

WISCONSIN SchoolNews

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Dan Rossmiller
Executive Editor

Brock Fritz
Editor, WASB Director of Communications

RJ Larson
WASB Media Design
and Marketing Specialist

Nick Debner
Event Planner and Editorial Assistant

REGIONAL OFFICES

122 W. Washington Avenue
Madison, WI 53703
Phone: 608-257-2622
Fax: 608-257-8386

132 W. Main Street
Winneconne, WI 54986
Phone: 920-582-4443
Fax: 920-582-9951

ADVERTISING

Erica Nelson • 763-497-1778
erica.nelson@ewald.com

WASB OFFICERS

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Executive Director

Sandie Anderson
Wild Rose, Region 10
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Youth Apprenticeship Enrollment Reaches New Peak

Wisconsin's Youth Apprenticeship saw record-high enrollment for the fifth consecutive year, according to a late-April press release from the Office of Governor Evers. A record 12,141 high school juniors and seniors enrolled in the program during the 2025-26 school year, a 7% increase from 2024-25.

"That's great news for our workforce and our state," Gov. Evers said in the press release, noting the importance of ensuring the workforce meets the needs of the 21st century. "A big part of that work has been our efforts to make sure our own young people have the opportunity to gain the skills, connections and hands-on experience needed to succeed and build their careers right here in Wisconsin and to keep our homegrown talent here in our state."

Youth Apprenticeship is a one-year or two-year earn-while-you-learn program for high school juniors and seniors. It pairs work and related classroom instruction in a chosen occupation, such as health science; manufacturing; marketing; architecture and construction; agriculture, food and natural resources; and more.

Wisconsin was the first state in the nation to offer a youth apprenticeship program, launching it in 1991. □

STAT OF THE MONTH

12,141

The number of high school juniors and seniors enrolled in Wisconsin's Youth Apprenticeship program during the 2025-26 school year, a record high.

Source: The Office of Governor Evers

SURVEY: Communities Feeling Better About School Safety and Development

School Perceptions' 2025-26 community-wide surveys have shown that "communities are feeling much better about school safety and student development."

According to School Perceptions, scores are up by 5.3% from 2024-25 on people feeling like their district "maintains safe and secure schools." Additionally, the number of community members who feel their district "develops students' character" which rose by 13.2% from 2024-25. Both numbers represent post-pandemic highs for School Perceptions surveys.

"The even better news? The increases hold for non-parents, non-staff — your community members who

have the least direct connection to your schools," reads School Perceptions' release. "That means that not only are your staff and parents observing these improvements, but the rest of your community is hearing about them and feeling them as well."

Other significant increases in the community-wide surveys include:

- The school board is doing what it takes to make our district successful. (4.4%)
- How is the district doing to keep the public informed? (3.3%)
- The district has high expectations for students. (3.2%)
- How is the district doing to deliver a high-quality education. (3.0%) □

Literacy Coaches to Join 54 Wisconsin Schools This Fall

In April, the Department of Public Instruction announced that state-funded literacy coaches will be placed in 50 public schools where students are struggling to learn to read.

The coaches will be placed for the 2026-27 and 2027-28 school years. They will be paid for by the more than \$9 million released by the Joint Committee on Finance in June, according to Wisconsin Public Radio.

"Improving literacy takes sustained effort," State Superintendent Jill Underly said in a statement. "This work is about doing what's best for kids and making sure every student builds the strong reading foundation they need to succeed. That means ensuring educators have the time, support and coaching necessary to meet students where they are."

In the DPI's first literacy screening, released in November 2025, 36.8% of Wisconsin students in 4K through third grade tested below the 25th percentile for reading.

The 54 schools receiving coaches were selected after an application process that was based on third-grade state reading tests, geographic distribution and the school's demonstrated commitment. The school districts will hire the coaches directly through contracts with the DPI. □



Meeting Challenges Together

Three years can seem like a long time. That thought occurred to me as I pondered my upcoming third anniversary as the WASB's executive director. Back in mid-2023, the Legislature and Governor Evers had just agreed on a \$325 per pupil increase in revenue limits and increased the low revenue ceiling to \$11,000 per pupil. In addition, lawmakers had provided substantial increases in both general school aids (more than \$500 million) and special education categorical aid (just under \$100 million).

Although the effects of declining enrollment were beginning to be felt, the three-year rolling average used to calculate enrollment for revenue limits was insulating school districts to some extent from the full effect of the decline in enrollment statewide.

But other warning signs were present. After years of school referenda passing in record numbers and amounts, momentum slowed appreciably. Referenda to finance capital projects began to pass at a higher rate than referenda to finance districts' ongoing operations.

A year earlier, in 2022, respondents to the Marquette Law School Poll had begun to pick property tax levels as a higher concern than K-12 school funding. That preference for property tax relief over money for schools has only grown since then.

Although voters approved a majority (61%) of school referendums on the ballot in April 2026, we saw referendums in several districts fail for the second or third time in a row. As a result, some districts are pursuing dissolution, others are discussing it openly. Districts may try again in November, but nothing is guaranteed. With inflation rising and

voters increasingly concerned about "affordability," these are tough times for schools and taxpayers who support them.

Against this backdrop, I want you to know how much the WASB appreciates your support and membership. We recognize that times are tough. As evidence, the WASB Board of Directors has voted to maintain the WASB dues schedule at 2025-26 levels, with no increase.

We've also begun an informational campaign we call "Setting the Record Straight" to help you respond to misinformation you may be hearing about public schools. We encourage you to share these talking points in your community as the campaign continues through the summer.

To help you find ways to save money, we've begun a new partnership with BoardBook®, an affordable and dependable meeting management software platform developed by the Texas Association of School Boards, specifically for use by school boards. We think boards and districts will be able to achieve the same functionality at a lower price with BoardBook Premier, which is already being used in 34 Wisconsin school districts.

It was great to see so many new (and veteran) board members attend the WASB's New School Board Member Gatherings in late April. These member benefit onboarding sessions help acquaint new board members with what they need to "hit the ground running."

In May, we offered a five-part series of member benefit webinars on board members' roles and responsibilities. These sessions aim to further your understanding of governance, board powers, the Open

Meetings Law, public records and more. View the recordings at your convenience on WASB.org.

I'm looking forward to seeing many of you at the WASB Summer Learning Symposium, held July 10-11 at the Holiday Inn Stevens Point – Convention Center. Registration is now open. We promise engaging breakout sessions on artificial intelligence, school safety, finance, policy, student board representatives and more. It is a great opportunity to connect, network, exchange ideas and equip yourself with practical strategies for the 2026-27 school year.

Are there great things happening in your district? Showcase them by submitting a proposal for a 2027 State Education Convention breakout session, pre-convention workshop, student performance, student art exhibit, School Fair or student video team. The WASB is accepting breakout session proposals through June 19. (See Association News on page 24 for more information.)

Nominations for the WASB Business Honor Roll are also open. It's an opportunity for you to showcase your partners by submitting up to five local businesses that help your district carry out its mission. The deadline for submitting nominations is Aug. 7. (Turn to page 26 for more information on this program.)

There are many opportunities to share your district's story. We want to hear and showcase these stories while sharing the impact of Wisconsin public education.

In closing, I want to wish congratulations to all 2026 graduates and an enjoyable summer to all school leaders reading this. ■



REPORT TO THE MEMBERSHIP

Built on a tradition of providing high-quality service to member districts, the WASB is proud to serve you. With your membership, you have a valuable voice in statewide public education — and access to valuable member services. Highlights of the WASB's work for you from June 1, 2025, through May 12, 2026, include:

MEMBER DUES

VOTED TO MAINTAIN the 2025-26 fiscal year WASB Membership Dues Schedule rates in effect for the 2026-27 fiscal year. This effectively freezes the dues schedule in place.

LEGAL AND POLICY SERVICES

RESPONDED TO 2,950 law-related inquiries from members in **303 districts** and provided direct legal services to **65 districts**.

UPDATED AND REVISED WASB legal and policy publications, including the Policy Resource Guide, The Focus, Policy Perspectives, School District Election Schedule, Annual Meeting Booklet, Hiring Guide, Pupil Expulsion Overviews, New School Board Member Handbook, Open Meetings Law Brochure, Guide for Candidates, New Law Updates, Legal and Policy Newsletter, Exit Interview/Exit Survey Information and Tool, Impartial Hearing Officer Guide, Employee Handbook, Referenda Guide, and Title IX Training.

PROVIDED TIMELY LEGAL UPDATES through the Roles and Responsibilities webinar series, the monthly Legal and Legislative Video Update and the electronic Legal and Policy Newsletter.

Released updated **TITLE IX TRAINING** and hosted a webinar on district employees' use of social media, online communications and email.

MEMBER SERVICES

Received and responded to **187 MEMBER SERVICE INQUIRIES**.

LAUNCHED AN ENDORSEMENT RELATIONSHIP with BoardBook Premier®, providing WASB members with low-cost access to an all-in-one web-based meeting preparation software that helps organize materials, communicate with attendees, conduct meetings, generate meeting minutes and more.

CUSTOMIZED LEADERSHIP SERVICES

Directly served **37 SCHOOL DISTRICTS** with **customized consultations** (e.g., leadership roles and responsibilities, governance, leadership coaching, strategic planning and superintendent evaluation) and assisted many other districts with informal consultations.

Continued providing districts with access to the updated **ANNUAL BOARD DEVELOPMENT TOOL** at no cost in partnership with School Perceptions, and offered facilitation services on the tool for districts seeking to set goals based on the results.

Provided **56 SCHOOL DISTRICTS**, including 22 new subscribers, with the **Superintendent Evaluation Framework** to assist boards in fostering a productive board/superintendent relationship.

Developed presentations for the Fall Regional Meetings, Fall Legislative Conference, Wisconsin State Education Convention and **SUMMER LEARNING SYMPOSIUM**.

WASB INSURANCE PLAN

Provided timely, insurance-related updates **THROUGH WEBINARS AND ELECTRONIC ALERTS**.

Added to **ARCHIVAL LIBRARY** of insurance-related resources.

Held an August webinar on the **LATEST INSURANCE TRENDS**.

HIGHLIGHTS OF 2025-26 SERVICES

By making so many programs and services available to you and your district, the WASB is an investment in your district's ability to meet your student achievement goals. Visit us online at WASB.org or contact the association toll-free at **833-320-5333**. The WASB is here to serve you.

MEETINGS & EVENTS

Welcomed **3,219 ATTENDEES**, including **272 exhibitors**, to the State Education Convention, which offered **94 breakout sessions** and three general sessions.

Welcomed **147 REGISTRANTS** to the WASB/WSAA School Law Conference in February.

Hosted 106 registrants at the two-day **SUMMER LEARNING SYMPOSIUM** in July.

Held three online events for purchase and 25 complimentary **WEBINARS AND WORKSHOPS**.

Drew 759 attendees across 14 in-person **FALL REGIONAL MEETINGS** and one virtual meeting.

Held 14 in-person and one virtual **NEW SCHOOL BOARD MEMBER GATHERINGS** attended by 238 members.

MEMBER OUTREACH

WORKED WITH CAPTIVATE MEDIA to create the "Celebrating Our Public Schools Through the Voices of Wisconsin Students" video.

Followed by more than **3,400 X** users, **2,200** Facebook users and **1,000** LinkedIn users.

Compiled 4,900 hours watched, 14,600 views and 89,300 impressions on **VIMEO**, as well as 4,300 views and 15,600 impressions on **YOUTUBE**.

Recognized more than **180 LOCAL BUSINESSES** on the WASB Business Honor Roll.

ADVOCACY & GOVERNMENT RELATIONS

Hosted **POLICY & RESOLUTIONS** meetings and welcomed more than 80 members to the Fall Legislative Conference, which featured sessions on federal education, demographic projections, board advocacy and budget communications. Attendees also heard from a panel of state lawmakers.

Introduced "Setting the Record Straight: Countering Misleading Narratives About Wisconsin's Public Schools," an **ADVOCACY CAMPAIGN** designed to equip school officials with the messaging resources to defend public schools from pervasive claims that often neglect crucial context.

Launched **NEW WEB PAGES**, including "Federal Updates" and "Advocacy Resources."

Provided monthly WASB **LEGAL AND LEGISLATIVE VIDEO UPDATES** year-round, and weekly budget-focused Capitol Chat webinars from the introduction of the state budget bill until passage of the budget bill.

TRACKED 325 BILLS through the legislative session, including 46 that reached the governor. Of the 27 signed, the WASB supported eight and opposed zero. Of the 19 vetoed, the WASB opposed six and supported zero.

SEARCH SERVICES

COMPLETED SIX SUCCESSFUL PERMANENT SUPERINTENDENT SEARCHES and assisted one school district with search and placement of several building principals.

AIDED NUMEROUS OTHER DISTRICTS through presentations and advice.



A Community-Connected EDUCATION MODEL

By Michael Trimberger, Ph.D.

For nearly all of my career, the conversation around public education has centered on what students are lacking. We debate test scores, question rigor and wonder whether the curriculum is truly preparing students for the future. At the same time, employers say they need graduates who can communicate, collaborate, think critically and adapt. The gap feels persistent and, at times, frustratingly unchanged over the past 25 years.

But what if the issue is not what we are teaching? What if it is how students experience their learning?

Recent research from Gallup and the Allstate Foundation offers a compelling insight. Students do not develop the skills they need for life

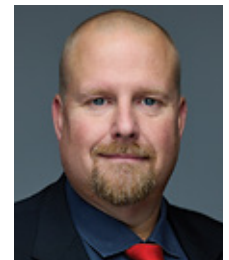
by simply being exposed to content. They develop them through real-world experiences that connect learning to purpose. When students are given meaningful opportunities to contribute, lead and solve real problems, something shifts. They do not just learn more, they become more. They build confidence, develop resilience and begin to see themselves as capable of shaping their future.

Connection is the catalyst. When learning is relevant and connected to people, student outcomes do not just improve, they accelerate.

Across Wisconsin, many districts have begun to recognize this shift. The growth of youth apprenticeships, internships and other career-based

learning experiences (CBLEs) reflects a broader understanding that students need more than traditional classroom experiences to be truly prepared. Schools are opening their doors to local businesses, creating pathways for students to learn in real-world environments, and beginning to redefine what readiness actually looks like.

In the School District of Random Lake, we came to a realization: If these experiences are powerful for high school students, why would we



Michael Trimberger

wait until the final years of a student's journey to begin? That question pushed us to think differently, not just about programs, but about systems.

We decided to make career-based learning the foundation of our pre-K–12 community-connected education model. We aligned our entire district around three core pillars — Strong Classrooms, Strong Culture and Strong Community Connections — with a clear vision to provide tomorrow's leaders with a distinct advantage. We call it the RL Advantage.

In doing so, we have begun to redefine what a high-performing school system can look like. It is no longer defined solely by test scores or traditional academic metrics, but by its ability to connect relevant learning to real opportunities, real relationships and real purpose long before students receive a diploma.

■ High school experience

The impact of community-connected learning becomes most visible at the high school level, when the stakes are highest, and the question of what comes next becomes real for students. In Random Lake, that work has taken shape through a deliberate expansion of youth apprenticeships, dual credit opportunities and CBLEs. Today, nearly 45% of our juniors and seniors participate in youth apprenticeships or other CBLEs during the school day, 93% of our graduates leave with college credit already earned, and 100% leave our district with a plan for their future. These numbers only tell part of the story. The real impact is not just in participation, it is in the transformation.

That transformation does not happen by chance. Each year, we sit down with every high school student through what we call SCOPE meetings. These are intentional conversations focused on students' interests, potential career pathways,



We aligned our entire district around three core pillars — Strong Classrooms, Strong Culture and Strong Community Connections.

the courses they are taking, and what they want their lives to look like after graduation. These conversations help students see their future and, more importantly, allow us to design a personalized experience around that future. When students feel seen, heard and guided, they begin to take ownership of their path.

We saw the impact of that ownership come to life in a repeated measures analysis of 33 students we followed before and during their youth apprenticeship experiences. The year before entering youth apprenticeship, these students earned 55 Ds and Fs and accumulated 73 office discipline referrals. In the year they became connected to real work, real mentors and real purpose, those numbers dropped to just two Ds and

Fs and 14 office discipline referrals.

One of the students had accumulated 17 discipline referrals and seven Ds and Fs as a sophomore. When we sat down with him for his SCOPE meeting, we asked him what he was doing. His response was just as direct. He told us school did not matter to him. He planned to work in agriculture and did not see why any of this was important. We did not argue with him. We asked him to help us create a plan that would make his future possible.

The next year looked completely different. He woke up at 5 a.m. to work on a farm, then went to school at 10 a.m. to take the classes he needed to graduate. His office discipline referrals dropped from 17 to four. That is a complete change in trajectory. He is still a teenage boy who makes mistakes, but he is now passing his classes and, more importantly, he sees school as a path, not a barrier.

This is not the result of a new grading policy or a stricter discipline system. It is the result of relevance and impactful community mentors. Our local business partners are not just providing opportunities, they are providing relationships. They show students what professionalism looks like, what accountability feels like, and what it means to be part of something bigger than themselves. In many cases, they help students see their potential long before they fully believe it themselves. That is the power of community-connected learning at the high school level. It does not just prepare students for the future. It helps them believe they have one.

■ Middle school experience

In many systems, middle school becomes an early version of high school, with more content, more structure, and, in some cases, pressure to begin thinking about careers. What we have learned is that middle school is not the time to ask students what they want to be for the rest of

their lives. It is the time to help them figure out who they are while discovering the opportunities around them.

In Random Lake, we intentionally designed our middle school experience around Academic and Career Planning, but not in the traditional sense. Rather than pushing students toward decisions, we focus on exploration. Students complete interest inventories, reflect on their strengths and are given opportunities to develop a wide range of skills. The goal is not to narrow their path too early, but to expand their understanding of themselves and the world they live in.

This is a time for internal discovery and external exploration. It is a time for students to try new things, to succeed, to struggle and to begin building confidence. It is also a time for meaningful conversations with teachers, advisors, community members and families about what they enjoy, how they learn best and where they see themselves growing. When students are given the space to explore without the pressure of having to decide, they make better decisions later.

By the time our students finish eighth grade, they are not expected to have their future fully mapped out. They do, however, have something far more valuable: a stronger sense of identity and direction. They understand their interests, they have experienced a variety of pathways, and they are prepared to begin making intentional choices about the courses and opportunities available to them in high school. Instead of wandering into opportunities, they step into them with purpose. Instead of asking what they should do, they start asking how to go deeper into what matters to them. That shift changes everything.

■ Elementary school experience

Across Wisconsin, there has been growing recognition that career and life readiness skills cannot wait until middle school. They must be intentionally developed across a student's entire K-12 experience.

That realization led to the development of DPI's Wisconsin Career Readiness Standards, a statewide effort to define what students need to know and be able to do to be truly prepared for life beyond graduation. As a co-chair of that work, I had the honor to collaborate with business leaders, educators and policymakers across the state. While we had strong examples at the high school and middle school levels, there was a significant gap in how this work translated to elementary schools. There was nothing to help elementary teachers do this work in a meaningful and developmentally appropriate way. So we started creating it.

In partnership with curriculum developers and the University of Wisconsin-Madison, we co-created UNYTUS, a structured and research-aligned approach designed to build durable skills in our youngest learners. These are the foundational traits that underlie future success: responsibility, empathy, perseverance, collaboration and self-regulation. While high school focuses on applying skills in real-world settings and middle school focuses on identity and exploration, elementary school must focus on building the habits that make both possible.

Students do not just learn about these skills; they experience them. In one unit focused on global awareness and empathy, students participate in a water scarcity simulation in which they travel nearly a half mile to Random Lake to fetch a gallon of water, mirroring the daily reality for children in their lesson on Africa. What begins as an activity quickly becomes a moment of perspective. Students feel the weight, the inconvenience and the responsibility. That experience stays with

them in a way a worksheet or a video never could.

Activities like this are our way of intentionally connecting elementary students with the world around them through Structured Adventures. Students regularly engage in nature or with local organizations and spaces, such as retirement homes, libraries and other locations where they can interact, contribute and learn beyond the classroom walls. These experiences help students build confidence, practice communication and understand their role in the world around them. They are not waiting to grow up to make a difference. They are doing it now.

Over time, these moments begin to compound. Students start to internalize what it means to be responsible, to show empathy and to persevere through challenges. Classrooms become calmer, transitions become smoother and students begin to take ownership of their behavior and their learning. These are not isolated lessons. They are part of a system that integrates into the natural rhythm of the school day.





Across Wisconsin, there has been growing recognition that career and life readiness skills cannot wait until middle school. They must be intentionally developed across a student's entire K-12 experience.

What began as an effort to better serve our own students has grown beyond our district. As we worked to strengthen our own system, we found that these practices resonated with others seeking the same kind of alignment and impact. UNYTUS is now moving toward full pre-K–5 implementation models that create consistency across classrooms and stronger connections between teaching and student support. The work is expanding across urban, suburban and rural districts and will reach nearly 2,000 students in the coming year.

The timing could not be more important. As districts implement new literacy initiatives under Act 20 and continue to strengthen academic outcomes, there is a parallel need to ensure students are equipped with the durable skills required to access that learning. Literacy opens doors, but it is these underlying habits — focus, perseverance, collaboration and responsibility — that determine whether students can walk through them.

If we are serious about redefining what a high-performing school system looks like, we cannot separate academic success from life readiness.

Final thoughts

As this work continues to evolve at the local level, there is also a growing opportunity to scale it statewide. As a co-founder of Inspire WI, we are actively collaborating with the Wisconsin DPI and Xello to build a statewide framework that enables schools, students and employers to connect in more meaningful and consistent ways. With new work-based learning tools set to launch this fall, we are seeking to create a system in which career-connected learning is accessible to all students.

This matters because, while innovation often begins locally, impact happens when systems align. This work becomes even more critical in the age of artificial intelligence. While technology will continue to reshape tasks and industries, the skills that will matter most are deeply human. The ability to communicate, adapt, collaborate and find purpose will not be replaced.

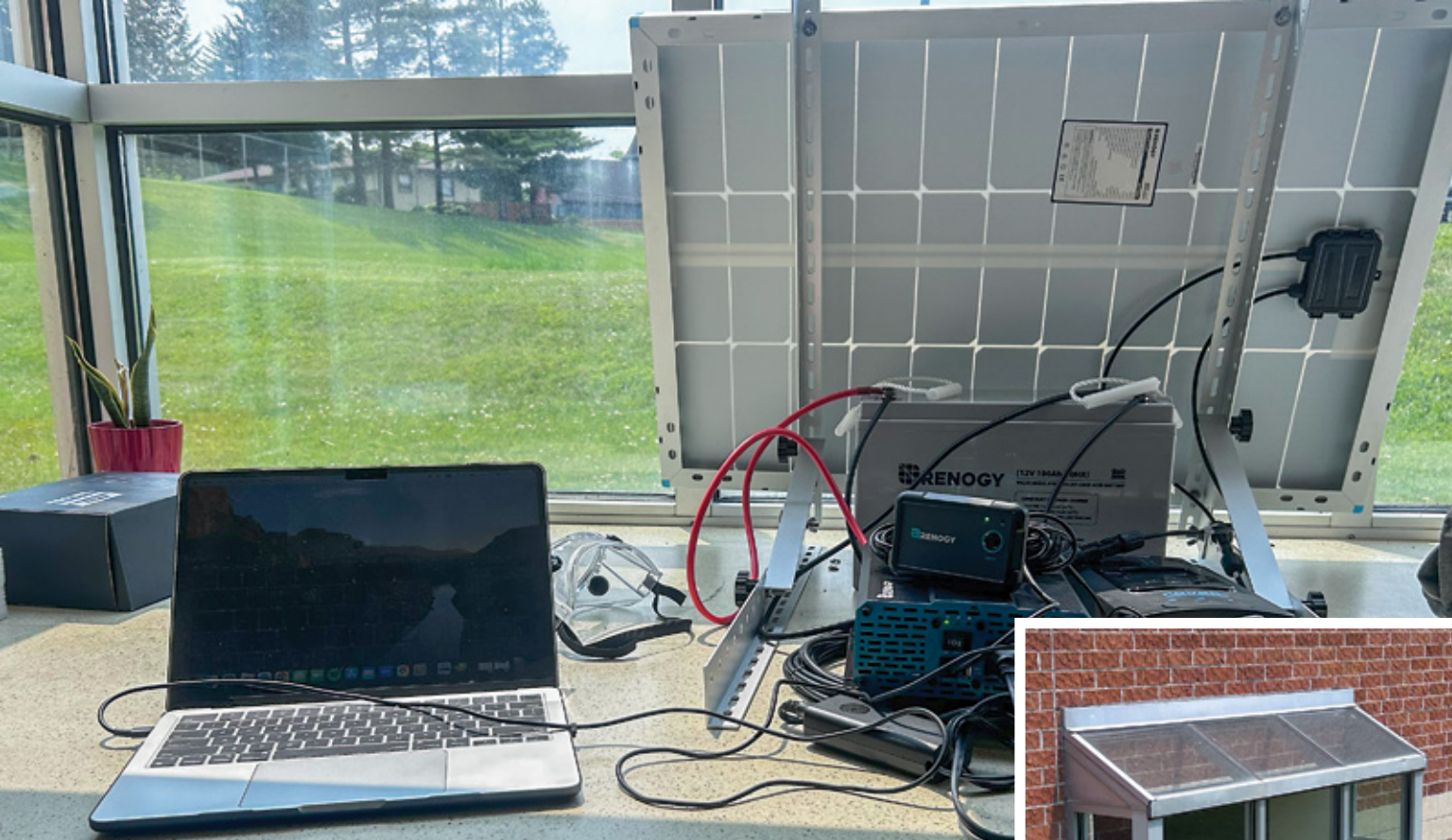
What we have built in Random Lake is not intended to be unique. It is intended to be replicable. We often refer to our district as a laboratory of excellence, a place where we can test, refine and demonstrate what is pos-

sible when learning-ready, life-ready, and career-ready outcomes are intentionally aligned. The lessons we have learned are not bound by size, location or resources. They are grounded in a belief that every district can create meaningful connections between students and their future.

Perhaps most importantly, this work is not about adding more to an already full plate. It is about rethinking how we use the time, talent and partnerships we already have. It is about shifting from isolated initiatives to a connected system that develops students from elementary through high school in an intentional, relevant and deeply human way.

I share more of this journey, the frustrations that sparked it and the lessons we have learned in my upcoming book, “Time to Get Dirty.” It is both a reflection and a challenge, a call to move beyond conversation and into action. The question is no longer whether this kind of system works. The question is how long we are willing to wait to build it. ■

Michael Trimberger is the district administrator of the School District of Random Lake. He can be reached at mtrimberger@rladvantage.org.



Green & Healthy Schools Wisconsin

A PATH TO SUSTAINABILITY AND STATEWIDE RECOGNITION.

By Xia Lowery

Across Wisconsin, school boards and district leaders are navigating complex and competing priorities: maintaining safe and healthy facilities, managing rising operational costs, supporting student and staff well-being, meeting instructional goals and responding to growing community expectations around sustainability. Green & Healthy Schools Wisconsin provides a practical, no-cost way to address these priorities through technical assistance, exclusive opportunities, hands-on resources and statewide recognition.



Green & Healthy Schools Wisconsin is a statewide initiative led by the Wisconsin Department of Public Instruction and the Wisconsin Department of Natural Resources. The program supports schools and districts in creating greener and healthier learning environments, all while aligning with Wisconsin law requiring the provision of “safe and healthful facilities.” Participation is free and designed to integrate into existing

district operations, planning, curriculum and wellness efforts without adding administrative burden.

At its core, GHS Wisconsin offers a structured, yet flexible framework grounded in three goals.

1. Reducing environmental impacts and operational costs through energy efficiency, waste reduction, water conservation and transportation practices.
2. Supporting health and wellness by improving indoor air quality, nutrition, mental health, and access to outdoor and physical learning opportunities.



3. Increasing environmental literacy by encouraging hands-on, place-based learning connected to local communities.

GHS doesn't ask districts to start from scratch. Instead, it provides a way to document, recognize and share the work already happening, turning initiatives into stories that resonate with families, boards and the broader community.

■ Participation that matters

Green & Healthy Schools Wisconsin offers immediate access to exclusive opportunities and support. All participants receive the GHS newsletter, which provides early notifications about funding opportunities, professional learning, webinars, educator resources and pilot programs. These resources help districts stay informed and competitive while saving staff time. Participation also connects districts to curated tools, technical assistance and trusted partners. Through the Wisconsin Sustainable Schools Coalition, a quarterly meeting of schools, businesses and community partners, participants can stay informed on best practices and learn from one another rather than reinventing solutions.

At Maple Grove Charter School in the School District of Athens, staff used GHS to highlight a culture already rooted in connection and well-being. "A strong sense of community begins at the doors of this small school," staff shared, noting how principals and staff greet learners and families by name at

both drop-off and pick-up. These daily interactions, often overlooked, became visible evidence of a school-wide commitment to belonging and mental well-being.

By documenting initiatives such as Outdoor Labs and Fox Dens, Maple Grove was able to show how learner autonomy, belonging and competence are intentionally cultivated. Students reported overwhelmingly positive outcomes, with fewer than 1% indicating they "almost never" felt connected, capable or supported. Maple Grove's Fox Dens — multi-age groups meeting twice monthly — provide leadership opportunities, creative expression and time with caring adults beyond the classroom teacher. Outdoor Labs, natural playground features and a Buddy Bench further reinforce belonging. GHS made it possible to connect these initiatives to broader district wellness goals and research-based outcomes.

■ Recognition that builds trust and visibility

Recognition is a key incentive for participation. GHS Wisconsin uses a badge-based system that allows districts, schools, educators and Green Teams to earn recognition, one project at a time. This flexible approach mirrors other familiar credential systems and allows districts to start wherever they are.

Badges span areas such as energy,

waste, nutrition, mental health, stewardship and service learning. For example, Bay View Middle School in the Howard-Suamico School District earned its Energy Badge by documenting how lights left on, inconsistent temperatures and aging equipment affect school energy costs. Environmental club members partnered with science teachers and facilities staff to research energy-efficient LEDs, modern HVAC systems and Energy Star appliances. During a school remodel, these student-informed recommendations translated into real infrastructure upgrades, with early estimates projecting 20-30% energy savings per square foot.

Importantly, Bay View's submission didn't just celebrate success; it reflected learning. Students recognized whose voices shaped decisions and whose were missing, such as custodial staff or students with sensory needs. By making that reflective practice visible, the district reinforced trust and transparency.

Similarly, Middleton-Cross Plains Area School District used GHS badges to tell a broader district story about stewardship and sense of place. Through the Sense of Place Badge, the district highlighted partnerships with the Friends of Pheasant Branch Conservancy, where nearly 700 acres of woodlands, wetlands and prairies become outdoor classrooms. From kindergarten scavenger hunts and free book events to middle school rain garden studies and high school restoration projects, students experience



2026 Wisconsin Stewardship and Sustainability Awardees

The Wisconsin Stewardship and Sustainability Award, presented by the state superintendent on behalf of Green & Healthy Schools Wisconsin, recognizes participants who are going above and beyond to reduce environmental impacts, improve health and wellness, and increase environmental literacy. The 2026 awardees are Maple Grove Charter School in the Athens School District and Middleton Cross-Plains School District. They were recognized at the national level and will continue receiving state-level recognition through the next year.



their community as a living learning environment. These stories demonstrate how district support, community partnerships and curriculum alignment come together in practice.

GHS badges also help schools elevate wellness initiatives that often happen quietly. Maple Grove Charter School earned a Nutrition Badge by documenting its farm-to-table approach. With support from the district's agricultural education teacher, Maple Grove integrated agricultural education into science and social studies labs, connecting students to maple syrup production, gardens, eggs and local food systems.

Over two years, bi-weekly agricultural lessons evolved from teacher-led instruction to classroom integration across all grades. Today, every Maple Grove student receives at least 18 hours of nutrition and farm-to-table education annually, with students attending from kindergarten through fifth grade receiving more than 100 hours. Community partners supported orchards, beehives and field trips, while future plans include produce-sharing carts and family learning nights to address food insecurity. These efforts tell a cohesive, inspiring story.

Ultimately, GHS provides an opportunity to document systems-level work. Middleton-Cross Plains School District earned a Waste Badge by showcasing districtwide recycling, green cleaning practices, integrated pest management, rain gardens and hazardous waste controls. A data-driven e-waste audit revealed that recycling 1,020 pounds of equipment saved the equivalent of 3,691 pounds of carbon dioxide, offering concrete evidence of environmental and fiscal responsibility. Plans for future waste audits, food composting pilots and districtwide sustainability surveys show continuous improvement, not just one-time recognition.

■ Engaging students through action

Green & Healthy Schools Wisconsin also offers the “Cool Choices” online game, a free four-week challenge each April that encourages sustainable actions through friendly competition. At Sheboygan North High School, horticulture teacher David Miller uses “Cool Choices” to make everyday sustainability visible. Students document actions like recycling, conserving energy, and engaging with environmental policies and activities through photos and reflection.

In just four weeks, more than 100 students completed 1,190 actions, resulting in \$373 in documented savings. Beyond the numbers, students reported a deeper awareness of how small choices connect to larger systems. “Cool Choices” transformed



abstract sustainability concepts into daily habits, reinforcing classroom learning while supporting district culture-building goals.

■ Statewide recognition

As districts earn badges, they advance toward the Wisconsin Stewardship and Sustainability Award, presented annually by the State Superintendent of Public Instruction. In 2025, West De Pere High School in the School District of West De Pere and Mahone Middle School in Kenosha Unified School District were recognized for exemplary leadership.

West De Pere demonstrated a holistic approach to sustainability, from facility upgrades and improved

indoor air quality to local food sourcing and hands-on watershed data collection. Mahone Middle School showed the power of student leadership, with its Eco Club leading initiatives ranging from upcycled crafts and digital storytelling to the construction of an outdoor classroom, a technology-free space supporting mental well-being and connection to nature.

These award-winning schools exemplify the alignment between district goals, student learning and visible impact.

■ Getting started

Participation in Green & Healthy Schools Wisconsin begins with a short pledge describing why a school or district wants to become green and healthy, and what goals it hopes to achieve. Once submitted, participants can immediately begin earning badges, with no waiting period, minimum project size or cost. To date, GHS offers 25 badges, including core and specialty options.

For school boards and district leaders, Green & Healthy Schools Wisconsin represents a rare opportunity: a no-cost program that supports statutory requirements, reduces operational costs, improves student and staff well-being, strengthens community trust and publicly recognizes district leadership. By participating, districts are not taking on something new, they are gaining tools, connections and recognition to elevate the work already underway.

In an era when schools are asked to do more with less, Green & Healthy Schools shines a light on the work already happening and helps districts bring it to life for their communities — today and for Wisconsin's future. ■

Xia Lowery is the program manager of Green & Healthy Schools Wisconsin, a program administered by the Wisconsin Department of Natural Resources and the Wisconsin Department of Public Instruction. She can be reached at xiayou.lowery@wisconsin.gov.



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Clean, Cost-Effective Student Transportation

Why transportation directors are choosing propane over promises.

While some districts are still waiting for electric buses to meet real-world demands, others are already seeing results with propane autogas. Across the country, more than 1,000 school districts are using propane autogas buses to improve air quality, support drivers and reduce costs in ways that directly benefit students.

Healthier rides and cleaner communities

For districts looking to make an immediate impact on student health and air quality, propane autogas offers a practical solution. Compared with diesel, propane



Other energy options come with big promises and long timelines. Propane autogas is already helping districts deliver clean, cost-effective student transportation today.

autogas reduces nitrogen oxides (NOx) by up to 96% and virtually eliminates particulate matter (PM) — pollutants linked to asthma and other respiratory issues. By reducing emissions at bus stops, in school parking lots and in neighborhoods, propane autogas can contribute to healthier air quality.

Bailey Arnold, director of healthy air solutions for the American Lung Association, emphasized the importance of acting now during a recent School Transportation News webinar.

“Doing something today is really vital in the fight to combat all these climate change impacts that we’re



seeing,” Arnold said. “When you can’t breathe, nothing else matters.”

Propane autogas also reduces lifecycle greenhouse gas emissions by more than 24% compared with diesel. Renewable propane can reduce emissions even further — by up to 80% — providing districts with a path to deeper long-term sustainability.

Driver-approved performance

Drivers experience the benefits of propane autogas firsthand. Compared with diesel, propane autogas buses offer a smoother ride, stronger acceleration and quieter operation, making it easier for drivers to focus on the road and monitor activity inside the bus.

Drivers also notice the difference in air quality immediately. Propane autogas produces no exhaust odor or fumes, creating a more comfortable environment for both drivers and students.

“There’s no smell, no fumes — nothing for the children to smell,”

said Dawn Tiemann, a veteran driver with Henrico County Public Schools in Virginia. “It’s so quiet, sometimes I have to ask myself, did I even start the bus?”

For transportation directors, that improved driver experience can support retention and help maintain consistent operations.

Savings that help the budget go further

Propane autogas buses deliver the lowest total cost of ownership among fuel options, driven by lower fuel and maintenance costs. Many districts report fuel savings of up to 50% compared with diesel, creating meaningful budget flexibility.

Amy Rosa, director of school safety and transportation at Wa-Nee Community School Corporation in Indiana, has seen those savings

firsthand. Her district operates 25 propane autogas buses as part of a mixed fleet.

“I was excited about buying buses for less money and realizing that the overall cost of ownership was going to be significantly lower,” Rosa said.

Those savings have allowed Wa-Nee to keep extracurricular transportation free for students.

“Every year we save money so that our kids can continue in sports and music programs with no fees,” Rosa said. “That’s our goal. To continue to save money for our students and our taxpayers.”

A proven solution that’s working today

While some districts continue to wait for future solutions, others are already making progress with propane autogas. With proven performance, immediate availability and real-world cost savings, propane provides a practical path forward for school transportation. □



Explore what propane autogas can do for your district at propane.com/school.

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IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America

Celebrating America at 250





By Brock Fritz

The Declaration of Independence is a common topic of conversation across the United States — referenced by politicians, social media debaters, “National Treasure” fans and teachers throughout the country.

But while the preamble — featuring “life, liberty and the pursuit of happiness” — is often recited, how many Americans have read the full document? How did the American colonies announce their separation from Great Britain? What were the colonists’ principles? What can we learn from the 27 grievances, the new theory of government and the declaration of freedom?

“It’s really what drives social studies — not just the documents, but the ideas behind them,” says National Constitution Center Director of Education Sarah Harris, who presented at the Wisconsin Council for the Social Studies’ annual conference on March 13 in Madison.

The 250th anniversaries of the declaration’s adoption (July 4, 1776) and signing (Aug. 2, 1776) provide an opportunity to take a renewed look at the document, what the founders envisioned and how it impacts modern life in the U.S.

“I hope people really dig into the declaration and have those kinds of discussions,” WCSS President Chuck Taft says of the U.S. Semiquincentennial, believing that it’s an opportunity to celebrate freedom and the fact that Americans have a voice in the government. “It also showcases America’s growth mindset. It’s not what we were or what we are, it’s what we hope to be. That’s something that not a lot of countries have as a guiding beacon. It comes from the people.”

Opportunities to learn, grow and educate during the United States Semiquincentennial.

The anniversary has brought the document to the forefront in Wisconsin’s public schools. Pursuant to 2021 Wisconsin Act 95, all public and charter schools were required to provide at least one event or educational opportunity commemorating the anniversary to students during the 2025-26 school

year. School boards must report to the Wisconsin Department of Public Instruction how the school satisfied the statutory requirement. Visit dpi.wi.gov/social-studies/america-250 to see how the DPI collaborated with the Wisconsin Department of Veteran Affairs to help schools fulfill this mandate.

Several members of the Wisconsin Council for the Social Studies respond to the prompt: **Explain what the Declaration of Independence means to you and how its ideas still matter today — in the classroom and beyond.**

JENNY MORGAN West Salem School District

The Declaration of Independence is still important in today’s classrooms because it introduces students to the core ideas our country was founded on—equality, liberty, natural rights, and the belief that government exists to serve the people. For middle school students, it creates a natural connection to topics they already care about, such as fairness, responsibility, and how people can make a difference when they see something that needs to change. It also helps build important academic skills as students read closely, analyze arguments, and think critically about the difference between America’s ideals and its history. Beyond the classroom, the Declaration has inspired generations of Americans—from abolitionists to civil rights leaders—and continues to shape conversations about freedom, justice, and citizenship today. In many ways, it is both a historic document and a living reminder that every generation has a role in strengthening our democracy.

ALISHA NEINFELDT Chippewa Falls School District

The Declaration of Independence is one of the most recognized founding documents and serves as a guide to freedom and equality in American history. As we celebrate the 250th anniversary in the classroom, we can see how impactful it truly is for our country and how far we have come as a nation. The Declaration of Independence also reminds us that democracy is fragile and we are still a nation that is growing and trying to meet the principles within it. Teaching students to analyze the document helps them better understand the concepts of natural rights, equality, and the consent of the governed while helping them become civic-minded people that understand their roles in our society.

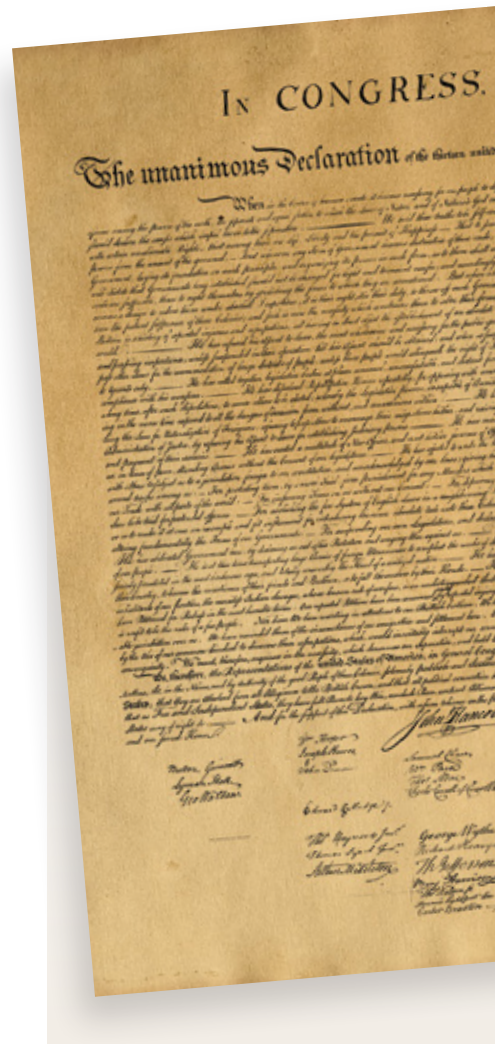
Member responses continued on next page ...

STEPHANIE WILD Kimberly Area School District

To me, the Declaration of Independence represents a massive pivot in human history, shifting the source of political power from “divine right” to the hands of the people, asserting people are born with rights, rights that cannot be taken away. This core belief in the Declaration serves as a compass that has gone beyond its original 1776 context. In the classroom, these ideas foster a culture of critical inquiry, inspires civic engagement and instills equality, encouraging students to recognize their own agency and the value of their unique voices. Beyond school walls, the document remains a “living” challenge, constantly daring us to close the gap between our high-minded ideals and the lived realities of all citizens. It pushes society to get civically engaged and reminds society the government of this country is representative of the citizenry, not the ideals of the few. Ultimately, it matters today because it provides the language and ideology necessary to hold authority accountable and to continue the messy, essential work of perfecting democracy. Now, it is up to us to continue to do this messy, but necessary, work.

KATE VAN HAREN School District of Pittsville

To me, the Declaration of Independence matters because it should not be treated only as a celebration. It is also a call to action. In the classroom, students need opportunities to examine what its words promised, who those promises reached, and who was left outside of them. They also need to understand that the work toward freedom, rights, and self-determination did not begin when Jefferson wrote those words down, and that the history of this land reaches much further back than 250 years. The Declaration still matters because each generation has to return to its ideas, question them, and reinterpret them for its own time. It reminds us that democracy is never finished and that working toward true democracy is an ongoing responsibility.



There are many more opportunities to dive into the Declaration of Independence this summer, including:

- America 250 Teacher Workshop: The Economic Thought of the Founders, June 11-12, Lambeau Field, Green Bay
- Independence Day Weekend, July 3-4, Old World Wisconsin, Eagle
- The America at 250 Educator Summit, Aug. 5-6, Wisconsin Historical Society and the Pyle Center, Madison
- America@250: The American Revolution Sneak Peek & Panel, Aug. 21, Al Ringling Theater, Baraboo

PBS Wisconsin’s America@250 initiative includes events, programs and conversations “designed to help communities connect and reflect on our shared history and the future of democracy.”

Nationwide, America250.org, Inc., a nonprofit, nonpartisan group supporting the U.S. Semiquincentennial Commission, was born in 2016 with the mission of celebrating and commemorating the 250th anniversary.

“We aim to inspire our fellow Americans to reflect on our past, strengthen our love of country, and renew our commitment to the ideals of democracy through programs that educate, engage, and unite us as a

nation,” America250’s mission reads. “America250 will foster shared experiences that spark imagination, showcase the rich tapestry of our American stories, inspire service in our communities, honor the enduring strength, and celebrate the resilience of the United States of America.”

The renewed look at the declaration includes new resources and professional development for teachers seeking to help their students build constitutional thinking skills.

America250.org’s resources include:

- America’s Field Trip — A contest that asked students to



‘THE MOST IMPORTANT DOCUMENT IN AMERICAN HISTORY’

As our country ramps up for America 250 and the celebration of the birth of the United States, I find myself returning again and again to the heart of the American idea — the Declaration of Independence.

When I bring it up in class, my students say in unison, “The Most Important Document in American History!” and then slam their hands on their desks. I firmly believe the statement — and I believe it applies to the present now more than ever.

I return to the Declaration not because it is easy or comfortable, but because it sits at the very center of civic learning and civic life. It asks enduring questions about equality, rights, power, and the responsibility of government.

Through our teaching, we foster civil dialogue, civic understanding, and the ability to engage thoughtfully with ideas and perspectives different from our own. We help students ground their arguments in evidence, listen with respect, and understand that democracy depends not just on rights, but on informed and engaged citizens willing to wrestle with complexity.

In a moment when volume often replaces reason and certainty replaces curiosity, social studies classrooms remain places where dialogue matters, facts matter, and ideals matter. That work is not always easy — but it is essential.

Thank you for your commitment to helping students understand, question, and live out the ideals of the Declaration of Independence as we approach the 250th anniversary of its creation. *Forward!*

Chuck Taft is the president of the Wisconsin Council for the Social Studies, an affiliate of the National Council for the Social Studies and a nonprofit professional organization of social studies educators. Its mission is to promote social studies and the professional growth and development of educators which, in turn, will help young people develop the ability to make informed and reasoned decisions for the public good. Taft can be reached at chucktaft@wcsswi.org.

answer “What does America mean to you?”

- Our American Story — A storytelling project collecting reflections and perspectives from Americans.
- America Gives — A volunteer and service effort to honor America’s 250th.

The National Constitution Center’s America at 250 Civic Toolkit explores the principles and ideas that shape the U.S. with:

- A full text of the Declaration of Independence, annotated and including an audio version.
- Digitized images of the original

Declaration of Independence.

- Essays from leading scholars and historians.
- Classroom and family-friendly resources.
- Biographies and professionally produced animated videos of key people who signed the Declaration of Independence and the Constitution.

PBS Learning Media also offers support materials for teachers, including a Declaration of Independence background essay, transcript and more.

The materials provide a foundation for a wide range of discussions, including educational analysis, his-

torical interpretation, political debates and social issues. Taft, whose first memory of the Declaration of Independence was watching the Liberty Train drive by his childhood home carrying the document, uses the declaration as an anchor in his curriculum.

“We analyze the Declaration of Independence,” says Taft, who credits his eighth-grade social studies teacher for sparking his desire to teach. “We look at the past and the present through the lens of those ideals.” ■

Brock Fritz is the WASB director of communications and editor of the Wisconsin School News. He can be reached at bfritz@wasb.org.



Turning the Page

2026 graduates reflect on their K-12 experience before taking their next step.

By Brock Fritz

When the Class of 2026 walked into kindergarten in the fall of 2013, “virtual learning” wasn’t part of their vocabulary, they weren’t yet consumed by “Let It Go” or Elsa costumes, artificial intelligence was primarily limited to science fiction, and the Badgers were about to embark on back-to-back trips to the Final Four.

This month, they’ll walk across the stage at graduation ceremonies — celebrating their achievements and stepping into a new chapter of their lives. As they turn their tassels and toss their caps, memories of

K-12 come to the forefront. Memories of friendships, teachers, sporting events, field trips, dances and 13 years of experiences while preparing for their next step.

It can be hard to wrap your head around. Wisconsin School News recently caught up with a pair of graduating seniors — Aditi Muduganti of Onalaska and Amelia Weber of Menomonie — who are members of the Wisconsin Association of School Council’s Collaborative Leadership Council. Keep reading to learn about their K-12 experiences, get advice for

younger students and see what they have planned next.

How would you describe your overall K-12 experience?

AMELIA WEBER: My experience has been memorable and enjoyable. I have learned many useful life skills that will properly benefit me for my future.

What’s one memorable moment that has stayed with you?

ADITI MUDUGANTI: One moment that has stayed with me was my experience at the NASA STEM Enhancement in Earth Science

“My biggest tip for younger students is to prioritize building relationships with the people around you throughout K-12. Teachers and classmates can have a huge impact on your growth in ways you might not fully realize at the time.”

— Aditi Muduganti

internship in Austin, Texas, where I engineered a theoretical laser to ablate space debris. It was an environment where I was constantly learning, building, and thinking in new ways, and being surrounded by other students who were just as passionate made it even more exciting. Collaborating with my team and seeing our ideas come together into something meaningful made the work feel real and impactful. Outside of the technical side, the experience was just as memorable because of the people and the setting. I formed strong connections with other interns, explored Texas, and even visited Six Flags together, which made the experience feel unforgettable. Meeting NASA scientists and hearing directly from astronauts added another layer of inspiration, connecting everything we were working on to real careers and missions. This experience stayed with me because it showed me what it feels like to be part of a community driven by curiosity and purpose.

AW: One memorable moment is being able to participate in sports and activities. I have been able to attend and compete at state for FBLA and have been able to connect and make new friendships from playing soccer.

What are you most proud of during your academic career?

AW: I am most proud of myself for maintaining the standards to make honor rolls for all of my semesters of high school and the National Honor Society.

What tips do you have for younger students?

AM: My biggest tip for younger students is to prioritize building relationships with the people around you throughout K-12. Teachers and classmates can have a huge impact on your growth in ways you might

not fully realize at the time. The support, advice, and encouragement you get from them often shape your opportunities and confidence just as much as the academics do. Finally, do not underestimate the value of asking questions and staying curious. Some of the most meaningful learning happens when you are willing to not fully understand something at first and keep working through it.

AW: Be active and involved throughout school. You will make new connections and gain experiences for your future.

Did school help you find something you're passionate about?

AW: Yes! School gave me many opportunities to help find what I want to do for my future career. I was able to participate in job shadows, attend career fairs and take classes that have helped find my love for science.

What are your plans after graduation? What are you excited and/or nervous about?

AM: After graduation, I plan to attend MIT in the fall to study bioengineering, computer science, and entrepreneurship. I am excited to be in an environment where I can explore how these fields connect and use them to work on problems that have real-world impact. I am especially looking forward to learning from people building across disciplines and to getting involved in projects that combine science, technology, and innovation.

AW: I will be attending Marquette University and studying exercise physiology on a path to physical therapy. ■

Brock Fritz is the WASB director of communications and editor of the Wisconsin School News. He can be reached at bfritz@wasb.org.



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JOE KOENIG

WASB DIRECTOR OF FINANCE AND ADMINISTRATIVE SERVICES

Joe Koenig grew up in Appleton, Wis., the youngest of three boys. Koenig's father worked for Pierce Manufacturing and his mother worked at Lawrence University. Koenig's parents taught him frugality, loyalty, self-reliance and a strong work ethic. He was just 12 years old when he took over his brother's paper route, which he kept until the age of 16. He then went to work in Lawrence University's food service building, cleaning pots and pans and mopping floors. Koenig graduated from UW-Oshkosh with a bachelor's degree in business administration, majoring in accounting. Koenig was hired right out of college to work at the WASB, where he has spent the last 42 years. He and his wife, Donna, have been married for 11 years. Koenig has two children, Dan and Lauren, and two stepchildren, Dan and Douglas. Additionally, he has a 2-year-old grandchild, Claire.

Koenig, who will retire from the WASB on June 30, 2026, caught up with Wisconsin School News to discuss his tenure with the association, what made working for the WASB so memorable, the changes he's seen in public education and his retirement plans.

Tell us about yourself and your role with the WASB.

Joe Koenig: After graduating from college in 1983, I was hired by the association's first executive director, George Tipler. At that time, the Winneconne office was the association's headquarters, where all the accounting and administration was done. The accounting system was not yet computerized, so everything was done by hand. I had a vintage IBM electric typewriter to use for letters and financial reporting. I eventually moved to Madison, which later became the headquarters.

What was your first day like at the WASB? What was your initial job title?

JK: My title has changed over the years from Office Administrator to Services Manager, then Comptroller, and finally, Director of Finance and Administrative Services. I can't honestly say I remember much about my first day, but one thing I do remember is hearing the ring of an



old brass school hand bell around 9:30 a.m. It was tradition to ring that bell to let everyone know the coffee was ready, and we all took a break together. That daily tradition continued for many years. That memory for me represents the importance of workplace camaraderie.

Why have you worked for the WASB as long as you have?

JK: I was single and fresh out of college when I started. Life changed with marriage, a family, then a house, and it became harder and harder to leave. The job was stable, the people were the best, and the importance of working for a noble cause grew with each passing year.

You've been involved in so much at the WASB. Was there ever a task that made you stop and say, "I never thought I'd be doing this"?

JK: Yes, we used to rent a truck to bring supplies from Madison to Milwaukee for the State Education Convention. This was typically a 16-foot box truck, which I was fairly comfortable with. One year, there was some kind of snafu at the rental company and the only option was a 26-foot truck with manual transmission. I was glad I knew how to drive stick, but I never thought I'd be driving such a large truck for work.



I'm proud to be working for people who care so much about educating our children that they choose to serve their communities with endless and sometimes thankless hours with little to no pay, constant scrutiny and public criticism, but they persevere, nonetheless.



I'm proud to work for an organization dedicated to helping people with such passion and integrity.

Are there any WASB coworkers who had the biggest impact on you?

JK: The man who hired me, George Tipler, had the greatest impact. George was the association's first employee and essentially made the association what it is today. He was in his upper 60s when I was hired, and I was most impressed with his passion, work ethic and energy level.

What major changes have you seen in public education since you started at the WASB?

JK: The major changes have been technological advancements. The amount of research a student can do in minutes on the internet, compared to having to go to a library and all

the steps that follow in order to get a rough draft on paper. The ability for school administrators to communicate instantly with parents by email or text, compared to sending a note home to a child or using the postal service. The tools teachers have to help teach, from virtual reality to smart boards and iPads. But also, sadly, the safety concerns we see today. The steps schools now have to take to protect students and staff from violence, and the constant threat of cybercrime.

What makes you most proud of the WASB and your tenure?

JK: I'm proud to be working for people who care so much about educating our children that they

choose to serve their communities with endless and sometimes thankless hours with little to no pay, constant scrutiny and public criticism, but they persevere, nonetheless. I'm proud to work for an organization dedicated to helping people with such passion and integrity.

If you could give one piece of advice to your co-workers, what would it be?

JK: Always do your best, and on days when it feels like your best wasn't good enough, remind yourself that you're going home to people who love and care for you. That is more important than anything that happened at work that day.

Can you tell us a little about your cabin?

JK: My cabin is just over the border in the Upper Peninsula of Michigan, on a small lake in the Ottawa National Forest. It's rustic and simple, but the natural beauty is both calming and restorative to the soul. Every time I leave, I wish I could stay longer, so I'm looking forward to spending time there until I want to leave, not have to leave.

What are your other big plans for retirement?

JK: Doing all those things I never seem to have time for, like visiting family and friends, home and cabin improvement projects, decluttering, hiking, biking, fishing, and just generally relaxing. ■

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Fall Regional Meetings

Join your peers at the 2026 WASB Fall Regional Meetings! These annual meetings will be held in every WASB region across the state this fall, providing members with an opportunity to connect with area board members, celebrate accomplishments and hear the latest updates from the association. *Dates subject to change.*

- | | |
|---------------------------|-------------------------------------|
| Region 1: Oct. 6 | Region 8: Oct. 20 |
| Region 2: Oct. 7 | Region 9: Oct. 14 |
| Region 3: Oct. 22 | Region 10: Oct. 13 |
| Region 4: Sept. 30 | Regions 11 & 15: Oct. 15 |
| Region 5: Sept. 29 | Region 12: Oct. 28 |
| Region 6: Oct. 1 | Region 13: Oct. 27 |
| Region 7: Oct. 21 | Region 14: TBD |

Online Virtual Meeting: TBD

No Increase in WASB Dues Schedule for 2026-27

On April 17, 2026, the WASB board of directors voted to maintain the 2025-26 fiscal year WASB Membership Dues Schedule rates in effect for the 2026-27 fiscal year. This vote effectively freezes the WASB dues schedule in place at last year's levels.

Please note that although the dues schedule is frozen, an individual district's dues may fluctuate slightly due to changes, if any, in the number of full-time employee (FTE) professional staff the district reported to the DPI in September 2025. For purposes of calculating WASB dues, school districts are slotted into one of 37 categories based on the number of FTE professional staff they report to the DPI the previous September. If a district added FTE professional staff such that it moves up a category, it is possible that dues might increase slightly despite the schedule itself being frozen.

Member dues correspondence and mailings should arrive at school districts by early June. Please contact WASB Assistant Director of Finance and Administrative Services Jessica Woodburn at jwoodburn@wasb.org for more information or if you didn't receive your dues packet.

Koenig to Retire After 42 Years

The WASB would like to extend a big congratulations to Joe Koenig, who will retire from the WASB on June 30, 2026. Joe, the director of finance and administrative services, has been with the WASB for 42 years. Jessica Woodburn, currently the assistant director of finance and administrative services, will transition into the director role on July 1.

Read more about Joe Koenig on page 24.

2027 STATE EDUCATION CONVENTION

Breakout Session Proposals

DUE JUNE 19

Share your story and participate in the 2027 Wisconsin State Education Convention! This year's theme, **"Leading Today, Shaping Tomorrow,"** emphasizes that the decisions we make today shape the future of students and communities. The convention, scheduled for Jan. 20-22 at the Baird Center in Milwaukee, is your opportunity to highlight your innovative programs and talented students. The WASB is now accepting proposals for breakout sessions, student performances, the School Fair, the student art exhibit and the student video team. Breakout session and pre-convention workshop proposals are due by June 19, 2026.

Submit your proposal at [WASB.org/convention](https://wasb.org/convention).

2027 Education Tour Site Announced

Join peers on a shuttle to Fairview School on Thursday, Jan. 21, for the 2027 Education Tour, the Wisconsin State Education Convention's only off-site experience.

For \$10, attendees step inside a K4-8 school leading the way in STEM, with a comprehensive Project Lead the Way program, hands-on learning in robotics and coding, and a strong focus on arts and whole-child development.

**The Education Tour location is subject to change. Please check with WASB Director of Events Amy Qualmann at aqualmann@wasb.org to confirm the time and location.*

Staff Accountant Anita Cardero Joins the WASB

Anita Cardero joins the WASB as a staff accountant. She brings more than 25 years of accounting experience, most recently serving as a staff accountant for a landscaping company. In her free time, Anita volunteers at a senior dog sanctuary, where she helps care for 11 dogs in addition to her own four rescues. In her immediate family, Anita enjoys spending time with her two daughters, two sons-in-law and grandson.

Recorded Webinars

■ ROLES AND RESPONSIBILITIES WEBINAR SERIES

WASB consultants and staff counsel recently hosted a five-part webinar on the roles and responsibilities of school board members. The series covers the “what and why” of governance, school board duties and powers, individual board member powers, board member speech, the Open Meetings Law, public records, complaint procedures and more.

These webinars have been recorded and are available in the Complimentary Events Video Library on WASB.org.

Upcoming Webinars

■ WASB LEGAL AND LEGISLATIVE VIDEO UPDATE

JUNE 17, JULY 15, AUG 19, SEP 16 | 12 - 1 p.m.

Each month, WASB staff counsel and government relations staff address current topics of interest to WASB members. The topics are typically driven by recent developments affecting schools in the state Legislature, Congress, governmental agencies and the courts.

This webinar is a member benefit, and no registration is required. Visit WASB.org for more information. The Zoom link will be sent via email in the days leading up to each webinar.

SUMMER LEARNING SYMPOSIUM

July 10–11 | Holiday Inn | Stevens Point, WI

Make the most of summer by joining your fellow public education leaders in Stevens Point to connect, exchange ideas and equip yourself with practical strategies for the 2026-27 school year. This two-day event features engaging, informative breakout sessions on school safety, finance, artificial intelligence, community engagement, student board representatives, rural resilience, the top policy topics impacting districts and more. Attendees will earn 20 points through the WASB’s Member Recognition Program.

■ EVENT HIGHLIGHTS

FRIDAY MORNING | Keynote Speaker: Craig Olson

If Not You, Then Who? Building School Community to Champion Every Student

Your school community includes a wide range of stakeholders, each bringing unique interests and perspectives. Longtime Wisconsin superintendent Craig Olson will share how he has led and championed students by intentionally connecting with diverse members of the school communities he’s served. He will highlight the ways he built new relationships, strengthened trust and cultivated support that ultimately helped create positive outcomes for students.



FRIDAY EVENING | Special Dinner Presentation

An Evening With Tom Thibodeau

As the founder of Viterbo University’s Masters of Arts in Servant Leadership, Thibodeau will deliver his infectious enthusiasm, compassion and commitment to leadership and service. Join the professor, husband, father, grandfather and active community member for an evening of insight and inspiration. *This \$49 event requires a separate registration.*



■ FRIDAY, JULY 10 | Sessions

- From the Capitol to the Ballot Box: A Legislative Recap and Election Preview
- Strengthening School Safety: Inside the WSSCA and Today’s Emerging Online
- Community-Led Planning for Rural Resilience
- Bringing Student Voices to the Board Table
- Unlocking New Voices: Building School-Community Connections That Matter
- Board Presidents, Let’s Connect: Superintendent Communication & Networking
- Strengthening the Educator Workforce Supply: Insights on Programs Available to Rural (and Not-So-Rural) School Districts

■ SATURDAY, JULY 11 | Sessions

- What Is Your Audit IQ?
- The Digital Dilemma: Leading Schools Through the Age of AI and Emerging Technology
- Leadership in Focus: A Better Way to Evaluate, Align and Lead
- Stay Out of Trouble With Strong Policy: Overlooked Policies and New Trends
- Highly Qualified School Business Offices in All Districts
- Fiscal Stress and the Sustainability of School Districts Under a ‘Referendum-Based’ Funding System
- Community Impact Through Childcare and Before- and After-School Support

REGISTRATION IS NOW OPEN. To register and view the full agenda, visit [WASB.org/meeting-and-events/summer-learning-symposium/](https://wasb.org/meeting-and-events/summer-learning-symposium/).

Setting the Record Straight

Public schools have always inspired strong feelings, but today’s polarized climate has intensified the discussion to new extremes. As community institutions, public schools should absolutely be held accountable. Yet too often, genuine conversation is drowned out by misleading narratives and decontextualized statistics that spread quickly through social media, news coverage, and even local board and referendum meetings.

That’s why public education advocates must be prepared to respond clearly and confidently. Visit WASB.org to view our myth-busting guide intended to equip board members, administrators and community supporters with accurate information and effective talking points in an effort to help set the record straight. Think of these as a foundation — they become most powerful when paired with your district’s own data, experiences, and stories. We encourage you to adapt them, expand on them, and use them to strengthen trust in Wisconsin’s public schools.

To stay up to date with the campaign, subscribe to the Legislative Update Blog, follow the WASB’s social media pages and help us amplify accurate information statewide.

Business Honor Roll Nominations

DEADLINE: AUGUST 7

The WASB is now accepting nominations for the 2026 Business Honor Roll. School boards can submit the names of up to five local businesses, including newspapers and other media, that have been helpful to their school district over the past year. Tell us who they are and what they have done for your schools, and we will help you promote your business partnerships. Nominated businesses will be posted on the WASB website, and several will be profiled in the December issue of Wisconsin School News. Districts will be provided a sample press release and personalized certificate to give their businesses. Visit WASB.org to nominate a business by Friday, Aug. 7.



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TEN-YEAR LOOK BACK

“ **One of my very favorite things** about being a school board member is getting to see the students walk across the stage and accept their diploma. ”

— **Former Chippewa Falls Area Unified School District board president Amy Mason** speaks on why graduation season is such a special time for school board members.



▶ **The June-July 2016 issue of Wisconsin School News** explores the growing teacher shortage in Wisconsin, drawing on data from the Department of Public Instruction and teacher preparation programs. The issue also highlights the meaning of graduation day for school board members, staff, students and communities; features a research-based article examining the sources and impacts of unproductive conflict on Wisconsin school boards; and includes the 2016 WASB Report to the Membership.



LOOK AHEAD TO 2027

Wisconsin State Education Convention

JANUARY 20-22, 2027

BAIRD CENTER, MILWAUKEE



Rare End-of-Session Surplus Compromise Ends in Failure

It joins many other proposals that failed to pass this session.



For months, Wisconsin was watching in anticipation as high-level discussions were held between Governor Tony Evers, Assembly Speaker Robin Vos and Senate Majority Leader Devin LeMahieu to hammer out a compromise on how to spend the state's expected budget surplus. A final \$1.8 billion deal produced this month would have seen an additional \$315 million in special education funding, \$300 million in additional general aids, \$850 million in income tax rebates and \$50 million in property tax relief through the technical college funding formula.

While the proposed deal did not solve the ongoing structural funding problems, such as a long-term decline in state support for public schools, a lack of inflationary increases to revenue limits, or declining enrollment, it did provide a significant lift for school districts facing real challenges now. The amount of increased special education aid was significant (enough to get to an estimated 50% reimbursement rate by next year) and — due to federal law — if that money was allocated, it could not be taken back.

The general aid provided through the deal, while not increasing total revenues for school districts, would have provided relief to property taxpayers who have found themselves increasingly picking up the tab for their public schools.

Unfortunately, the deal failed to make it into law, ending the months-long anticipation by education advocates and property owners. After a marathon of a session day on May 13, the Senate voted down the proposal via a 15-18 vote, with GOP Sens. Rob Hutton (R-Brookfield), Chris Kapenga (R-Delafield) and Steve Nass (R-Whitewater) joining all Senate Democrats in opposing the measure. This failure occurred even after the proposal was amended to include several provisions designed to pull in more support from GOP Senators. On the other side of the Legislature, the Assembly passed the proposal via a 61-32 vote, with 10 Democrats joining nearly all Republicans in supporting the measure.

Democrats in both chambers who opposed the measure argued that the deal would create a structural deficit heading into the next

state budget. They also pointed to the fact that income tax rebates would not help Wisconsinites living on fixed incomes, such as those on social security. The four legislative Republicans (three senators and one representative) that opposed the deal pointed to increased government spending, the creation of a structural deficit and their belief that the full surplus should have been returned to taxpayers in rebate checks.

The governor spent much of the week attempting to cajole his fellow Democrats into supporting the deal to little avail. Expressing disappointment in the deal, Governor Evers stated:

“Wisconsin’s kids and schools aren’t going to get the investments they desperately need this year because Tom Tiffany [who made calls to persuade Republicans from supporting the deal] and a few Republican and Democratic lawmakers chose to blow up a bipartisan plan to invest in our K-12 schools, lower property taxes, and help working families afford rising costs, all because they’d rather do what’s best for the next election than what’s right for the people of our state.”

The general aid provided through the deal, while not increasing total revenues for school districts, would have provided relief to property taxpayers who have found themselves increasingly picking up the tab for their public schools.

Unless the governor and Legislature can agree to a different package, schools and taxpayers will have to wait until the next state budget for another chance to receive the relief they have been asking for.

“So many Wisconsinites feel left behind, frustrated, and disillusioned by politics these days because they think a lot of politicians in the Capitol are only here to serve themselves.”

Senate Majority Leader Devin LeMahieu pointed the blame squarely at Senate Democrats:

“Senate Democrats stood together to buck their own governor to deny working families tax relief and leave \$2.5 billion sitting in a Madison bank account instead of helping schools perform special education services.”

Unless the governor and Legislature can agree to a different package, schools and taxpayers will have to wait until the next state budget for another chance to receive the relief they have been asking for.

■ Vetoed Legislation

The surplus deal — while an important piece of legislation — was just one of many pieces of legislation that failed to make it into law this year. Some of these rose to enough significance to pass the Legislature only to be vetoed by the governor. While this legislation has died this session, bills have a way of reappearing in subsequent legislative sessions. Given there is a pivotal election coming up in November, some of this legislation could experience different results next session depending on the results. Below is a list of 18 of the most relevant K-12 legislation that was

vetoed this session.

AB 1: Changes to the educational assessment program and the school and school district accountability report.

AB 5: Requiring school boards to make textbooks, curricula and instructional materials available for inspection by school district residents.

AB-100: Designating athletic sports and teams operated or sponsored by public schools or private schools participating in a parental choice program based on the sex of the participants.

AB-103: School board policies related to changing a pupil’s legal name and pronouns.

AB 166: Academic and career planning services provided to pupils and requiring the reporting of certain data on college student costs and outcomes.

AB 457: The conditions under which a school district may adopt a resolution to exceed its revenue limit.

AB 460: Pupil eligibility for parental choice programs based upon participation by a sibling or a dependent child of the pupil’s parent or guardian.

AB 518: Allowing individuals who hold a substitute teaching permit to substitute teach at private schools participating in a parental choice program.

AB 582: Dual enrollment programs, creating the Council on Dual Enrollment and transfer of postsecondary course credits.

AB 602: Participating in the federal tax credit program for contributions to scholarship granting organizations.

AB-614: A teacher’s authority to manage the teacher’s class, parental notification of disruptive or violent behavior at school, and a school district’s code of conduct.

AB 998: Recommendations made by the council on early literacy curricula.

SB 10: Access to public high schools for military recruiters.

SB 16: Participation in interscholastic athletics and application of the public records and open meetings laws to interscholastic athletic associations.

SB 389: The per pupil adjustment for school district revenue limits.

SB 424: Teacher preparatory programs during summer school.

SB 652: Race-based higher education programs and requirements.

SB 699: Alternative methods of providing pupil transportation services.

Through thick and thin, passage and failure, the WASB Government Relations team is here to work on your behalf and provide up-to-date information to better power your own advocacy. As attention shifts to the upcoming elections and ultimately the 2027-28 legislative session, we will begin to set our priorities for the next state budget. We will be sharing a draft 2027 Legislative Agenda focusing on budget items with members this fall, including at each WASB Regional Meeting, for feedback. ■



The Basics of Harassment Restraining Orders

Unfortunately, a school district might face a situation where an individual is intent on engaging in conduct that serves no legitimate purpose. This is vastly different than someone who merely disagrees with a decision by the school board or administrator. Differences of opinion, even when they are vocalized loudly, generally have a legitimate purpose. However, conduct that is relentless, intimidating, distracting, or scary might constitute harassment. In these rare situations, a school district might consider filing for a harassment restraining order against the individual. Wisconsin law defines “harassment” as “[e]ngaging in a course of conduct or repeatedly committing acts which harass or intimidate another person and which serve no legitimate purpose.”¹

This Legal Comment will address options available to handle a significantly challenging individual whose behavior might rise to the level of legal harassment. First, the Legal Comment will discuss options for managing these situations short of filing for a harassment restraining order. Second, it will describe the process for requesting a temporary harassment restraining order and a subsequent longer injunction from a circuit court. Finally, it will discuss two Wisconsin Supreme Court

decisions addressing the interplay between harassment injunctions and the First Amendment.

■ Communication plan

When faced with an individual who engages in harassing conduct, an initial option is implementing a communication plan. This might include responding to the individual’s emails or other communications only once a week or directing the individual to communicate only in writing and not by telephone or in person. It might direct the individual to communicate only with a single school district official, such as the district administrator or the school board president. The district should detail any exceptions to the communication plan, such as for purposes of reporting a child’s absence or the need for a child to leave school early. The plan should state how long the restrictions will be in place and make clear that any exception the district makes does not repeal the plan permanently. If the individual violates the communication plan, no school official should respond—except in those rare situations when a response is legally required such as a public records request. A communication plan is often documented in a formal letter to the individual. Sometimes,

the letter will warn the individual about the potential consequences if the plan is violated, such as the district filing for a harassment restraining order.

■ Banning an individual from school property

Wisconsin law authorize school boards to make rules applicable to individuals who enter or remain in a school building.² Some school boards develop policies delegating authority to specified members of the administration to bar or remove individuals from school property if they are distracting from the educational environment, might disrupt the good order of the school, or violate rules and policies. Many school boards adopt visitor policies to spell out the situations in which specified administrators can exercise this authority. If an individual fails to leave school property when directed by the administrator, law enforcement can be called for assistance.

■ Harassment restraining orders and injunctions

If initial efforts fail to stop the harassing conduct, a school official can file a petition seeking a harassment restraining order against the harassing individual.

When faced with an individual who engages in harassing conduct, an initial option is implementing a communication plan.

If initial efforts fail to stop the harassing conduct, a school official can file a petition seeking a harassment restraining order against the harassing individual.

A temporary harassment restraining order is issued by a circuit court and orders the harassing individual to “cease or avoid the harassment.”³

A restraining order can protect one or more individuals and can even protect an entire school district.⁴ An individual school employee or board member can file a petition on their own behalf without an attorney, but any petition filed on behalf of a district or school board must be filed by an attorney.⁵ The petition must include: the name of the alleged victim (which could be the district itself); the name of the person engaging in harassment (the respondent); and allegations sufficient to show that the respondent has engaged in harassment with intent to harass or intimidate the victim.⁶

A circuit court can issue a temporary restraining order if the court “finds reasonable grounds to believe that the respondent has engaged in harassment with intent to harass or intimidate the petitioner.”⁷ A temporary harassment restraining order might, among other things, order the respondent to: avoid contacting the petitioner without the petitioner’s written consent; to cease or avoid the harassment of another person; and to avoid district buildings.⁸ Thus, even though a non-attorney cannot petition for a harassment restraining order on behalf of a school district, an individual petitioner might be able to obtain a restraining order that requires the respondent to cease harassing individuals other than the petitioner.

A temporary restraining order is based solely on the allegations in the petition and can be issued without a hearing and without notice to the

respondent. Often, these temporary orders are issued by a court commissioner rather than a judge. If issued, the temporary restraining order will be in effect until a hearing is held on the merits of the petition, at which time the court can enter an injunction that would be in effect for up to 4 years. Unlike the temporary restraining order, the respondent will have an opportunity to respond to the allegations before an injunction is issued. These hearings are overseen by a circuit court judge who would issue the injunction if the legal elements are met by the petitioner. Unless certain exceptions apply, the judge must hold a hearing on the injunction within 14 days after the temporary restraining order is issued.⁹ Violation of a harassment restraining order or injunction is a misdemeanor and subjects the violator to a \$10,000 fine or 9 months imprisonment or both.¹⁰ If the respondent violates a harassment restraining order or injunction, the petitioner can call local law enforcement to enforce it. For this reason, school districts should contact local law enforcement prior to petitioning for a temporary harassment restraining order so that all parties are on the same page regarding the effectiveness and necessity of the order. An order or injunction is only effective if law enforcement is willing and able to enforce it.

■ First Amendment implications of harassment injunctions

The First Amendment generally does not protect harassing conduct. In *Board of Regents – UW System v. Decker*, the Wisconsin Supreme Court addressed a former student’s

challenge to a harassment injunction obtained by the Board of Regents.¹¹ The student argued that his conduct, which included repeatedly trespassing on university property with the intent to disrupt university proceedings, did not constitute harassment “because he had the legitimate purpose of protesting student fees.” The Supreme Court rejected that argument, holding that he “cannot shield his harassing conduct from regulation by labeling it ‘protest.’” The Court explained that if his “purpose was even in part to harass the Board of Regents, his conduct can be enjoined under Wis. Stat. § 813.125.” The Court recognized that protests implicate First Amendment concerns but held that an individual’s “right to protest on UW property can be restricted when he engages in harassment with the intent to harass or intimidate.”

However, a harassment injunction generally cannot be based on the content of the harasser’s speech. In *Kindschy v. Aish*, the Wisconsin Supreme Court reversed a harassment injunction that had been issued against an anti-abortion protestor based on statements he made to a nurse practitioner as she left her job at a family planning clinic.¹² Because the injunction was content-based, the court determined that it would comply with the First Amendment only if (1) the statements were “true threats” (“serious expressions” conveying that a speaker means to “commit an act of unlawful violence”) and the protester disregarded a substantial risk that they would be viewed as threatening violence; or (2) the injunction was narrowly tailored to achieve a compelling state interest

(that is, the injunction satisfies strict scrutiny—a standard that is rarely met). The court found that this injunction did not meet either standard, explaining that the standard for finding that a speaker intentionally or recklessly uttered a true threat under the First Amendment is not the same as finding that the speaker intended to harass or intimidate under the Wisconsin harassment injunction statute. The court also explained that by prohibiting the protester from speaking not just to the nurse, but to others at the clinic or anywhere else the nurse might be, the injunction burdened “significantly more speech than is necessary to protect individual privacy, freedom of movement to

and from work, and freedom from fear of death.”

Conclusion

Seeking a harassment injunction is generally a last resort. If an injunction is successfully obtained, it will require law enforcement’s willingness and ability to enforce the injunction’s terms. Additionally, in some situations, seeking an injunction might only escalate the situation further. Nevertheless, in certain situations, an injunction is an important tool for school districts to consider when they are faced with harassing conduct that lesser interventions cannot resolve. ■

This Legal Comment was written by Heather Curnutt & Brian P. Goodman of Boardman & Clark LLP, WASB Legal Counsel.

1. Wis. Stat. § 813.125(1)(am)4.b.
2. Wis. Stat. § 120.13(35).
3. Wis. Stat. § 813.125(3)(a) and (4)(a).
4. See, e.g., Bd. of Regents-UW Sys. v. Decker, 2014 WI 68, ¶ 3, ¶ 26 (holding that Wis. Stat. § 813.125 protects institutions, including the Board of Regents, as well people).
5. Wis. Stat. § 757.30(1) and (2); see also Jadair Inc. v. U.S. Fire Ins. Co., 209 Wis. 2d 187, 562 N.W.2d 401 (1997).
6. Wis. Stat. § 813.125(5)(a).
7. Wis. Stat. § 813.125(3)(a)2. and (4)(a)3.
8. Wis. Stat. § 813.125(3)(a) and (4)(a).
9. Wis. Stat. § 813.125(3)(c).
10. Wis. Stat. § 813.125(7).
11. 2014 WI 68.
12. 2024 WI 27.

Legal Comment is designed to provide authoritative general information, with commentary, as a service to WASB members. It should not be relied upon as legal advice. If required, legal advice regarding this topic should be obtained from district legal counsel.

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For more than 50 years, von Briesen has delivered client-driven results to school districts throughout Wisconsin. Our team's depth and breadth of experience allows us to understand the unique challenges facing school districts today and help our clients become true leaders and innovators.

► Weld Riley, s.c.

715-839-7786, weldriley.com
sweld@weldriley.com

We provide a wide variety of legal advice and counseling to help Wisconsin school districts, colleges and CESAs address corporate-related, body politic and unique legal issues.

School/Community Research

► School Perceptions, LLC

262-299-0329
info@schoolperceptions.com
schoolperceptions.com

An independent research firm specializing in conducting surveys for public and private schools, educational service agencies, communities and other state-level organizations.



SUPPORTING, PROMOTING AND ADVOCATING FOR PUBLIC EDUCATION



UPCOMING PROGRAMS



2026 FALL REGIONAL MEETINGS & WORKSHOPS

September - October

Dates and locations vary by region.



JULY 10-11, 2026

SUMMER LEARNING SYMPOSIUM

Holiday Inn Stevens Point - Convention Center

This two-day event features engaging, informative breakout sessions on school safety, finance, artificial intelligence, community engagement and more. School

District of Winter Superintendent Craig Olson will give a keynote titled "If Not You, Then Who? Building School Community to Champion Every Student."

Registration is now open at [WASB.org](https://www.wasb.org).

Visit [WASB.org](https://www.wasb.org) for complete information. | 608-257-2622 | info@wasb.org