Records Law
5.52 AIDS
5.53 Implementation of NCSL “No Time to Lose” Report Recommendations
5.54 Privacy Protection
5.55 Campaign Finance Reform
5.56 Telecommunications Services
5.57 Cable and Video Services
5.58 State Cooperative Purchasing Program
5.59 Low-Cost Internet Access
5.595 Indigenous Peoples’ Day

### Energy
5.60 Energy Shortages and Schools
5.61 Energy Grants and Loans
5.62 Energy Awareness
5.65 Renewable Energy Projects

### School Board Policies
5.70 General Policy
5.71 School Board Continuing Education
5.72 Sex Role Stereotyping

### CHAPTER 6 - SAFE SCHOOLS/HEALTHY STUDENTS

#### Healthy Students
6.00 Healthy Students
6.01 Prescription Drug Use
6.02 Tobacco-Free, Nicotine-free and Vaping-free Schools
6.03 Drinking Age
6.04 Comprehensive School Health
6.05 Drug Abuse Programs
6.06 Mental Health Supports
6.065 Mental Health Revenue Limit Exemption
6.07 Trauma-Informed Care
6.08 Early Childhood Development and Education

#### Safe Schools
6.10 Societal Issues
6.11 Weapon Possession
6.115 School Safety
6.12 Healthy Schools
6.13 State and Local Responsibility
6.14 Environmental Hazards Inspection and Remediation
6.15 Juvenile Justice
6.16 Safe and Welcoming School Environments

### Personnel Requirements
6.20 Background Checks and Drug Tests of School District Personnel
6.21 First Aid Requirement for Coaches
6.22 Allow School Board Members to Serve as Volunteer Coaches or Student Advisors

### BYLAWS RELATING TO THE RESOLUTIONS PROCESS

### WASB REGIONS

### INDEX

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

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

Policy and Resolutions Committee

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

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

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.
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.

### RESOLUTION PROCESS

#### 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 decisions-making process, and hinder the ability of Wisconsin public school boards to address the changing needs of their students.


**1.01 Preserving Powers**
The WASB supports retaining and preserving the power and duty of locally elected school boards to oversee public education.

*(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.

(2018-10) (2019-10)

**1.02 Local Accountability and Flexibility**
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.

(1990-9) (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.

(1999-5) (1999-10)

### 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
The WASB supports local school boards having
their school board of the district.
may be transferred to any entity other than by
the local school district board approve the
the local school district board approve the
program’s plan and be named the fiscal agent for
the plan.
that will limit the liability exposure of school
boards and school districts to ensure the
availability of liability insurance to stabilize costs.
(1986-8)
1.47 Forced Sale of School District Buildings
and Grounds
The WASB supports federal and state legislation
that will limit the liability exposure of school
boards and school districts to ensure the
availability of liability insurance to stabilize costs.
(1986-8)
1.46 Liability Insurance
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. (1981-1)
1.45 Use of School Facilities
The WASB opposes state limits on the use of
the local school board of the district.
may be transferred to any entity other than by
the local school district board approve the
program’s plan and be named the fiscal agent for
the plan.
(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
1.27 Textbook Selection
The WASB opposes legislation which provides for
purchase or selection of textbooks or other
instructional materials by any authority other than
the local school board. (1988-11)
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)
1.43 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)
1.31 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:
approved by the school board(s) in the
affected school district(s), and
approved by a majority of the voters at a
referendum in each of the affected school
districts. (1996-4)(2015-01)
1.26 Authority to Enter into Contracts with Businesses
The WASB opposes state limits on the use of
exclusivity contracts, licensing, advertising
contracts and other fundraising agreements with
businesses. (2000-8)
1.24 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.
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
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)
1.48 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)
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)
1.39 Transfer of School Districts
The WASB supports legislation establishing
common policies and requirements applicable to
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1.46 Liability Insurance
The WASB supports federal and state legislation
that will limit the liability exposure of school
boards and school districts to ensure the
availability of liability insurance to stabilize costs.
(1986-8)
1.47 Forced Sale of School District Buildings
and Grounds
The WASB supports maintaining locally elected
school board decision-making regarding the use
of school district facilities and opposes legislation
mandating that districts must sell or lease vacant
or “underutilized” school buildings and grounds.
(2014-9)
1.25 Authority to Schedule Referenda
The WASB opposes limits on scheduling
referenda. Further, the WASB opposes any
limitations on the duration, scope or effect of
school referenda. (2000-4)(2018-12)
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SCHOOL FACILITIES
1.40 Sinking Funds
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**GOVERNANCE**

**ELECTIONS**

1.50 **Numbered Seats**

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

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

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

1.51 **Recall of Local Elected Officials**

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

1.52 **Spring Elections**

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

**PUBLIC COMMUNICATIONS**

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

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

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**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)

2.04 **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)

2.06 **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. Weigl decision — adequate state resources must be provided for low-income, special education and bilingual students;

(b) Local school boards must be given the authority to increase or decrease local tax levies without affecting state revenue payments;

(c) Revisions in the school finance formula must give weight to equity issues, (including, but not limited to, efforts to provide equal educational opportunities for all children by channeling greater resources to disadvantaged or at-risk children to address narrow achievement gaps), issues of local control and all aspects of the current formula must be reviewed and revised. (2013-2)

(d) Local school boards must have the flexibility to establish a fund balance consistent with sound accounting practices and to avoid short-term borrowing; and

(e) If a foundation plan is considered, the following benchmarks must be met:

- It must be established at a sufficient level which is based on the actual cost of a sound, basic education as mandated by the state standards;

- The foundation must rise annually in consideration of the Consumer Price Index and regional cost-of-living differences;
# School Finance

- Equity and local control factors must be considered;
- Debt service should be outside of the foundation and locally controlled by the school board unless there is a desire for a local board to utilize state funding to partially offset costs of construction; and
- The foundation amount should not be able to be utilized as a voucher. (2004-3)

## 2.07 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 supports the creation of Education Savings Accounts for preK-12 educational expenses. (2017-16)

## State Aid Policies — General

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

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

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

(a) **Cash Flow**
Reduction in state school aids should minimize the impact on school district cash flows.

(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)

### 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)(1997-2)

### 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. (1993-16)(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)

## 2.18 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) **Aid Payment Schedule**
Payment of equalization aids in installments of 10 percent in August, September, January and February, and 15 percent in October, November, December and June. (1991-16)

(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. (1993-16)
The WASB supports all school aid payments on a full-time equivalent (FTE) basis for the purposes of determining the state average will not lose state aid as a result of property value increases. (2002-5)

School 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)

Timely Aid Payments
The WASB supports all school aid payments being made in the same fiscal year to which they apply. (2000-0)

Property Tax Exempt Lands
The WASB supports the payment of categorical aids on a timely and extended-day basis within the school year rather than being targeted to the district. (2019-7)

Class Size Reduction Funding
The WASB supports state and federal categorical grants for K-3 class size reductions, such as the Wisconsin Student Achievement Guarantee in Education (SAGE) program. (2002-12)

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

Funding for Children with Disabilities
The WASB supports increasing the special education categorical aid reimbursement level to not less than 60 percent of prior year eligible costs and maintaining funding at or above this percentage each year thereafter. The WASB further supports the following provisions related to funding for children with disabilities: (2016-6) (2019-7)

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

(b) Funding for special needs vouchers will not impact a public school's state aid, nor will private schools that receive special needs vouchers be reimbursed at a higher percentage rate for their special education costs than the reimbursement rate public schools receive for their special education. (2019-7)
12

WASB RESOLUTIONS ADOPTED BY DELEGATE ASSEMBLIES

SCHOOL FINANCE

(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-gain reduction. (2015-15)

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

(a) Parent Transportation Contracts
The WASB supports allowing parent transportation contracts to be determined on a per-residence basis. (2007-7)

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

2.33i 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. (2015-5)

2.34 Translation Services
The WASB supports legislation providing state funding of transportation 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)

low-income Category 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 Funding for Gifted and Talented Programming
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)

REVENUE LIMITS

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

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

Modification of Revenue Limits
The WASB supports legislation altering the revenue cap to allow for the needs of individual districts with respect to the requirements of their programs, including:

- (a) Elimination of the revenue cap if the state fails to meet the two-thirds funding commitment by 1996-97 and thereafter. (1995-3)
- (b) Allow districts that are spending under the median to use the state median revenue limit base per pupil or CPI-U, whichever is greater, to calculate the allowable increase. (1995-5)
- (c) Exempt from the revenue limit any revenue used for debt service that is borrowed under statutory authority that does not require a referendum. (1995-3)(1996-10)
- (d) Exempt the revenue for operating and personnel expenses which are incurred due to the construction of a new facility, or significant building addition. (1995-5)
- (e) Recalculate the base for the revenue cap to incorporate any changes in equalization and categorical aids following the increase in state commitment to two-thirds. (1995-3)
- (f) Exempt consolidation aid. (1995-3)
- (g) Allow the carryover of any unused revenue authority. (1995-3)(1996-10)
- (h) Include 100 percent of full-time equivalent (FTE) summer school membership for each of the years used in the computation of the revenue cap. (1995-17)(2017-14)
- (i) The WASB supports legislation to provide that a district’s revenue limit be determined prior to the start of the district’s fiscal year. In addition, the WASB supports changing the revenue limit FTE membership calculation to allow a district to use either a five-year rolling average, three-year rolling average or the current year membership, whichever is greater, and allowing a district to apply to the Department of Public Instruction for emergency aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

- (j) Exempt state-imposed increases in unfunded retirement liabilities. (1997-5)
- (k) Exempt the revenue for municipally imposed improvements. (1997-5)
- (l) Exempt expenses for energy savings audits. (1998-11)
- (m) Exempt computer hardware and software, distance learning equipment and related staff development expenses from the revenue limits. (1998-11)
- (n) Exempt expenses for the Student Achievement Guarantee in Education (SAGE) program from the revenue limits. (1998-11)
- (o) The WASB supports fair compensation for teachers as determined through local negotiations. Any alteration or elimination of the QEO legislation must also be accompanied by a similar alteration or elimination of the revenue limits, modifications to the mediation-arbitration law and changes in state funding to ensure that every child in the local school district has access to an adequately funded public education. (1998-11)(2005-6)
- (p) Exempt the difference between the statutory special education target reimbursement rate of 63 percent and the current reimbursement amount received from the state. (1999-5)
- (q) The WASB supports allowing the annual increase in a public school district’s prior fiscal year expenditures for special education not funded by state categorical aid and federal aid to be exempt from revenue limits. (2009-3)(2012-04)
- (r) The WASB supports allowing districts to levy taxes outside of revenue limits for per-pupil expenditures for transportation above the state average per-pupil expenditure for transportation as well as for increases in fuel and utility costs and costs for energy conservation efforts, including those which involve capital maintenance. (2007-4)(2009-4)(2012-05)
1. The WASB supports exempting the costs of school security measures from revenue limits. (2008-2)
2. The WASB supports creating an exemption for revenue limits not to exceed two percent of a district’s allowable revenue for necessary capital maintenance expenses. (2009-5)
3. The WASB supports legislation to annually increase per pupil revenue limits statewide by a dollar amount equal to or greater than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide average revenue limit authority per pupil. (2012-3)(2017-6)
4. The WASB supports exempting from revenue limits any monies appropriated pursuant to the capital expansion fund statute for the purpose of maintenance of school facilities. (2013-3)
5. 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 Low-Revenue Ceiling and Secondary Cost Ceiling Alignment
The WASB recommends that the minimum revenue cap (or low-revenue ceiling) be increased by 100 percent of the prior year statewide average shared cost per member, that the low-revenue ceiling be equal to the secondary cost ceiling, and that both the secondary cost ceiling and the low-revenue ceiling be adjusted annually. (2003-5)(2009-9)

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

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

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 districts. (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)

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

(a) Students in Public Housing
Federal funding, in lieu of local taxation, for the education of students coming from public housing units.

(b) Vocational Aid Distribution
The distribution of federal vocational aids in Wisconsin based on the number of students served by each system.

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

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

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

2.63 Impact Aid
The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking Congress to fully fund Impact Aid as it did from the creation of the program in 1956 until 1969, and will also work with the NSBA to try to secure greater funding of Impact Aid, including by offering a proposed resolution to the NSBA urging NSBA to lobby Congress for a similar increase in federal Impact Aid. (2017-8)

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 supports the current voucher funding mechanism, under which taxpayer-financed vouchers are provided to private schools through deducting state aid from public school districts. The 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 statewide voucher program, the Racine voucher program, the Milwaukee voucher program, or the special needs voucher program. (1991-16)(2007-2012)(2013-6)(2014-2)(2014-3) (2014-4)(2016-3)(2018-5)(2019-10)

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

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

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

### MISCELLANEOUS

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

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

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

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

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

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

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

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

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

#### 2.88 Trust for the Purchase of Long-Term Fixed Assets
The WASB supports creating a statutory mechanism to allow school districts to place into a trust for future use a portion of their general funds that would be counted as shared costs for state aid purposes in the year the funds are placed in trust. Such a trust would be used for the purchase of long-term fixed assets, including but not limited to, school buses, vans, snowplows, phone systems, or other technology items with a useful life of more than one year when purchased in bulk, and such trust funds must be spent pursuant to a long-range plan adopted by the school board of the district. (2016-5)
Chapter 3 — Educational Programs

Student Achievement

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

1984-2;1996-7

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

1992-8;1996-1;2009-15;2017-9

(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

3.02 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 achieve 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
EDUCATIONAL PROGRAMS

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.

(1996-7)

ASSESSMENT

3.10 Student Assessment
The WASB supports the principle that student assessment is to improve student achievement. The WASB supports the principles that student assessment should be designed for teachers to help individual supports the principles that student assessment to improve student achievement. The WASB supports the principle that the primary objective for student assessment is to provide information about student achievement in critical thinking, problem-solving, survival skills, basic employment traits and attitudes.

(1985-4)

3.11 Assessment Legislation
The WASB supports legislation to:

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

(b) Provide research and technical assistance to districts to develop their own assessment systems;

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

(2002-6)(2008-4)

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

(2016-10)

3.144 State Funding of Tests used for Accountability Purposes
The WASB supports state funding to enable local school districts to make the ACT suite of tests and/or other comparable standardized tests available to all students free of charge.

(2013-5)

3.12 Growth Model Assessment
The WASB supports the use of state and/or local academic standards with a growth model assessment for demonstrating student proficiency for the purposes of meeting state and federal accountability standards.

(2008-3)

3.125 Measuring College- and Career-Readiness
The WASB supports the use of a framework of multiple valid and reliable readiness indicators to more accurately assess students’ college- and career-readiness to succeed in life.

(2008-3)

3.13 Uniform State Data
The WASB supports statewide assessment reports that are statistically valid for comparison through uniform measurement and student participation.

(2000-12)

3.14 Access to Data Reports
The WASB supports efficient, cost-effective systems to track and report student achievement data in the state's assessment and accountability system to allow the specific accountability standards.

(2008-3)

3.15 Competency for Promotion
(a) The WASB believes that school boards should require students being promoted to a higher grade to attain a specified level of competency in reading, social studies, language arts, mathematics and science. The student has not attained the specified level, the school board shall provide that a plan of corrective be developed to assist the student to become proficient in any deficiencies.

(1985-4)(1998-8)

3.16 Competency for Graduation
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.

(1999-10)

3.165 State Mandated Graduation Requirements
The WASB supports school board control for determining high school graduation standards and the assessments that will be used to issue a high school diploma. If the state requires assessments for graduation, those assessments should be fully funded by the state.

(2016-11)

3.17 Elementary and Secondary Education Act (ESEA)
(formerly known as No Child Left Behind) The WASB opposes a mandated national test. The WASB will work with our legislators, the National School Boards Association, the Department of Public Instruction and other education groups to adapt the Elementary and Secondary Education Act to:

(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 testing

(2016-11)

EDUCATIONAL PROGRAMS

3.115 State Funding of Tests used for Accountability Purposes
The WASB supports state funding to enable local school districts to make the ACT suite of tests and/or other comparable standardized tests available to all students free of charge.

(2013-5)

3.12 Growth Model Assessment
The WASB supports the use of state and/or local academic standards with a growth model assessment for demonstrating student proficiency for the purposes of meeting state and federal accountability standards.

(2008-3)

3.125 Measuring College- and Career-Readiness
The WASB supports the use of a framework of multiple valid and reliable readiness indicators to more accurately assess students’ college- and career-readiness to succeed in life.

(2008-3)

3.13 Uniform State Data
The WASB supports statewide assessment reports that are statistically valid for comparison through uniform measurement and student participation.

(2000-12)

3.14 Access to Data Reports
The WASB supports efficient, cost-effective systems to track and report student achievement data in the state's assessment and accountability system to allow the specific accountability standards.

(2008-3)

3.15 Competency for Promotion
(a) The WASB believes that school boards should require students being promoted to a higher grade to attain a specified level of competency in reading, social studies, language arts, mathematics and science. The student has not attained the specified level, the school board shall provide that a plan of corrective 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.

(1999-10)

3.16 Competency for Graduation
The WASB recommends that each school board adopt a policy requiring students receiving a high school diploma to have achieved a specified level of competency in reading, writing, mathematics, social studies and science. The WASB recommends that schools provide instruction for students in critical thinking, problem-solving, survival skills, basic employment traits and attitudes.

(1985-4)

3.165 State Mandated Graduation Requirements
The WASB supports local school board control for determining high school graduation standards and the assessments that will be used to issue a high school diploma. If the state requires assessments for graduation, those assessments should be fully funded by the state.

(2016-11)

3.17 Elementary and Secondary Education Act (ESEA)
(formerly known as No Child Left Behind) The WASB opposes a mandated national test. The WASB will work with our legislators, the National School Boards Association, the Department of Public Instruction and other education groups to adapt the Elementary and Secondary Education Act to:

(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 testing

(2016-11)
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)

3.21 Charter Schools
The WASB opposes the creation or operation of a state-level charter school authorizing body that would be legally empowered to authorize independent charter schools throughout the state. (2012-11)
The WASB supports charter schools for experimental and innovative programs provided:
(a) The school board is the sole chartering agency.
(b) Exemptions from many state “input-type” standards and restraints are allowed in exchange for accountability to clear and high standards of student outcomes.
(c) Funding arrangements are determined by the school board and charter school.
(d) Charter schools are required to maintain health and safety standards for pupils and 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)
(e) The WASB supports maintaining a school board’s final authority to approve charter school applications. (2007-8)

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)

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)

Early Childhood Education
The WASB supports high quality early childhood/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)

3.24

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)

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

3.26 Human Growth and Development
The WASB supports legislation providing flexibility to 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)

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

3.28 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
Interactive Communications Systems
The WASB supports the development of interactive communication systems which link schools in Wisconsin with other educational, informational and training programs and resources throughout the world. The development of interactive communications systems should include:
(a) Public and Private Initiatives
Public and private initiatives to enhance Wisconsin’s electronic infrastructure, to ensure special rates for school districts and provide adequate funding for every classroom in every school district to access and utilize high-capacity, interconnected networks throughout all areas of the State. (1994-7)(1995-1)
(b) Financial Support
Financial support from state and federal sources for clusters of schools to develop regional interactive communication systems which may link to the state network. (1992-4)
(c) Coordinated State Initiative
A coordinated state initiative to plan, develop and fund various educational training programs. (1992-4)
(d) Allow Flexibility
Policies, guidelines and teacher certification rules, which allow maximum flexibility to schools to utilize the system for student instruction, training of educators and others, and data transmission. (1992-4)

(e) Oversight of K-12 Technology
A statewide educational oversight system, with elementary and secondary school district representation, which is driven by a primary mission of serving those school districts to improve the availability and quality of program offerings and professional development in those districts. (2011-01)
3.31 Technology in the Classroom
The WASB supports and encourages the integration of technology into the curriculum. (1997-4)

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

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

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

3.35 Statewide Contracting for Virtual Classes
The WASB supports increasing the educational opportunities for every student in Wisconsin and requiring the state to establish statewide contractual pricing agreements with multiple vendors of virtual courses. Districts would remain free to choose which vendors and courses are appropriate for their individual needs. (2005-16)

3.36 CESAs and Virtual Charter Schools
The WASB supports allowing CESAs to enter into cooperative agreements with individual school districts to establish virtual charter schools authorized by the board of the local school district. The WASB opposes legislation granting CESAs the authority to establish independent virtual charter schools.
Should any CESA be authorized to operate a virtual charter school without entering into a cooperative agreement with a school district, the WASB supports limiting per pupil payments to any CESA authorized virtual charter school to an amount identical to the per pupil amount of the open enrollment transfer payment to prevent CESA-authorized virtual charter schools from unfairly competing with school board-authorized virtual charter schools. (2012-12)

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, country children with disabilities education boards and school districts. The WASB supports mainstreaming and/or inclusion of children with disabilities into regular classrooms when it benefits all students. (1997-3)(1999-1)

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

3.42 Rule and Instructional Review
(a) Rule Review
The WASB urges the DPI to review and clarify its rules regarding exceptional, special and regular education in order to meet the special needs of children in the least restrictive environment. The DPI should communicate this to local school districts so that ordinary developmental problems, particularly in the early grades, may be easily remedied with a minimum of rules, regulations and paperwork. (1982-14)
(b) Instructional Review
The WASB supports ongoing review and analysis of disability eligibility criteria, staff licensure restrictions and other mandates that may unnecessarily restrict program flexibility in school districts, hinder effective instructional practices or lead to overidentification of special education students. (2000-14)

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

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

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

3.45 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)(1995-1)

3.46 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)

3.47 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)

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

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

3.51 Seat Belts

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

3.52 Bus Drivers

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

3.53 Pupil Safety

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

3.54 Transportation Restricted to School Days

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

3.55 Private School Transportation

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

(a) Per Pupil Reimbursement for Transporting Private School Pupils

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

3.56 Industry Input

The WASB supports expansion of opportunities for technical colleges, post-secondary institutions and employers to partner with schools to develop technical and manual skills. The WASB supports legislation to encourage the use of apprenticeship programs and additional technological training of students and stimulate development where programs are deficient. (1999-14)

3.57 Contracting with Technical Colleges

The WASB supports the policy of requiring area technical colleges to provide contrast with public schools within their area, education services requested by the public schools and being offered by area technical colleges. (1986-7) (1995-1)

3.58 Costs for Technical College Classes

The WASB supports that college courses 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)

3.59 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)

3.60 Career Education Aid

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

3.61 Industry Instructors

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

3.62 Industry Input

The WASB supports legislation to include 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. (1981-9)

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 private 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 provide technical and administrative support 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)

3.64 Transpired Credit

The WASB supports state policies that increase the availability of transcripted 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 student’s resident school district (or primary district of attendance), including through the Start College Now Program. (2015-5) (2019-20)

3.65 Career Education/Start College Now Programs

(a) Start College Now Program

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)

(b) Early College Credit/Start College Now Program

The WASB supports that college courses 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)
### Educational Programs

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<tr>
<th>Topic</th>
<th>Details</th>
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| 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 signed by the student, employer, school official and parent.  
(c) Limit the number of hours a student may work to less than 25 hours per week.  
(d) A student with an unexcused absence from school may not work that day.  
(e) The work permit shall be issued only at the school in which the student is enrolled. (1991-10) |

| 3.69 Technical Education and Work-based Learning Opportunities | The WASB supports increasing the availability of technical education and work-based learning opportunities in high schools and urges the Legislature and the Department of Public Instruction to thoroughly examine and modify, as needed, all existing programs, statutes and standards designed to prepare students for career opportunities. (2013-9) |

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### Student Relations

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<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>3.70 General Policy</td>
<td>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 contemplate that all personnel identified with the school will contribute constructively toward this educational goal.</td>
</tr>
</tbody>
</table>

| 3.71 Students on School Boards | The WASB encourages local school boards to consider involving high school students as nonvoting participating members 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) |

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### Discipline

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<th>Topic</th>
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<tr>
<td>3.78 Modify Out-of-State Tuition Payment Statute</td>
<td>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)</td>
</tr>
</tbody>
</table>

| 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) |
### Educational Programs

#### 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)

#### 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)

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

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

#### Athletics

#### 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)

#### 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)

#### 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)

### 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.
4.10 Personnel

Concerning compensation and working conditions

The WASB supports the present policy of representatives of school employees. An agreement with the elected public officials and collective bargaining should place firmly the accountable. The state law governing public sector bargains impasses, since arbitration results in opposition to mandatory binding arbitration of public employees. The WASB reaffirms its strong and conditions of employment of non-supervisory being one method for determining Negotiations, or a renewal process does not constitute discipline or a termination that would trigger the Act 10 grievance procedure. (2012-14)

Collective Bargaining

4.10 Negotiations, Strikes and Binding Arbitration

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

4.13 Local District Determination

The WASB supports the present policy of each local district determining its own policies concerning compensation and working conditions for its employees according to requirements provided by law and with the voluntary assistance of the Wisconsin Employment Relations Commission (WERC). The Association and its members oppose enactment of laws or regulations which would compel school boards to surrender any part of their responsibilities. (1984-5)

4.15 Open Negotiations

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

4.16 Regional Bargaining

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

4.17 Assessing Collective Bargaining

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

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

4.18 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)

4.20 Public Employer on UC Council

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

4.21 Eligibility

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

4.22 Vacation Periods

The WASB opposes legislation to extend unemployment compensation benefits to school employees during school vacation periods and summer months if such employees expect to be employed when the school term resumes. (1991-1)

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:

- Retirement Committee Membership
  - Membership on the various retirement committees of the Legislature and Department of Employee Trust Funds should be balanced between employees and employers. (1979-24)
- Employer Representation
  - Employer representatives 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)

4.31 Soundness

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

4.32 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)

4.35 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)

Retirement Options

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

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 Wisconsin Retirement System (WRS) Retirees
The WASB supports legislation that would: a) allow a person who is receiving a Wisconsin Retirement System (WRS) retirement annuity to be rehired in WRS participating employment after at least a 30-day break period between terminations of their original and new WRS employment; and b) restore to such rehired employees the option to continue to receive their WRS annuity (but not accrue any additional WRS contributions or service credit), regardless of the number of hours worked. (2012-16) (2015-11)

(a) Rehiring Retired Teachers—Affordable Care Act Issues
The WASB supports legislation to clarify that under the federal Affordable Care Act a retiree who participates in a school district’s retiree-only Health Reimbursement Arrangement (HRA) may return to employment in that school district for less than 30 hours per week without jeopardizing his or her eligibility to continue to receive retiree health benefits through an HRA and without jeopardizing the school district’s compliance with the Affordable Care Act. (2015-14)

CONTRACTS

4.41 Repeal of “Populous Counties Teacher Tenure” Statute
The WASB supports the repeal of the “teacher tenure” statute. (2015-12)

TRAINING

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

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

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

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

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)

4.53 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)

4.54 Inservice
The WASB and member school boards support inservice and staff development programs for school districts. (1964-7)

CERTIFICATION/LICENSURE

4.60 General Policy
The WASB supports requiring institutions of higher education to: a) include a mentorship/residency and a training requirement; and b) require a teacher currently teaching in that subject area, or a master teacher certification. (2005-21)

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

(a) Technical Education Teacher Shortage
The WASB supports reasonable efforts to address the shortage of licensed technical education teachers, including efforts to increase the number of licensed teachers qualified to be in a classroom in technical education content areas where shortages are most acute. (2015-04)

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

4.62 Temporary Certification
The WASB shall urge the DPI to consider carefully and to grant all reasonable requests from districts for temporary certification of teachers in areas other than those in which they are already certified. (1982-5)

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

(a) Bilingual Education
Allow exceptions to bilingual education requirements for districts which are unable to employ qualified bilingual education teachers and supervisors. (1981-16) (1994-1)

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

4.66 Professional Growth
The WASB supports proposals providing the continuing proof of growth requirements for licensure. (1980-5)

4.67 Mentoring Duties
The WASB supports, as a professional obligation, that teachers perform mentoring duties without additional compensation. (2001-11)

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

4.69 Special Education Licensure
The WASB supports requiring all school districts to provide special education services to all children with disabilities. (1980-3)
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)

4.72 Rural School Staff Recruitment and Retention

The WASB supports state and federal initiatives to support 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 in Wisconsin. (1989-11)

4.70 Teacher Incentives

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)

4.69 Revocation

The WASB supports legislation to require the DPI to revoke the license of any teacher who has been dismissed or non-renewed by a school board for intentional or accidental use of 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

The WASB supports legislative efforts of school districts to develop pay-for-performance systems that acknowledge the achievement and work of all teachers, including compensating teachers, administrators and support staff. (1989-1)(1996-8)

(a) Staff Dismissal

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

(b) Staff Improvement

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

(c) Student Achievement as Performance Criteria

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

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

4.80 Evaluations

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

4.81 Pay-for-Performance

The WASB supports legislation that would allow 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 expects 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 be evaluated. (2014-7)

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 to 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)

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)

National Board of Education

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

5.12 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

Confront 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)
5.16 NSBA Membership
The WASB will maintain membership in the federated National School Boards Association and will participate in and support, when compatible with WASB policies, its programs and policies. This association urges members to actively participate in and support activities of the National School Boards Association.

STATE RELATIONS

DEPARTMENT OF PUBLIC INSTRUCTION

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

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

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

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

5.24 Boundary Appeal Board Decisions
The WASB supports prohibiting the boundary appeal board from:
- Approving a proposed school district reorganization that will make part of a school district’s territory noncontiguous.
- Considering open enrollment student transportation as a factor in making any decision regarding school district reorganization. (2006-3)
- Considering appeals arising from the tuition payment statute. (2015-10)

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

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

5.27 Higher Education
The WASB supports:
- Clarifying the standards to be used to determine the asset transfer calculation in both the large and small parcel detachment-reattachment process. (2016-15)

5.28 Open Budget Discussion
The WASB supports:
- Requiring school districts to conduct regular open 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)
- Requiring the Department of Public Instruction to develop a process to provide school districts with information about state programs that fund school districts. (2019-1)

5.29 School District Reorganization
The WASB supports:
- Providing school districts with the opportunity to reorganize under a process that is fair and transparent. (2019-1)

5.30 Educational Research
The WASB supports:
- Requiring the Department of Public Instruction to develop a research agenda that aligns with state educational policies and priorities. (2019-1)
- Requiring school districts to conduct regular open 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)
- Requiring the Department of Public Instruction to develop a process to provide school districts with information about state programs that fund school districts. (2019-1)

5.31 Technical College Board Selection
The WASB supports a technical college board selection procedure for selection by school board presidents. (1988-3)

5.32 Technical College Funding
The WASB supports the following changes to statutes relating to and governing transfers of territory from one school district to another:
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5.33 CESA Funding
The WASB supports:
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5.34 CESA Boundary
The WASB supports:
- Requiring the Department of Public Instruction to develop a research agenda that aligns with state educational policies and priorities. (2019-1)
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- Requiring the Department of Public Instruction to develop a process to provide school districts with information about state programs that fund school districts. (2019-1)

GOVERNMENT RELATIONS

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

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

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

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

5.16 NSBA Membership
The WASB will maintain membership in the National School Boards Association and will participate in and support, when compatible with WASB policies, its programs and policies. This association urges members to actively participate in and support activities of the National School Boards Association.

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- Requiring the Department of Public Instruction to develop a research agenda that aligns with state educational policies and priorities. (2019-1)
## GOVERNMENT RELATIONS

### 5.51 Public Records Law

- **Records Retention**
  - The WASB supports legislative review and clarification of statutory record retention requirements. (2003-17)

- **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 student 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 telecommunication services to school districts and the public. (2002-17)

### 5.57 Cable and Video Services

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

### 5.58 State Cooperative Purchasing Program

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

### 5.59 Low-Cost Internet Access

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

### 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)

### 5.64 Indigenous Peoples’ Day

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

### 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)
HEALTHY STUDENTS

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

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

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

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

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

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

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

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

6.065 Mental Health Revenue Limit Exemption
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 of a mental health coordinator;
- Hiring of an autism coordinator;
- Hiring a behavioral specialist or interventionist; and
- Contracting with outside agencies for mental health screening in grades preK-12.
6.10 SAFE SCHOOLS/HEALTHY STUDENTS

- Hiring a parent/peer advocate; or
- Training for staff in the areas of trauma sensitive schools, restorative practices, youth mental health first aid, and emotional regulation (2016-14)(2017-12)(2019-14)

6.07 Trauma-Informed Care

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

6.08 Early Childhood Development and Education

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

In addition, the WASB recognizes the benefits of:
- Universal screenings of pre-school children to ensure that children are attaining key developmental milestones prior to enrolling in school;
- Early intervention, prior to kindergarten or 4K, for children identified to be at-risk of not attaining developmental milestones or for those who have social-emotional deficits that could impair their ability to learn and/or interfere with the ability of other children to learn in a school environment;
- Early literacy initiatives that encourage parents and other caregivers to introduce children to books at an early age; and
- Providing parent education to equip parents of pre-school children to better aid their children in their development. (2019-15)

SAFE SCHOOLS

6.10 Societal Issues

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

Weapon Possession

(a) The WASB supports legislation that is intended to ensure the safety of school-sponsored activities. The WASB will support legislation limiting or prohibiting the purchase or possession by children of firearms, knives, spring guns, air guns, and other weapons. The WASB will also support legislation requiring school officials to be notified of the disposition of legal cases involving juveniles found guilty of weapons violations, assaults or other crimes which resulted or could have resulted in injury to others. (1993-5)

(b) The WASB supports safe learning environments for all children, free of guns and other weapons. Further, the WASB opposes any initiatives at the state or federal level that would legalize any further ability for anyone, with the exception of sworn law enforcement officers, to bring a weapon or possess a weapon, including a facsimile or “look alike” weapon, concealed or otherwise, in school zones or lessen the consequences for violation of existing safe school policies relating to guns and other weapons.


(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)

6.11 SAFE SCHOOLS/HEALTHY STUDENTS

6.115 School Safety

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 supports that the state Legislature and Governor enact comprehensive school safety legislation, including:
- Legislation allowing prosecutors to bring appropriate 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 and;
- 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 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. (2019-16)

6.12 Healthy Schools

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

6.13 State and Local Responsibility

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

6.14 Environmental Hazards Inspection and Remediation

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

6.15 Juvenile Justice

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

6.16 Safe and Welcoming School Environments

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

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 renew 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)
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. Any such resolution received at the principal office of the Association not before September 15 of the year 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 as long as they provide each member district a copy of their proposed resolution 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 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
Barton Area
Barthel
Birchwood
Brace
Butternut
Cameron
CESA 11
CESA 12
Chetek-Weyerhaeuser
Clayton
Clear Lake
Cumberland
Dunnmond Area
Flambeau
Frederic

REGION 2
Algonquin
Amherst
Barron Area
Bayfield
Birchwood
Bruce
Butternut
Cameron
CESA 11
CESA 12
Chester-Weyerhaeuser
Clayton
Clear Lake
Cumberland
Dunnmond Area
Flambeau
Frederic

REGION 3
Algoa
Ashwaubenon
Bekker-Dunbar-Pembine
Bemidji
CESA 7
CESA 8
Colden
Czart
Duluth
DePere
Girard Area
Gilbert
Goodman-Armstrong Creek
Green Bay Area
Green Bay
Howard-Suamico
Kewaunee
Lenawee
Luxemburg-Casco
Mariette
Menomonie Indian
Niagara
Oconto
Oconto Falls
Pesho
Pulaski Community
Seymour Community
Sevastopol
Shawano
Southern Door
Sturgeon Bay
Suring

WASHINGTON
Wausau
West DePere
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
Menominee Area
Moncodi
New Auburn
New Richmond
Oconto-Foxfield
Pepin Area
Plum City
Prescott
River Falls
Saint Croix Central
Somerset
Spring Valley
Stanley-Boyd Area

REGION 5
Almanufact
Ammon-Chippewa
Anchorage
Auburndale
Bowler
Colby
D. C. Everest Area
Edgerton
Gilman
Green Bay Area
Greenwood
Loyal
Marathon City
Mashfield
Medford Area
Menominee Area
Mosinee
Nekoosa
Oconto
Pineville

REGION 6
Alma
Alma Center
Arcadia
Bangor
Black River Falls
Blair-Taylor
Brant
CESA 4
Cochrane-Fountain City
Cole-Enrlick-Trempealeau
Edgerton
Green Bay Area
Greenwood
Loyal
Marathon City
Mashfield
Medford Area
Menominee Area
Mosinee
Nekoosa
Oconto
Owen-Withee
Pepin

Back to TABLE OF CONTENTS
INDEX

W
Waivers of Laws and Rules 3, 5
WASB Seminars
General Policy 41
Weapon Possession 44
Concealed Weapons 44
In school buildings 44
Law Enforcement Officers 44
Well-rounded Curriculum 19
Well-rounded Education 19
Whole-Grade Sharing 23
WIAA 30
WIAA Autonomy 30
WIAA Governance 30
Wisconsin Retirement System (WRS) 33
WRS Annuity 34
Work-based Learning Opportunities 28
Work Permits 28
Y
Youth Apprenticeship Programs 22, 26
Youth Employment 28

2019 WASB BOARD OF DIRECTORS

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Region 2  Capt. Terry McCloskey, USN Retired  Three Lakes
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Region 5  Cheryl Ploeckelman  Colby
Region 6  Mary Jo Rozmenoski  Black River Falls
Region 7  Barbara Hertog  Oshkosh
Region 8  Andrew Maertz  Reedsville
Region 9  Mike Humke  Dodgeville
Region 10  Bill Wipperfurth  Lodi
Region 11  Brett Hyde  Muskego-Norway
Region 12  Tom Weber  Sun Prairie
Region 13  Rosanne Hahn  Burlington
Region 14  Tony Baer  Milwaukee
Region 15  Lester Spies  Germantown

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First Vice President: Bill Yingst, Sr.
Second Vice President: Susan Todey
Immediate Past President: Mary Jo Rozmenoski
Executive Director: John Ashley

2018 POLICY AND RESOLUTIONS COMMITTEE

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Judy Conlin, Rhinelander
Victor Ambrose, Chequamegon
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Mike Van Eperen, Wrightstown Community
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Ron Key, Mondovi
Joe Luginbill, Eau Claire
Jeff Redmon, Saint Croix Central
Jane Rusch, Wausau
Valerie Kulesa, Gilman
Mary Jo Rozmenoski, Black River Falls, Chair
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Jean Maurice Boyer, Neenah
Ryan Burg, Sheboygan
Holly Thurow-Rixhi, Brillion
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