

1 **Rationale:**

2 This resolution is outdated.

3
4 Due to the enactment of 2011 Wisconsin Act 10 there are no longer any collective bargaining
5 agreements in place that might overlap or conflict with the teacher contract statute; therefore, the
6 rationale for this resolution no longer exists.

7
8
9 **Resolution 19-02: *Reducing the Number of School Board Members in a District***

10
11 **Create:** The WASB supports legislation allowing a school district board with more than
12 three members to reduce its number of board members to the next lowest odd number of
13 board members in a single step.

14
15 **Rationale:**

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

20
21 Currently, whenever a school district with more than three (3) school board members
22 votes to reduce the number of school board members, the reduction is accomplished by
23 electing one less school board member each year thereafter until the school board is
24 reduced to the approved number of members. (See s. 120.03(3)(e), Wis. Stats.)

25
26 This resolution supports allowing a school board with more than three members to reduce
27 its membership from an odd number of members to the next lowest odd number of
28 members in one step, thus maintaining an odd number of board seats and reducing the
29 likelihood that tie votes will occur.

30
31 *Note:* There are currently four school boards in the state with 3 school board
32 members: Brighton #1, Dover #1, Geneva J4 and Norris. All other school boards
33 have at least five members.

34
35
36 **Resolution 19-03: *Student Poverty & Revenue Limits***

37
38 **Amend** Resolution 2.20 (q) to read as follows:

39 The WASB supports using student poverty as a factor in the state equalization aid
40 formula and revenue limits.

41
42 **Rationale:**

43 Currently, both the equalization aid formula (a/k/a school funding formula) used to calculate each
44 district's general equalization aid allocation and the revenue limit formula count each pupil as one
45 pupil without regard to any special needs or characteristics that pupil may possess.

1 Existing WASB Resolution 2.20 (q) supports using student poverty as a factor in how *state aid*—
2 specifically general equalization aid—is calculated and distributed to each school district through the
3 school funding formula. This resolution would add student poverty as a factor in calculating the
4 *revenue limit* applicable to each school district.

5
6 Adding a poverty factor to the formula for calculating general aid but not to the formula for calculating
7 revenue limits would provide districts with state general equalization aid in proportion to their level of
8 student poverty. A district would not, however, be able to spend any additional general aid that might
9 be generated under that formula change on programs or services for students (e.g., to address the needs
10 of students from poverty backgrounds) unless its revenue limit adjusts in similar manner. In general,
11 under the revenue limit law any additional general equalization aid received by the district would have
12 to be used to reduce the district’s property tax levy (This assumes no offsetting adjustment in revenue
13 limits is allowed). By supporting an adjustment in revenue limits this resolution would give local
14 school boards the option to use any additional revenue this change might generate at their discretion.

15
16
17 **Resolution 19-04: *Community Schools***

18
19 **Create:** The WASB supports state funding for inclusive “community schools” programming that
20 utilizes strategic community partnerships to provide support services such as health and nutrition as
21 well as enhanced learning opportunities to meet the diverse needs of students and families.

22
23 **Rationale:**

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

33
34
35 **Resolution 19-05: *Funding for Gifted and Talented Programming***

36
37 **Create:** The WASB supports increasing state funding for Gifted and Talented
38 programming in Wisconsin’s public schools.

39
40 **Rationale:**

41 Current Wisconsin law mandates that “each school board shall ensure that all gifted and
42 talented pupils enrolled in the school district have access to a program for gifted and
43 talented pupils.” However, the state currently appropriates only \$237,200 annually to
44 fund services to gifted and talented students statewide, making this is statutory directive
45 largely an unfunded state mandate. This resolution supports additional funding for gifted
46 and talented programming.

1 **Resolution 19-06: Competitive Grants**

2
3 **Create:** The WASB opposes the use of competitive grants as a vehicle to deliver state funding to
4 school districts that should be distributed through categorical aids. The WASB supports
5 ensuring that competitive grant programs recognize the diversity of school districts and resources
6 available to them, that applications are simple and easy to complete, and, to the extent possible,
7 that grant application deadlines are staggered so they do not all fall at the same time.
8

9 **Rationale:**

10 This resolution recognizes that competitive grants are increasingly being utilized to distribute
11 state funding to school districts for various purposes as an alternative to providing categorical
12 aid. With greater use of competitive grants, comes more work for districts in applying for the
13 grants, which can be cumbersome and labor-intensive, particularly for smaller districts with less
14 staff resources to devote to grant-writing. Such difficulties for districts are aggravated when
15 numerous grant application deadlines fall at the same time.
16
17

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

20
21 **Amend** Resolution 2.31 to read as follows:
22

23 The WASB supports increasing the special education categorical aid reimbursement level to not
24 less than ~~33~~60 percent of prior year eligible costs and maintaining funding at not less than this
25 percentage each year thereafter. The WASB further supports the following provisions related to
26 funding for children with disabilities:
27

- 28 (a) Funding that follows the student on a pro-rated basis within the school year rather
29 than being targeted to the district.
30 (b) Funding for special needs vouchers will not impact a public school's state aid, nor
31 will private schools that receive special needs vouchers be reimbursed at a higher
32 percentage rate for their special education costs than the reimbursement rate public
33 schools receive for their special education costs.
34 ~~(b)-(c)~~ Full federal and state funding for students living in rehabilitation centers and foster
35 homes within the school boundaries.
36 ~~(e)-(d)~~ Full federal and state aid for mandated special education transportation costs.
37 ~~(d)-(e)~~ Full federal and state funding for the cost of assistance to students required by law,
38 which is not related to a child's education, including but not limited to nursing assistance,
39 interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations
40 and programming and individualized behavior modification programming.
41 ~~(e)~~ Increases in state and federal resources for serving severely emotionally disturbed
42 students.
43 ~~(f)~~ Streamlined processes for settling special education disputes to minimize legal costs.
44 ~~(g)~~ Limitations on legal fees school districts are required to pay attorneys for pupils who
45 prevail in special education disputes.

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

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

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

9
10 **Rationale:**

11 Special education categorical aid provides state funding to districts to reimbursement certain eligible
12 costs from the prior year. The amount of funding each district receives is based on the total amount
13 appropriated for this aid and a school district's eligible costs in the prior year. The main special
14 education categorical aid appropriation was last increased in 2008-09. It has been frozen at about
15 \$369 million since then even though costs for special education services continue to increase.

16
17 When special education costs increase faster than growth in special education categorical aid, this aid
18 is prorated, and the percentage of costs reimbursed by that aid decrease over time. On a percentage
19 basis, the reimbursement rate declined from roughly 60 percent in the 1989-90 school year to roughly
20 30 percent in the 2004-05 school year and without an increase in special education categorical aid will
21 likely drop below 25 percent by the 2019-20 school year.

22
23 Special education expenditures that are not reimbursed by the state or federal special education
24 categorical aid programs are eligible for reimbursement under state general equalization aids;
25 however, state-imposed revenue limits restrict the amount of state general equalization aids and
26 property tax revenue a school district may receive. Thus, regardless of any increases in general
27 equalization aids (which are inside the revenue limits), rising special education costs (combined with
28 revenue limit restrictions) have the effect of reducing a district's available resources for non-special
29 education-related instruction (i.e., the district's regular education programming and staff).

30
31 This resolution calls for an increase in special education categorical aid funding sufficient to increase
32 the reimbursement rate to 60 percent of prior year eligible costs (as opposed to the 33 percent rate
33 called for in the existing resolution). Based on 2017-18 figures, each one percent increase in the
34 reimbursement rate translates to an annual increase in state expenditures of approximately \$14.45
35 million. It also updates several provisions in the existing resolution reflecting policy goals or priorities
36 around special education, eliminating some policy statements and adding new policy goals.

37
38
39 **Resolution 19-08: Common School Fund/Library Aid**

40
41 **Amend** 2.82 Fines and Forfeitures as follows:

42
43 **2.82 Fines & Forfeitures Common School Fund**

44 The WASB opposes any legislation to repeal, modify, or jeopardize the constitutional provisions
45 ~~of fines and forfeitures as a source of income for establishing and endowing~~ the common school
46 fund.

1 The WASB supports ensuring that the income of the common school fund will continue to be
2 directed toward public school libraries as library aid and opposes efforts to divert common
3 school fund monies to provide general support for public schools.

4
5 **Rationale:**

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

15
16 Wisconsin public schools and students benefit from having the income generated by the common
17 school fund used exclusively in their school libraries. Not only does library aid help provide
18 equitable access to learning materials for all staff and students in our public schools, library aid
19 monies are the sole source of state funding for public school libraries. For many school districts,
20 this is the only money available to them for making library-related purchases.

21
22 This resolution supports protecting the common school fund against attempts to repeal or abolish
23 it or remove or diminish its sources of support and income. The resolution also supports
24 maintaining the exclusive use of the income of the common school fund as library aid to public
25 school libraries.

26
27
28 ***Resolution 19-09: Reading Interventions***

29
30 **Create:** The WASB supports legislation to provide commensurate state funding for ongoing
31 assessment, intensive interventions and remediation for students who have reached third grade
32 but do not read at grade level.

33
34 **Rationale:**

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

38
39 This resolution supports state funding to meet these various reading-related state mandates.

40
41 Reading proficiency at the third-grade level is a strong predictor of high school success and graduation
42 and correlates with lifetime economic success. Students who do not overcome reading deficits are
43 likely to struggle throughout their academic careers, have low student achievement and a reduced
44 likelihood of graduation.

1 **Resolution 19-10: *Private School Aid/Voucher Funding***

2
3 **Repeal and recreate** 2.70 Private School Aid to read as follows:

4
5 **2.70 Private School Aid/Voucher Funding**

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

9
10 All publicly funded schools, including private schools receiving voucher funding, must have the
11 exact same accountability and transparency standards and requirements.

12
13 The WASB opposes the current voucher funding mechanism, under which taxpayer-financed
14 vouchers are provided to private schools through deducting state aid from public school districts
15 harms the majority of Wisconsin's students by diminishing resources available for public schools
16 or requiring school boards to raise local property taxes to compensate for the lost aid. Creating
17 two publicly supported education systems threatens the sustainability of public school districts.

18
19 The WASB supports legislation to require property tax bills to include information from the
20 school district in which the property is located regarding the dollar amount (and percentage
21 change) of the net reduction in state aid, if any, to the school district between the current year
22 and the previous year as a result of pupils enrolled in statewide voucher program, the Racine
23 voucher program, the Milwaukee voucher program, or the special needs voucher program.

24
25 **Rationale:**

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

31
32 The new language is directed toward the statewide voucher program (WPCP), the Racine
33 voucher program (RPCP) and to a lesser degree, the Special Needs Scholarship Program (SNSP).
34 It is argued that the current funding system for these three voucher programs is being hidden or
35 obscured by running the funding through the public school funding formula where it is largely
36 hidden from public view and is neither clear nor well understood. That is because the costs of
37 vouchers in these programs are now being funded by deducting state aid from the public school
38 district in which participating voucher pupils reside. As a result, the local school boards of
39 districts in which voucher pupils in these programs reside are essentially being forced either to
40 raise property taxes to fund the cost of these vouchers or to cut programs and staff. No matter
41 which choice a board makes in such a situation, that involuntary "choice" has the potential to
42 weaken support for public schools and school boards.

1 **Resolution 19-11: *Oppose/Eliminate Special Education Vouchers***

2
3 **Amend** Resolution 2.705 Oppose Special Education Vouchers as follows:

4
5 The WASB opposes the use of state tax monies to provide special education vouchers for students
6 with disabilities or other special educational needs to attend private schools located anywhere in the
7 state and supports eliminating the Special Needs Scholarship program.

8
9 **Rationale:**

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

14
15 A participating private school must implement an individualized education plan (IEP) or services plan
16 in effect for a student, although that plan may be modified by agreement between the private school
17 and the student's parent. Beginning with the 2018-19 school year, a participating private school may,
18 but is not required to, submit to DPI a financial statement and supporting documentation indicating the
19 actual costs it incurred to implement the modified IEP or services plan for a participating student.
20 Then, beginning in the 2019-20 school year, DPI must pay all submitted actual costs for educating a
21 given participating pupil in the previous school year, up to 150 percent of the amount it would have
22 otherwise paid for that pupil (at least \$18,647). The DPI must deduct this amount from the
23 equalization aid of the school district in which that participating pupil resides.

24
25 In addition, DPI must reimburse the participating private school for 90 percent of documented costs
26 that exceed this 150 percent amount with state dollars from the program's GPR appropriation. The 90
27 percent reimbursement for services provided above this 150 percent amount (above \$18,647) could
28 potentially include services that would not be eligible to be reimbursed if those services were provided
29 at a public school. However, because the DPI is not allowed to question or investigate the legitimacy
30 of any cost figures submitted, some argue this makes this voucher program and the schools
31 participating in it unaccountable. Some also argue that providing a minimum 90 percent state
32 reimbursement to private schools for services that need not be provided by licensed or certified special
33 education teachers while public schools are only reimbursed by the state for roughly 25 or their
34 eligible costs is patently unfair. This resolution supports eliminating the special needs voucher
35 program.

36
37
38 **Resolution 19-12: *Indigenous People's Day***

39
40 **Create:** The WASB supports legislation to add Indigenous People's Day to the list of public
41 school observation days in Wisconsin.

42
43 **Rationale:**

44 Indigenous people have inhabited the Americas and Wisconsin for over 10,000 years and have
45 contributed much to the culture and history of this state. This resolution supports adding Indigenous
46 People's Day to the list of Observance Days recognized by the state and the Department of Public
47 Instruction (DPI) to honor and show respect to the contributions of indigenous people in the state.

1 State statutes governing general school operations currently designate 21 special observance days (see
2 section 118.02 Wis. Statutes).

3
4 The DPI's website listing all the special observance days indicates:

5
6 "Honoring observance days can teach the elements of tradition that preserve U.S. society
7 and foster an awareness of our cultural heritage. Observance days can be part of a rich
8 social studies curriculum that gives these individuals and events proper emphasis, both in
9 the context of Wisconsin and U.S. history and in relation to their effect on or
10 improvement of our political, economic, and social institutions."

11
12 **Resolution 19-13: *Tobacco-, Nicotine- & Vaping-free Schools***

13
14 **Amend** Resolution 6.02 to read:

15
16 **6.02 Tobacco-free, Nicotine-free & Vaping-free Schools**

17
18 The WASB supports ~~tobacco-free school environments~~ school learning environments
19 free of tobacco, nicotine and vaping products and devices.

20
21 **Rationale:**

22 This resolution updates the existing WASB resolution on "tobacco-free" schools to reflect the
23 emergence of E-cigarettes and other vaping products and devices as replacements for traditional
24 tobacco cigarettes and other tobacco products as nicotine delivery mechanisms.

25
26 The resolution language is updated to specifically mention nicotine, the addictive agent in
27 tobacco products, as well as vaping products and devices that do not typically include tobacco
28 but are often filled with nicotine and other chemicals that are harmful to students.

29
30
31 **Resolution 19-14: *Mental Health Revenue Limit Exemption***

32
33 **Create:** The WASB supports legislation to allow local districts to exceed the revenue limit for
34 mental health related services by creating a new fund. This newly created fund would allow
35 school districts to levy taxes above their revenue limit for the purposes of providing mental
36 health related services as identified and determined at the local level. Services may include, but
37 not be limited to the following:

- 38
39
- 40 • Contracting with mental health service providers;
 - 41 • Hiring a mental health coordinator;
 - 42 • Hiring of an autism coordinator;
 - 43 • Hiring a behavioral specialist or interventionist;
 - 44 • Contracting with outside agencies for mental health screening in grades preK-12;
 - 45 • Hiring a parent/peer advocate; or
 - 46 • Training for staff in the areas of trauma sensitive schools, restorative practices, youth
mental health first aid, emotional regulation.

1 **Rationale:**

2 Providing a revenue limit exception for mental health services would allow local school board
3 the option to raise local property taxes to fund additional types of mental health services for
4 students (enumerated in the resolution) rather than having to rely on state aid or grant programs
5 that do not currently cover these services. School boards could, at their discretion, choose to
6 utilize the option to raise additional funds locally to fund the types of services enumerated in the
7 resolution. Creating a new fund (within the Wisconsin Uniform Financial Accounting
8 Requirements or WUFAR) would ensure the additional revenue raised under this revenue limit
9 exception would be designated specifically for such services.

10
11

12 **Resolution 19-15: *Trauma-Informed Care***

13
14 **Create:** The WASB supports the use of trauma-informed care in schools, including recognizing
15 how adverse childhood experiences can have an impact on a child's development and can
16 increase needs for counseling or support.

17
18

18 **Rationale:**

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

22
23

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

25
26

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

29
30

30 Note: The first round of state school safety grants issued in summer 2018 required that applicants
31 provide staff with a minimum of 3 hours combined training in Adverse Childhood Experiences
32 (ACE) and Trauma-Informed Care/Trauma Sensitive Schools (TIC/TSS) before the end of the
33 2018-2019 school year; or demonstrate that staff has already received such training.

34
35

36 **Resolution 19-16: *School Safety***

37
38

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

42
43

- 43 • Legislation allowing prosecutors to bring Felony charges against any individual who
44 intentionally conveys a threat or false information concerning an attempt to use a
45 dangerous weapon (including a firearm) to injure or kill a person on school property, on
46 transportation provided by a school, or at an event sanctioned by a school;

47

- 1 • Allocating sufficient funds:
 - 2 ○ to increase the number of school resource officers (SROs) who are fully trained
 - 3 law enforcement officers in school buildings;
 - 4 ○ to enable school districts to make needed security improvements;
 - 5 ○ to enable school districts to offer enhanced mental health services for students and
 - 6 staff who need help; and
 - 7 ○ to equip school crisis teams to react to threats before they become actual
 - 8 emergencies.

9
10 **Rationale:**

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

18
19
20 **Resolution 19-17: *Early Childhood Development and Education***

21
22 **Create:** WASB members support the participation of the WASB in discussions of early
23 childhood initiatives and in coalitions that help prepare children to succeed in school.

24
25 In addition, the WASB recognizes the benefits of:

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

36
37 **Rationale:**

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

42
43 Research in neuroscience has spotlighted the significant brain development that occurs early in a
44 child's life. By the time a child begins 4K or Kindergarten, a significant portion of brain development
45 has occurred. What happens during the first few years sets the stage for the rest of a child's life.

1 Parents can have a significant role in enriching early childhood experiences. Parents can, through
2 everyday interaction with their child, foster meaningful learning. This resolution recognizes that
3 school districts have a vested interest in successful early childhood development and that enhancing
4 each parent's understanding of their role and equipping them with simple techniques to foster learning
5 can be very important to their child's successful early development.
6
7

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

9

10 **Create:** The WASB supports legislation authorizing the Department of Public Instruction to issue an
11 educator license to clinical counselors, so school districts can employ clinical counselors to provide
12 mental health services to students the same way other licensed district staff are employed to do so.
13

14 **Rationale:**

15 Mental health aspects of school safety are becoming an increasing concern of students, staff and
16 school leaders. In many areas of the state mental health professionals are in short supply. However,
17 new training avenues are being opened for mental health counselors that are not currently recognized
18 by Department of Public Instruction (DPI) licensure statutes or rules. Marquette University, for
19 example, has opened a master's degree program in clinical mental health counseling that will soon be
20 producing graduates. Other states and universities already recognize clinical mental health counseling
21 through licensure and certification programs and courses of study leading to advanced degrees.
22

23 Legislation authorizing the DPI to issue an educator license to a clinical counselor would enable
24 school districts to employ clinical counselors on their staff to be proactive in meeting the mental health
25 needs of students. These clinical counselors could supplement the services provided by other pupil
26 services professionals while developing long-term relations with the students they serve in the school
27 those students attend. It may be possible for school districts to directly bill private health insurance
28 providers and/or Medicaid for the mental health services provided to students, potentially enabling
29 districts to recoup a portion of the costs associated with employing these mental health professionals.
30
31

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

33

34 **Create:** The WASB supports federal legislation to require higher education accrediting agencies to
35 relax credentialing requirements for high school staff who teach dual credit courses to maximize a
36 district's ability to provide dual credit programming and coursework.
37

38 **Rationale:**

39 Dual enrollment coursework in high schools exposes high school students to career clusters that
40 inform their own post-secondary plans, provide rigorous learning opportunities that broaden their
41 learning, and can decrease their overall tuition costs, minimizing student loan debt.
42

43 The State of Wisconsin has made it easier to license teachers in critical shortage areas such as
44 technical education, business education, family/consumer education, computer science, and
45 mathematics. Many of these teachers have been certified to teach dual enrollment courses in high
46 schools that enable students to take dual enrollment courses in which they earn both high school and
47 college credit upon successful completion.

1 However, the Higher Learning Commission, which issues accreditation to colleges and universities in
2 19 states, and other regional accrediting authorities have moved to require that instructors in their
3 regions who teach college level courses, including dual credit classes, must meet stricter credentialing
4 requirements, including earning a master's degree or at least 18 credits beyond a bachelor's degree in
5 the subject they teach. Some believe this certification requirement could reduce access to dual
6 enrollment classes if those who currently teach these courses are not able to obtain the additional
7 degrees or course credits required under the new certification criteria.

8
9 Through previous resolutions, the WASB has recognized the value of ensuring that high school
10 students have access to meaningful opportunities to earn college credit (see Resolutions 3.63 (d) and
11 (e) and 3.67 (a)). The WASB also supports providing state funding for the professional development
12 of high school teachers participating in dual enrollment programs, as a way to enable schools to offer
13 more dual credit classes (see Resolution 3.63 (e)).

14
15 This resolution aims to maintain and maximize Wisconsin school districts' ability to provide dual
16 enrollment programming and coursework by urging Congress to require accrediting agencies to relax
17 credentialing requirements for high school staff who teach dual enrollment courses

18
19
20 **Resolution 19-20: State Funding for Early College Credit Program and Start College Now Program**

21
22 **Amend existing resolution 3.63 (f) to read as follows:**

23
24 **3.63 (f) State Funding and Flexibility for Course Options Program**

25 The WASB supports additional, adequate state funding to reimburse school districts for costs
26 associated with students who take courses through postsecondary educational institutions at the
27 expense of the students' resident school district (or primary district of attendance), including
28 through the Early College Credit Program and the Start College Now Program. ~~the cost to~~
29 school districts of students taking courses through the Course Options Program. The WASB
30 further supports legislation to amend the Course Options Program to provide school districts
31 with an adequate amount of time to make appropriate adjustments to course offerings, class
32 schedules, and staffing assignments and to allow districts to give due consideration to their
33 resident students in allocating spaces in Course Options Program classes conducted as
34 concurrent enrollment classes in the district's own facilities and taught by a district teacher.

35
36 **Rationale:**

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

38
39 The 2017 Wisconsin Act 59 eliminated both the Course Options and Youth Options programs. The
40 Course Options statute was changed to Part-time Open Enrollment. The Youth Options statute (s.
41 118.55, Wis. Stats.) was renamed the Early College Credit Program (ECCP) and took effect in the
42 2018-19 school year. Under these changes, the Youth Options Program and the higher-education
43 elements of the Course Options Program were replaced by the ECCP and by the opportunity for pupils
44 to take technical college courses under a separate statutory program called "Start College Now."

1 In a manner like that of the now-repealed Course Options program, the new ECCP statute allows
2 Wisconsin public and private high school students to take one or more courses at an institution of
3 higher education for high school and/or college credit, effective July 1, 2018.

4
5 *Note:* Under the ECCP, an “institution of higher education” means an institution within the
6 University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution
7 of higher education located in the state. [Although technical colleges are not included under the
8 ECCP, pupils that have completed 10th grade continue to have the option to take courses at
9 technical colleges through a separate statute (see s. 38.12(14), Wis. Stats.).]

10
11 Subsequently, 2017 Wisconsin Act 307 excluded dual-enrollment courses offered for post-secondary
12 credit to high school pupils enrolled in a public high school from the ECCP, if all the following apply:

- 13
14 1. The school board of the relevant school district has entered into an agreement to provide a
15 college credit in high school program to academically qualified pupils under which the
16 participating pupils may take the course for postsecondary credit, and such agreement is with
17 either the chancellor of a University of Wisconsin System 4-year institution, or the president of
18 a private, nonprofit postsecondary institution that is a member of the Wisconsin Association of
19 Independent Colleges and Universities;
- 20
21 2. The instruction of pupils in the course takes place in a school building in the school district
22 or a school district facility; and
- 23
24 3. The individual who provides instruction in the course is a high school teacher who is
25 employed by the school district and either: a) certified or approved to provide the instruction
26 by the participating institution of higher education, or b) a faculty member of the participating
27 institution of higher education.

28
29 Dual enrollment programs (a/k/a dual credit programs) are programs through which high school
30 students are simultaneously enrolled (i.e., have a dual enrollment) in both high school and
31 college courses and earn both high school and college credit (i.e., dual credit) for the successful
32 completion of those courses.

33
34
35 **Resolution 19-21: *Early College Credit/Start College Now Programs***

36
37 **Amend** existing resolution **3.67**, to read as follows:

38
39 **3.67 Youth Options Early College Credit/Start College Now Programs**

40
41 (a) The WASB supports legislation which allows high school students to take courses at technical
42 colleges, universities and colleges in this state and receive high school credit, with final approval by
43 the school board.

44
45 (b) The WASB supports statutes, administrative laws-rules and decisions governing the Youth Options
46 program-college credit in high school programs that show deference to local school board policies.

1 (c) The WASB supports state funding to support ~~this mandate~~ college credit in high school programs.

2
3 ~~(d) The WASB supports further limiting the maximum number of college credits per school year.~~

4
5 ~~(d)~~ ~~(e)~~ The WASB supports that college courses to be considered for school board approval be
6 applicable to an academic degree, certification or diploma program at both the college and high school
7 level as well as being different from existing high school courses.

8
9 ~~(e)~~ ~~(f)~~ The WASB supports legislation indicating that under ~~the Youth Options Program~~ college credit
10 in high school programs, school districts would have the final authority to approve or deny offering
11 high school credits based on local policies and would only be responsible for payment of tuition for
12 those courses approved by the school board for high school credit.

13
14 ~~(f)~~ ~~(g)~~ The WASB supports limiting the level of tuition that districts are responsible for under the
15 ~~Youth Options Program~~ Early College Credit Program to the average per credit UW tuition and
16 requiring parents to make up the difference for ~~Youth Options~~ courses taken at greater cost.

17
18 ~~(g)~~ ~~(h)~~ The WASB supports requiring students to reimburse school districts for ~~Youth Options~~ non-
19 district, postsecondary courses for which they do not receive credit.

20
21 ~~(h)~~ ~~(i)~~ The WASB supports ~~statutory changes to improve coordination between the Youth Options and~~
22 ~~Course Options Programs that provide opportunities for students to complete coursework at~~
23 ~~educational institutions other than the student's resident district.~~ The WASB further supports
24 reasonable limitations on opportunities for students to initiate postsecondary coursework at other
25 educational institutions at the expense of the student's resident school district as well as reasonable
26 limitations on the maximum number of college credits a student may earn at the expense of the
27 student's resident school district.

28
29
30 **Rationale:**

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

32
33 The 2017-19 state budget (2017 Wisconsin Act 59) eliminated both the Youth Options and Course
34 Options programs. The Course Options statute was changed to restore Part-time Open Enrollment.
35 The Youth Options statute (s. 118.55, Wis. Stats.) was renamed the Early College Credit Program
36 (ECCP) and took effect in the 2018-19 school year. Under these changes, the Youth Options Program
37 and the higher-education elements of the Course Options Program were replaced by the ECCP and by
38 the opportunity for pupils to take technical college courses under a separate statutory program called
39 "Start College Now."

40
41 The recreated resolution language replaces references to the Youth Options Program and Course
42 Options Program with appropriate new language to reflect current law and rearranges certain
43 provisions to make the resolution flow more logically.

1 **Resolution 19-22: State Funding for Collaborative Efforts to Address Behaviorally**
2 **Challenged/Expelled Students**

3
4 **Create:** The WASB supports state funding for collaborative efforts involving school districts working
5 with counties and law enforcement agencies to help ensure that the underlying issues that caused
6 certain students to be expelled or that contributed to the behaviors that resulted in expulsion do not
7 become school safety issues.

8
9 **Rationale:** Currently, the state does not specifically provide state resources or other assistance to
10 assist or enable local districts to voluntarily provide educational services to pupils that have been
11 expelled. This is particularly true for non-special-education pupils who are often cut loose from
12 contact with the educational system following an expulsion, potentially leading to alienation and
13 resentment on the part of these expelled students.

14
15 Under revenue limits, many school districts, including many small and rural school districts, lack the
16 resources to offer educational services or maintain meaningful contact with these expelled pupils.
17 Alternative high schools may not exist in the vicinity and treatment facilities or technical college
18 campuses are often located many miles from where the student resides, limiting options even when
19 spaces for the expelled student may be available. In addition, students in rural areas may live far
20 enough away from school that a lack of transportation or adequate broadband service can prevent them
21 from checking in or working online in a home-based educational program.

22
23 Collaborative approaches suggested by this resolution could help ensure that efforts to both assist
24 expelled students and make schools more secure are not undertaken in a silo but are coordinated with
25 law enforcement, mental health professionals and county social services personnel. Further, such
26 collaborative, community-based approaches can continue to assist and engage such students after they
27 reach age 21 and can offer options for assisting or engaging these students during those periods (such
28 as summer or other holiday breaks) when school is not in session.

29
30 *Note:* The existing WASB resolutions on expelled students are as follows:

31
32 **Resolution 3.82, Home Instruction,** states:

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

35
36 **Resolution 5.00(c), Expelled Students,** states:

37 The WASB supports school districts collaborating with municipal, county, state and
38 private-sector organizations in providing alternative services to expelled students when
39 rehabilitation, treatment and mental health services are the child's primary needs, rather
40 than instruction. (2000-16)

41
42
43
44 -- End --
45
46