

1                                   **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**  
2                                   Madison, Wisconsin  
3                                   November 29, 2023

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5                                   **REPORT TO THE MEMBERSHIP ON PROPOSED 2024 RESOLUTIONS**  
6                                   WASB Policy & Resolutions Committee  
7                                   Mike Humke, Dodgeville School Board, Chair  
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10                                  **Resolution 24-01: *Student Teachers & WIP Interns***

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12                                  **Create:** The WASB supports revision of Wisconsin’s post-secondary student teacher programs and  
13 Wisconsin Improvement Program (WIP) Internships for consistency, accessibility, and to incentivize  
14 talent development across the state which may include year-round licensure, waiver of fees, and/or  
15 payment of stipends.

16  
17                                  **Rationale:** Wisconsin continues to experience an extreme teacher shortage which jeopardizes the  
18 ability of districts to provide high quality education through well trained available staff, as well as to  
19 fill specialty and substitute teaching needs. Targeting the teacher training pipeline, removing barriers,  
20 and offering creative incentives such as pay for student teaching, flexibility in internship licensure for  
21 districts, and the ability for education candidates to substitute teach are part of addressing this  
22 challenge.

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25                                  **Resolution 24-02: *Stipends for Cooperating Teachers***

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27                                  **Create:** The WASB supports creation of a stipend program to incentivize and compensate  
28 Wisconsin DPI designated cooperating teachers for consistency, accessibility, and to boost talent  
29 development across the state.

30  
31                                  **Rationale:** Cooperating teachers help preservice student teachers understand the dynamics of the  
32 classroom. They mentor student teachers as they navigate the development of lesson plans that  
33 align with state standards; implement effective methodologies and strategies to meet the  
34 academic and behavioral needs of all learners; and, design assessment tools to collect data for the  
35 purposes of monitoring progress. The state currently does not pay cooperating teachers who take  
36 on preservice student teachers. Some teachers do take on the responsibility of having student  
37 teachers; however, it is additional work and universities may be challenged to fill the pool of  
38 cooperating teachers for student teachers.

1 **Resolution 24-03: Federal Aids-Facility Barriers for Students with Disabilities**

2  
3 **Amend Existing Resolution 2.60(c)** as follows (*adding the underlined language and deleting*  
4 *the stricken language*): (c) Federal ~~aid~~ funding for the removal of barriers in school facilities  
5 which may limit access by students and others and to ensure compliance with federal law.

6  
7 **Rationale:** This resolution seeks to update the language of WASB’s existing resolution on  
8 Federal Aids to reflect more current terminology. It also seeks to tie the resolution more directly  
9 to current federal law.

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11  
12 **Resolution 24-04: Special Education-General Policy**

13  
14 **Amend Existing Resolution 3.40(c)** as follows (*adding the underlined language and deleting*  
15 *the stricken language*): The WASB supports careful diagnosis and screening of all children by  
16 professional employees to help identify children with disabilities as early as possible. The WASB  
17 also supports special programs that meet the educational needs of children with disabilities  
18 through CESAs, county children with disabilities education boards and school districts.

19  
20 The WASB supports ~~mainstreaming and/or inclusion of children with disabilities into regular~~  
21 ~~classrooms when it benefits all students~~ best practice inclusion of children with disabilities in the  
22 general education environment. All children with disabilities deserve access to the general  
23 education environment to the greatest extent possible.

24  
25 **Amend Existing Resolution 3.43** as follows (*adding the underlined language and deleting the*  
26 *stricken language*): The WASB maintains that local school districts should have the flexibility  
27 to offer alternatives in addition to ~~mainstreaming~~ access to the general education environment as  
28 “the least restrictive environment and most appropriate” for educating children with disabilities  
29 as required by law.

30  
31 **Rationale:** “Mainstreaming” is an outdated term that doesn’t align with the goal of inclusive  
32 practices. The revision to the resolution aligns better with the federal Individual with Disabilities  
33 Education Act (IDEA).

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36 **Resolution 24-05: State Specialty Schools**

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38 **Amend Existing Resolution 3.481** as follows (*adding the underlined language and deleting*  
39 *the stricken language*): The WASB supports continued operation of state-funded specialty  
40 schools that serve students who are ~~visually handicapped and hearing impaired~~ blind or visually

1 impaired and/or deaf or hard of hearing. An IEP team should determine if a specialty school is  
2 the appropriate educational placement.

3  
4 **Rationale:** The terms used in the original resolution are outdated. The state schools have updated  
5 their language to reflect the terminology suggested in the revised resolution. The added language  
6 clarifies that placement in a specialty school is the determination of the IEP team which includes  
7 education experts familiar with the student’s educational needs and the student’s parents/legal  
8 guardians.

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11 **Resolution 24-06: *Seclusion and Restraint***

12  
13 **Create:** The WASB supports continued best practice resources, training, and funding to support  
14 school districts in seclusion and restraint practices with a focus on improving systems and  
15 reducing harmful events.

16  
17 **Rationale:** Seclusion and restraint are widespread practices in schools throughout the state and  
18 some advocates cite statistics that they are disproportionately used on students with disabilities  
19 and students of color. For example, students with disabilities are involved in a high majority of  
20 incidents, despite comprising only 14 percent of the statewide student population.

21  
22  
23 **Resolution 24-07: *Office of School Safety***

24  
25 **Create:** The WASB supports state funding and staff to maintain the functions of the Office of  
26 School Safety, including but not limited to grants for schools, trainings for school staff and law  
27 enforcement on preventing and mitigating school violence, and maintenance of the 24-hour  
28 hotline to confidentially report potential threats.

29  
30 **Rationale:** School safety is a top issue for parents across Wisconsin. Funding for continuation of  
31 the Office of School Safety was not included in the final 2023-2025 biennial budget. Despite the  
32 recent announcement by the Department of Justice of an extension of one-year’s funding for the  
33 office, state funding may be required to ensure the office can fully operate beyond 2024. The  
34 office was established in 2018 with bipartisan support to distribute \$100 million in federal grants  
35 to schools to strengthen schools’ safety protocols and support schools to do criminal incident  
36 mapping. Without additional state funding, the office may not be able to continue operating in  
37 the way it has since it was created and decrease resources available to districts to enhance their  
38 safety.

1 **Resolution 24-08: *Artificial Intelligence***

2  
3 **Create:** The WASB recognizes the significance of Artificial Intelligence as a newly developing  
4 technology and looks to be a part of the state discussion as Artificial Intelligence evolves.

5  
6 **Rationale:** Artificial Intelligence is a developing technology whose impacts will have far-  
7 reaching consequences for education and society. The WASB should seek to be a part of ongoing  
8 legislative discussions surrounding Artificial Intelligence regulation and development so that the  
9 educational perspective is not left out of the conversation.

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12 **Resolution 24-09: Classroom Technology**

13 (Note: Existing Resolutions relating to “Classroom Technology” are found in the Resolutions  
14 Book at pp. 24-25.)

15  
16 **REPEAL the following existing resolutions:**

- 17 • 3.30 Interactive Communications Systems
- 18 • 3.31 Technology in the Classroom
- 19 • 3.32 Educational Technology Initiative
- 20 • 3.33 Online Courses
- 21 • 3.34 Virtual Schools
- 22 • 3.35 Statewide Contracting for Virtual Classes
- 23 • 3.36 CESAs and Virtual Charter Schools

24  
25 **And RECREATE as follows:**

26  
27 **EDUCATIONAL TECHNOLOGY**

28  
29 **3.30 General Policy**

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

33  
34 **3.31 State Funding**

35 The WASB supports state-funded educational technology initiatives to ensure that school  
36 districts have the technological capacity for students to succeed in the 21st century and to meet  
37 state requirements, such as online adaptive testing, the state accountability system, curriculum  
38 and instructional standards aligned to college and career readiness, and rigorous teacher and  
39 principal evaluation systems. (2013-1)

1 **3.32 Virtual Charter Schools**

2 The WASB supports that publicly funded virtual charter schools must follow state accountability  
3 standards and transparency requirements.  
4

5 **3.33 CESAs and Virtual Charter Schools**

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

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

18 **Rationale:** These resolutions are outdated. These changes are meant to update terminology and  
19 consolidate resolution language into a more concise and coherent policy. This is  
20 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was  
21 added.  
22  
23

24 **Resolution 24-10: Revenue Limits**

25 (Note: Existing Resolutions relating to “Revenue Limits” are found in the Resolutions Book at  
26 pp. 14-15.)  
27

28 **REPEAL the following existing resolutions:**

- 29 • 2.40 State Cost Controls
  - 30 • 2.41 Modification of Revenue Limits
- 31

32 **And RECREATE them as follows:**

33  
34 **2.40 State Cost Controls**

35 The WASB is opposed to state-imposed revenue limits on school districts. (1992-13)(2010-6)  
36

37 **(a) Additional Revenue Limitations**

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

1 **2.41 Modification of Revenue Limits**

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

4  
5 The WASB also supports the following:

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

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

12  
13 (c) Changing the revenue limit FTE membership calculation to allow a district to use either a  
14 five-year rolling average, three-year rolling average or the current year membership, whichever  
15 is greater, and allowing a district to apply to the Department of Public Instruction for emergency  
16 aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

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

20  
21 (e) Providing that a district's revenue limit be determined prior to the start of the district's fiscal  
22 year.

23  
24 (f) The WASB supports legislation to implement a sliding scale formula factor multiplier to  
25 increase the membership of districts for revenue limit purposes. (2016-9)

26  
27 **Rationale:** Parts of these resolutions are outdated. These changes are meant to update  
28 terminology and consolidate resolution language into a more concise and coherent policy. This is  
29 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was  
30 added.

31  
32  
33 **Resolution 24-11: *Licensure***

34 (Note: Existing Resolutions relating to “Certification/Licensure” are found in the Resolutions  
35 Book at p. 36-38 and the Existing “4.80 Evaluations” is found at p. 38.)

36  
37 **REPEAL and RECREATE the following existing resolutions:**

- 38 • **4.60 General Policy**
- 39 • **4.61 Shortages**
- 40 • **4.62 Temporary Certification**
- 41 • **4.63 Alternative Certification**

- 1 • **4.635 DPI Licensing of Clinical Counselors**
- 2 • **4.64 Performance-based Licensure**
- 3 • **4.65 Teacher Competency Exam**
- 4 • **4.66 Professional Growth**
- 5 • **4.67 Mentoring Duties**
- 6 • **4.68 Charter School Teachers**
- 7 • **4.69 Revocation**
- 8 • **4.80 Evaluations**

9

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

11

12 **4.60 General Policy**

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

16

17 **4.61 Shortages**

18

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

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

25

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

27 The WASB supports reasonable efforts to increase the supply of licensed technical education  
28 teachers, including in technical education content areas where shortages are most acute. (2015-  
29 04)

30

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

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

37

38

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41

1 **4.62 Temporary Certification**

2  
3 The WASB supports temporary certification of teachers in grade levels or content areas other  
4 than those in which they are already certified to meet our members’ need with regard to staffing  
5 supply challenges. (1982-5)

6  
7 **4.63 Mentorship/Residency Model**

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

11  
12 **4.635 DPI Licensing of Clinical Counselors**

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

17  
18 **4.65 Teacher Competency Exam**

19 The WASB supports legislation that would require teachers to pass a state competency exam or  
20 demonstrate competency through alternative means before they are granted a license to teach in a  
21 Wisconsin public school district. (1999-8)

22  
23 **4.68 Charter School Teachers**

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

28  
29 **4.69 Revocation**

30 The WASB supports legislation to require the DPI to revoke the license of any teacher who has  
31 been dismissed or non-renewed by a school board for intentionally using school district  
32 technology to download, view or distribute pornographic material in violation of the district's  
33 acceptable use policy. The WASB further supports requiring the DPI to make information about  
34 the disposition of such cases publicly available if revocation is the result of the hearing. (2011-  
35 17)

36  
37 **4.80 Evaluations**

38 The WASB supports efforts of school districts to systematically and periodically evaluate and  
39 compensate teachers, administrators and support staff members based on performance. (1989-  
40 1)(1996-8)

41



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

2 The WASB supports the efforts of school boards to provide staff professional development to  
3 address staff improvement at the local level through effective evaluation and improved  
4 supervisory techniques that include coaching/mentoring. (1991-11)  
5

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

7 The WASB supports legislation that would allow districts to develop a teacher evaluation  
8 instrument that would include all test/assessment results as part of the criteria for evaluating  
9 teachers. The WASB supports efforts to develop a model teacher evaluation system, provided  
10 that such a system is not mandated, is implemented gradually, and allows districts that have  
11 piloted their own rigorous teacher evaluation systems to continue to use those evaluation  
12 systems. (1999-16)(2012-15)  
13

14 **(c)** The WASB supports efforts to: (1) develop definitions of key guiding principles of a high  
15 quality educator effectiveness system; (2) create model performance based evaluation systems  
16 for teachers and principals; (3) build a regulatory framework for implementation that includes  
17 how student achievement will be used in context; and (4) make recommendations for methods to  
18 support improvement and recognize performance. (2012-15)  
19

20 **Rationale:** These changes are meant to remove outdated language, update terminology and  
21 consolidate resolution language into a more concise and coherent policy. This is  
22 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was  
23 added.  
24

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