



2026 Delegate Assembly Packet

Containing

Resolutions Forwarded by the Policy and Resolutions Committee

Resolutions as Submitted by Member Boards

Resolutions Turned Down by the Policy and Resolutions Committee

WASB Delegate Assembly
January 21, 2026 • Milwaukee, Baird Center

Explanation of Packet Contents

Each resolution in this packet has the following information explained below...

Resolution as Forwarded by Policy and Resolutions Committee

This section presents the resolution language that will be debated and voted on at the Delegate Assembly. This version includes the modifications made by the committee.

Rationale

This section explains why the resolution was brought forward. This language is largely based on the rationale of the submitting board which is included below under “Rationale Provided by Member Board.”

Resolution as Submitted by Member Board

This section presents the resolution as it was submitted to the WASB by the member school board. This is provided for background and to show what changes were made by the Policy & Resolutions Committee.

Rationale Provided by Member Board

This is the original reasoning that the school board submitted with their resolution to the WASB. Again, this is provided for additional background information.

Policy and Resolutions Committee Notes

This briefly outlines the committee’s reasoning for potential changes made to a resolution. In the Resolutions Turned Down by the Policy and Resolutions Committee portion of this packet, this section will explain why the committee voted to turn down the resolution.

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PLEASE NOTE: Resolutions that propose to create a new resolution are preceded by “**CREATE:**” while resolutions that propose amending existing WASB resolutions are preceded by: “**AMEND Existing...**”. When amending an existing resolution, the original language is shown with deletions of existing language indicated with a **strikethrough** and new language **underlined**. The simplified rationale language is primarily based on submitting board rationale. A proposed deletion an existing WASB resolution is preceded by “**REPEAL:**”

Resolutions Forwarded by the Policy and Resolutions Committee

Resolutions forwarded by the Policy and Resolutions Committee for consideration at the Delegate Assembly are brought before the body via a motion by a member of the committee.

- This motion does not require a second.
- A motion to approve a resolution by a member of the committee does not constitute an endorsement of the merits of a resolution by the committee, rather that the resolution met the criteria to be considered.
- Once before the body, the resolution can be debated and amended.
- A favorable vote by a simple majority of the Delegates present is required to approve a resolution of this nature.

1. Opposing the Removal of Caps from the Wisconsin Parental Choice Program

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB supports maintaining an enrollment cap of 10% and an income cap of 220% of the federal poverty level on participation in the Wisconsin Parental Choice Program.

Rationale

The enrollment and income caps play a role in preserving both the fiscal sustainability of public schools and the integrity of Wisconsin's education system. Removing these caps could lead to significant increases in local tax burdens, potentially destabilizing public school funding. Retaining the enrollment and income caps helps ensure balanced and equitable educational opportunities.

Resolution as Submitted by Marinette

CREATE: The Wisconsin Association of School Boards (WASB) strongly supports maintaining the current enrollment cap of 10% on voucher schools. Removing this cap could lead to significant increases in local tax burdens, potentially destabilizing public school funding. WASB endorses AB307, which upholds the pupil participation limit in the state parental choice program, ensuring balanced and equitable educational opportunities.

Rationale Provided by Marinette

Maintaining the enrollment cap ensures that public funds continue to support inclusive education for all students. Underserved and rural communities are particularly vulnerable to the impact of voucher programs, as these programs often redirect funding away from public schools that serve as critical educational lifelines in these areas. By preserving the cap, we can protect the integrity and sustainability of public education systems that are essential for equitable access to quality education. The enrollment cap plays an essential role in preserving both the fiscal sustainability of public schools and the integrity of Wisconsin's education system. Underserved and rural communities, which often lack

alternative schooling options, rely heavily on public institutions not only for academic instruction but also for essential support services. Expanding voucher programs without safeguards like the cap risks diminishing the resources available to these schools, thereby amplifying regional inequities. Legislative action in support of AB307 helps ensure balanced educational funding and protects the foundational role of public schools in communities across the state.

Policy and Resolutions Committee Notes

The committee decided to bring forward this submission with changes. Typically, WASB resolutions do not refer to specific pieces of legislation (bills) to remain relevant from year to year. The committee also expanded the scope of the resolution to apply to all current “caps” on the Wisconsin Parental Choice Program, including income caps.

2. Revisions to the School District and School Report Card Process

Resolution as Forwarded by the Policy and Resolutions Committee

1 **CREATE:** The WASB calls on the State Superintendent of Public Instruction and Legislature
2 to collaborate and amend the School District and School Report Card process and relevant
3 state statutes to reflect the following considerations:

4 a) Student achievement and growth should be valued equally.
5 b) Eliminate the practice of weighting student proficiency based on free and reduced
6 lunch population sizes.
7 c) Take into account schools with a high degree of Advanced Placement, International
8 Baccalaureate, Dual Credit, Career & Technical Education, and extracurricular
9 offerings.
10 d) Include fiscal efficiency in report card scoring.
11 e) Any changes to the report card scoring and/or relevant statutes should be
12 considered with input from school leaders from all CESA's in the state.

Rationale

The Department of Public Instruction has a history of changing elements and score ranges on school report cards and statewide assessments. These changes make it very difficult to compare data from year to year. The DPI and Legislature should undergo collaborative changes to the report card scoring process and criteria to ensure consistency from year to year and judge schools and students fairly.

Resolution as Submitted by Kettle Moraine

CREATE: The WASB calls on the State Superintendent of Public Instruction to amend the school report card process as follows:

1. Student growth and achievement should be valued equally.
2. Stop the practice of weighting student proficiency based on the free and reduced lunch population.
3. Recognize and reward schools with high Advanced Placement, International Baccalaureate, Dual Credit, and Career & Technical Education enrollment.

4. Likewise recognize and reward schools with high levels of extracurricular involvement.
5. Include fiscal efficiency in report card scoring.
6. In order to properly develop the above elements, the State Superintendent should convene a committee of school leaders representative of all CESA's in the state to develop changes that will last.

Resolution as Submitted by New London

CREATE: The WASB calls on the State Superintendent of Public Instruction to amend the school report card process as follows:

1. Student growth and achievement should be valued equally.
2. Stop the practice of weighting student proficiency based on the free and reduced lunch population.
3. In order to properly develop the above elements, the State Superintendent should convene a committee of school leaders representative of all CESA's in the state to develop changes that will last.

Rationale Provided by Submitting Districts

WHEREAS the Department of Public Instruction has a history of changing elements on school report cards; and

WHEREAS these changes make it impossible to meaningfully compare data from year to year; and

WHEREAS schools must therefore rely on other data for school improvement metrics and not school report card data; and

WHEREAS parents rely on DPI data to make home buying decisions and the community judges schools based on report card data; and

WHEREAS inconsistent weightings that lower expectations of students based on poverty levels are discriminatory; and

WHEREAS many significant changes can be made to improve DPI report cards.

Policy and Resolutions Committee Notes

The committee decided to combine both of the submitted resolutions into one proposal due to their similar wording and intent. It was also determined that some of the changes to the report card standard setting process being requested in these resolutions would require a change of state statute. Therefore, DPI would be limited in their ability to carry out these changes alone and the committee added a reference to the Legislature to the resolution to reflect this reality.

3. Amendment to Resolution 5.22 Funds Distribution

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **AMEND Existing 5.22 Funds Distribution:** The WASB recommends that the state education agency be assigned the jurisdiction, to supervise the distribution of supervision and all funds intended for educational programs serving youths of elementary and high school age in the public schools any school system receiving public funds in Wisconsin. Additionally, WASB supports state educational agency supervision and distribution of all federal education funds if federal funding from the U.S. Department of Education is changed to be federal block grants or other funding sent directly to states from federal agencies.
- 9 **REPEAL Existing Resolution 2.62 Flow-Through:** The WASB supports all federal grants flowing directly to school districts and cooperative educational service agencies.

Rationale

The state education agency has expertise, experience, and efficient structure to handle the allocation and disbursement of state and federal funds.

Resolution as Submitted by Neenah Joint

AMEND Existing 5.22 Funds Distribution: The WASB recommends that the state education agency be assigned the jurisdiction, supervision and all funds intended for educational programs serving youths of elementary and high school age in the public schools any school system receiving public funds in Wisconsin. Additionally, WASB supports state educational agency control and disbursement of all federal education funds if federal funding disbursement from the U.S. Department of Education is changed to be federal block grants or other funding sent directly to states from federal agencies.

Rationale Provided by Neenah Joint

The state education agency has expertise, experience, and efficient structure for allocation and disbursement of state and federal funds.

Policy and Resolutions Committee Notes

The committee determined that the resolution should move forward with modifications. The committee believed the intent of the proposed amendment to resolution 5.22 would conflict with another current WASB resolution, 2.62 Flow Through, and to avoid contradictions within the resolutions book and WASB policy positions, 2.62 should be repealed if the amendment to 5.22 passes. Therefore, the resolution before the Delegate Assembly will now both AMEND 5.22 and REPEAL 2.62 within one vote.

4. Amendment to Resolution 1.26 Authority to Schedule Referenda

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **AMEND Existing 1.26 Authority to Schedule Referenda:** The WASB opposes limits on scheduling referenda. Further, the WASB opposes any limitation on the duration, scope, frequency, or effect of school referenda.

Rationale

Revenue limits for districts were not set based on the cost of service causing some districts to be locked in to low spending revenue caps. Additionally, there has been a steady decline in state funding for public school operations with state aid not keeping pace with inflation, consequently there is a heavier reliance on local property taxes for districts to raise revenue. Referendums are one of the only ways that public districts can attempt to raise revenue according to the state constitution and therefore should not be limited by the legislature.

Resolution as Submitted by Neenah Joint

AMEND Existing 2.40 (a) Additional Revenue Limitations: The WASB opposes any additional limitations that will force decreases in revenue to public school districts. This includes but is not limited to: legislative limitation on public school district ability to raise the tax levy/revenue limit cap through referendums including referendum type, whether capital, recurring, or operational, the number of years for a recurring referendum, and/or the number of times a district can constitutionally go to the voters with referendum questions; freezing property tax levies; creating a moratorium on school district referenda; delaying payments to school districts; and adopting a constitutional regulation of school finance.

Rationale Provided by Neenah Joint

Public school funding occurs through a combination of state income and sales taxes, local property taxes, and federal funding. The state equalization aid formula established revenue limits for public school districts based on current spending during the 1993-94 school year.

Revenue limits for districts were not set based on the cost of service causing some districts to be locked in to low spending revenue caps.

Additionally, there has been a steady decline in state funding for public school operations with state aid not keeping pace with inflation, consequently there is a heavier reliance on local property taxes for districts to raise revenue. Referendums are one of the only ways that public districts can attempt to raise revenue according to the state constitution and therefore should not be limited by the legislature. WASB supports state funding with yearly inflationary increases and does not support separate but unequal school funding schemes.

According to the WI sec. 66.0602(4), Wis. Stats. A political subdivision may exceed its allowable levy limit if the following is completed, as provided in sec. 66.0602(4), Wis. Stats.

1. Governing body adopts a resolution proposing the amount of the levy increase and the percentage increase over the allowable levy, including the purpose of the increase and whether the increase is for the next fiscal year only, for a set number of years, or if it will apply on an ongoing basis 2. Resolution is approved via referendum a. Odd-numbered years – may be held as a special referendum on the same election dates used by a school board under sec. 121.91(3), Wis. Stats. b. Otherwise – must be held during a spring primary/election, partisan primary, or general election 3. Clerk must publish the proper notices under sec. 66.0602(4)(b), Wis. Stats.

Policy and Resolutions Committee Notes

The committee decided to move forward with this resolution, albeit in a different form than originally submitted. The committee determined that the intent could be achieved by making a simpler amendment to resolution 1.26 instead of the originally proposed amendment to resolution 2.40 (a).

5. Substance Abuse Disorder and Treatment Aid

Resolution as Forwarded by the Policy and Resolutions Committee

1 **CREATE:** The WASB supports legislation to establish a new categorical aid to fund and
2 support school-based substance use disorder prevention and treatment related services.
3 This aid should be comprehensive in order to fully fund necessary resources and staffing
4 that districts may need. Special provisions should be included for small schools to address
5 issues with economies of scale. Use of these funds should be identified and prioritized at
6 the local level. Such uses may include but are not limited to contracting with service
7 providers, employment of specialists or other professionals, training for staff, and any
8 other additional resources as needed.

Rationale

A new categorical aid for school-based substance use disorder prevention and treatment services is essential to addressing the growing mental health and addiction challenges faced by students. Without dedicated and targeted funding, schools often lack the resources to provide early intervention, prevention education, and access to treatment. Investing in prevention and treatment at the school level not only protects students' health but also strengthens communities by keeping students within their school district/community and reduces long-term social and economic costs.

Resolution as Submitted by Neenah Joint

CREATE: The WASB supports legislation to establish a new categorical aid, to provide new monies, to support school-based substance use disorder prevention and treatment related services. The WASB recommends that the state provide a minimum of \$25 per pupil in the first year, \$35 per pupil in the second year and \$50 per pupil in the third year and each year thereafter, with provisions for small districts to receive a minimum amount of aid designed to help them accomplish the purposes listed below. This new resource would enable school districts to provide substance use disorder prevention and treatment related services as identified, determined and prioritized at the local level. Services eligible to be funded under this categorical aid may include, but are not limited to, the following:

- a) Contracting with substance use disorder/drug addiction service providers;
- b) Employment of a substance use disorder prevention specialist coordinator;

- c) Employment of school social workers and school counselors;
- d) Employment of school-based mental health professionals;
- e) Employment of student assistance program coordinators;
- f) Resources/staffing for the implementation of connection to substance use disorder programming;

Training for staff in the areas of substance use disorder awareness and identification, trauma-informed practices, youth-focused mental health first aid, and restorative practices and alternatives to punitive discipline.

Rationale Provided by Neenah Joint

Supporting legislation to establish a new categorical aid for school-based substance use disorder prevention and treatment services is essential to addressing the growing mental health and addiction challenges faced by students. Without dedicated funding, schools often lack the resources to provide early intervention, prevention education, and access to treatment. A targeted funding stream would allow districts to hire specialized staff, build partnerships with community providers, and implement evidence-based programs that reduce substance use, improve student well-being, and support academic success.

Investing in prevention and treatment at the school level not only protects students' health but also strengthens communities by keeping students within their school district/community, and reduces long-term social and economic costs.

Policy and Resolutions Committee Notes

The committee voted to advance this proposal with modifications. Overall, committee members felt that the resolution should be less prescriptive to allow the WASB Government Relations staff more flexibility to address future legislative efforts on the subject.

6. Vocational Transition for Students with Disabilities

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **AMEND Existing 2.31(f) Funding for Children with Disabilities:** The WASB supports the use of federal, state, and local resources in a collaborative manner with the Department of Vocational Rehabilitation to support transition programs for students with disabilities to achieve better employment and postsecondary opportunities for these students.

Rationale:

Improving vocational transition services for students with disabilities is critical to ensuring they have equitable access to postsecondary opportunities, meaningful employment, and independent living. The Division of Vocational Rehabilitation (DVR) and school districts often operate in silos, which leads to fragmentation of services for students with disabilities transitioning to employment of post-secondary life. Increased collaboration between school districts and the DVR is essential in addressing these challenges.

Resolution as Submitted by Neenah Joint

CREATE: The WASB supports strengthening vocational transition services for students with disabilities by fostering deeper collaboration between school districts and the Division of Vocational Rehabilitation (DVR). This partnership should focus on developing clear policies, improving transportation access, and ensuring coordinated, age-appropriate support for students ages 14–21 within the K–12 system.

Rationale Provided by Neenah Joint

Improving vocational transition services for students with disabilities is critical to ensuring they have equitable access to postsecondary opportunities, meaningful employment, and independent living. Research shows that early and well-coordinated transition planning (beginning as early as age 14) significantly increases the likelihood of successful outcomes after high school (Wisconsin Department of Public Instruction, U.S. Department of Education, & National Technical Association Center on Transitions). However, many students with disabilities face systemic barriers, such as lack of access to work-based learning, limited transportation options, and fragmented coordination between schools and vocational agencies.

DVR and school districts often operate in silos, which leads to fragmentation of services for students with disabilities transitioning to employment of post-secondary life. Increased collaboration between school districts and the Division of Vocational Rehabilitation (DVR) is essential in addressing these challenges. When schools and DVR work closely together, they can align services, streamline communication, and develop shared goals that support students' transition plans. This partnership allows for more consistent and individualized support, including job coaching, skills training, and community-based experiences, all of which are critical to helping students achieve long-term success. Strong school district collaboration with DVR not only fulfills federal mandates under IDEA but also fosters inclusion, self-determination, and economic stability for students with disabilities.

Policy and Resolutions Committee Notes

The committee decided to approve this resolution, although it was decided to amend current resolution 2.31 (f) instead of creating a new resolution. This simple change would allow the current resolution to better reflect the intent of the proposal without adding to the resolution book and creating potential redundancies.

7. Universal State Covered Meals

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB supports state legislation to establish and fund a universal school meal program to cover the cost of all student meals not covered by federal programs.
- 2

Rationale

Research from the Center for Disease Control (CDC) and U.S. Department of Agriculture (USDA) shows that adequate nutrition improves student achievement, and approximately 16% of students come from food insecure households. The state covering the cost of all school meals for every student, regardless of income, will not only help alleviate student hunger but reduce the stigma some students may face by not being able to cover the full costs of their meals.

Resolution as Submitted by Eau Claire

CREATE: The WASB supports state legislation establishing and funding free, universal school meals

Rationale Provided by Eau Claire

Research from the CDC and USDA shows that adequate nutrition improves student achievement, and approximately 16% of students come from food insecure households. Given this, the current budget surplus (last estimated at roughly \$4 billion), and the estimated cost of all food service programs in the state (estimated to be roughly \$500 million), we hope to ensure each student receives proper nutrition and the best chance at success we can offer.

Policy and Resolutions Committee Notes

The committee moved forward this proposal; however, it was decided that the resolution should be changed to clarify that any future state run program would only cover costs not covered by the federal government's school meal programs.

8. Public Education Endowment Fund

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB supports legislation that creates a public education endowment fund to be invested on behalf of Wisconsinites to fully and equitably fund public education across the state.

Rationale

In 2023, voters in 121 of Wisconsin's 421 school districts approved referenda to raise funds, and voters in 145 districts did so in 2024, which some suggest points to a growing trend of systemic underfunding. Creating such an endowment fund will help Wisconsin to meet its constitutional requirement "to provide equitable educational funding across all districts." This fund would supplement equalization aid as another aid mechanism for school districts.

Resolution as Submitted by Eau Claire

CREATE: The WASB supports legislation that creates a public education endowment fund to be invested on behalf of Wisconsinites to fully and equitably fund public education across the state.

Rationale Provided by Eau Claire

In 2023, 121 of Wisconsin's 421 school districts held referenda to raise funds, and 145 did so in 2024—more than one-half of all districts in each year—indicating a growing trend of systemic underfunding. Given this and that our state currently holds a budget surplus of roughly \$4 billion at estimate, we have a historic opportunity to take proactive steps to ensure public education is adequately funded for the future. Creating such a fund will allow us to meet the Wisconsin constitutional requirement "to provide equitable educational funding across all districts."

Policy and Resolutions Committee Notes

The committee approved the resolution as submitted.

9. Amendment to Resolution 3.241 Early Childhood Education Funding & Public-Private Partnerships

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **AMEND Existing 3.241 Early Childhood Education Funding and Public-Private Partnerships:** The WASB supports state funded public school 3K and full day 4K for all Wisconsin children. The WASB also supports collaboration between public schools and other public agencies and programs, private childcare providers, and Wisconsin institutions of higher learning. The WASB further supports district discretionary use of expanded Title I dollars to earlier grade levels by districts meeting the benchmarks for National School Lunch Program (NSLP) direct and categorical participation, and 3K and 4K student households meeting income eligibility for NSLP.
- 9
- 10 All publicly funded 3K and 4K schools, including schools receiving voucher funding or funding through public agencies other than DPI, must have the exact same accountability, reporting, and transparency standards/and requirements.
- 13
- 14 The WASB opposes a state funding mechanism to provide private childcare providers with a per-pupil payment for 4K instruction. All 4K programs should be funded through school districts, with local flexibility to contract with private childcare providers to provide 4K instruction as determined by the school board.
- 17

Rationale

The recently created Get Kids Ready initiative administered through the Department of Children and Families creates two funding mechanisms for 4K education. This new funding mechanism threatens the variety of existing 4K education partnerships established between public schools and privately-run child care centers. In addition, the Get Kids Ready program lowers the requirements for 4K teachers in child care centers. 4K students deserve fully DPI certified teachers to meet their educational needs.

Resolution as Submitted by La Crosse

Add the following to the end of the current resolution language...

All publicly funded 3K and 4K schools, including schools receiving voucher funding or funding through public agencies other than DPI, must have the exact same accountability, reporting, and transparency standards/and requirements.

The WASB supports a single funding mechanism for 4K education. Creating two publicly supported education systems threatens the sustainability of public schools.

Rationale Submitted by La Crosse

The recently created Get Kids Ready initiative administered through the Department of Children and Families creates two funding mechanisms for 4K education. This new funding mechanism threatens the variety of existing 4K education partnerships established between public schools and privately run child care centers. In addition, the Get Kids Ready program lowers the requirements for 4K teachers in child care centers. 4K students deserve fully DPI certified teachers to meet their educational needs.

Policy and Resolutions Committee Notes

The committee approved this resolution to move forward to the Delegate Assembly with some changes. It was determined that greater clarity should be provided so that Delegates could better determine what state program the resolution was attempting to have the WASB support/oppose.

10. Supporting “Decoupling” of Public and Private School Funding

Resolution as Forwarded by the Delegate Assembly

- 1 **CREATE:** The WASB supports legislation separating funding for parental choice and independent charter schools from the public school equalization aid formula and instead supports the state taking full responsibility to fund payments to these schools.

Rationale

Currently, local taxpayers must offset the loss of equalization aid used to pay for a resident pupil’s voucher to attend a choice or independent charter school via increased property taxes—even though their locally elected school board has no oversight of those schools. Reassigning responsibility for funding private choice programs and independent charter schools to the state would: keep equalization aid focused on public schools, mitigate reductions to equalization aid to schools experiencing declining enrollment, provide stability in funding, and increase transparency by allowing debate of the program in the state budget conversation.

Resolution as Submitted by Kettle Moraine

CREATE: The WASB supports repealing state equalization aid reductions for payments made under the MPCP, RPCP, WPCP, SNSP, and to independent charter schools. We urge the Wisconsin State Legislature to enact legislation that eliminates these reductions and instead places responsibility for funding private school choice programs and independent charter schools on state government. This change would allow public school districts to retain their full state equalization aid, ensuring it is used exclusively for the benefit of public school students and local property taxpayers.

Rationale Provided by Kettle Moraine

Under current Wisconsin law, when a student leaves a public school district to enroll in a private voucher, special needs scholarship, or independent charter school, the state reduces that district’s equalization aid by the amount of the voucher. As a result, local

taxpayers must offset the loss through increased property taxes—even though their locally elected school board has no oversight of those schools.

Reassigning responsibility for funding private choice programs to State Level Government state's general purpose revenue would:

- Keep equalization aid focused on public school students and local classrooms.
- Mitigate state equalization aid cuts in rural Wisconsin districts who are experiencing declining enrollment.
- Prevent hidden local property tax increases resulting from state policy decisions.
- Provide school boards with stable, predictable revenue limits to support responsible property tax levy planning Increase transparency by placing the full cost of choice programs within the state budget, where it can be properly debated.

This change would preserve the integrity of Wisconsin's school finance system, protect taxpayers, and ensure that public funds remain accountable to the public.

Policy and Resolutions Committee Notes

The committee moved forward this resolution with some modifications. The committee members wanted to simplify the resolution while also making clear what “decoupling” is. The committee also sought to have the language of this resolution mirror, as closely as possible, the language of the next resolution in this packet (with one using the word “supports” and the other “opposes”). The goal was to make it clear to Delegates that these resolutions take contrasting positions on the same policy topic.

11. Opposing “Decoupling” of Public and Private School Funding

Resolution Forwarded by the Policy and Resolutions Committee

- 1 **CREATE:** The WASB opposes legislation separating funding for parental choice and independent charter schools from the public school equalization aid formula and instead supports all publicly funded schools being funded by a combination of state and local tax dollars.

Rationale

Under current law, funding for schools receiving public funds must adhere to the state equalization aid formula from 1983-84 which is a statutorily required combination of public funding streams. Single stream public funding for private and independent charter schools does not adhere to the uniformity in education requirement of the Wisconsin constitution, would create inequality in school systems the equalization aid formula was meant to correct, and would further erode transparency and accountability for public funds used for private schools.

Resolution as Submitted by Neenah Joint

WASB opposes single stream public funding for any private education system in Wisconsin that receives public funding, where public funding is defined as funding derived from state income, property, sales, internet use, lottery or other state revenue generating tax. This includes the Wisconsin Parental Choice Program, Wisconsin Independent Charter schools, the Wisconsin Special Needs Scholarship Program, and does not include the Milwaukee Parental Choice Program, or the Racine Parental Choice Program. WASB further recognizes public funding as defined by receipt of these funds to support local education agencies whether governed by an elected board or private entity.

Resolution as Submitted by Wauwatosa

The WASB strongly encourages our State Elected officials to reject calls to decouple private school funding from state school funding.

Rationale Provided by Neenah Joint

Under current law, funding for schools receiving public funds must adhere to the state equalization aid formula from 1983-84 which is a statutorily required combination of public funding streams. Single stream public funding for private and independent charter schools does not adhere to the uniformity in education requirement of the Wisconsin constitution, would create inequality in school systems the equalization aid formula was meant to correct, and would further erode transparency and accountability for public funds used for private schools. This includes but is not limited to adherence to accountability and transparency practices required for all public schools (state accountability assessments, state required reporting, report cards, teacher licensing, state issued mandates, and school finance requirements). This proposed resolution provides information currently missing within Private School Aid/Voucher Funding (2.70). Additionally, it addresses the recent legislative movement towards moving private and charter school funding to General Purpose Revenue (GPR).

Rationale Provided by Wauwatosa

WHEREAS, the Wisconsin State Constitution's sole mandate is to establish 'district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition'; and

WHEREAS, 'district schools' are the sole educational system that requires oversight by locally elected officials, state instruction departments, and national education departments; and

WHEREAS, public 'district schools' primarily derive their revenue from property taxes and general state aid; and

WHEREAS, the funding for public school funding – when adjusted for inflation – has lagged since 2009 to the tune of \$3,380 per student (as of 2024-2025), resulting in more than 200 school funding referenda questions in 2024 alone; and

WHEREAS, the general state aid was increased by \$0 per student in the 2025-2027 state budget; and

WHEREAS, 'decoupling' laws detach private school funding from any revenue sources, forcing them to rely on general state aid alone; and

WHEREAS, there are 33 states allow for private schools to accept public tax dollars – most notably Florida and Arizona; and

WHEREAS, both Florida and Arizona, respectively, are projected to see a \$6.9 billion and \$1.4 billion budgetary deficits as the growth voucher programs decoupled from revenue sources.

Policy and Resolutions Committee Notes

The committee moved forward these two resolutions as one consolidated resolution since they advocated for the same policy position. The committee changes were to simplify the resolution while also making clear what “decoupling” is. The committee also sought to have the language of this resolution mirror, as closely as possible, the language of the prior resolution in this packet (with one using the word “supports” and the other “opposes”). The goal was to make it clear to Delegates that these resolutions take contrasting positions on the same policy topic.

12. Encouraging Schools to Participate in WIAA Policymaking

Resolution as Forwarded by the Policy and Resolutions Committee

- 1 **REPEAL Existing 3.96 and RECREATE as follows:** The WASB encourages its members' schools to participate and engage in the WIAA policy process when necessary and appropriate.

Existing Resolution 3.96: Regulation of Performance Enhancing Drugs

The WASB encourages the WIAA to require the regulation of all unsafe training methods and performance-enhancing drugs, except as determined to be medically necessary.
(2003-19)(2006-5)

Rationale

WASB has had a practice of avoiding adopting resolutions that attempt to dictate WIAA policy decisions. Member districts of WIAA have representation in the WIAA policy process. WASB also has representation on the WIAA Board of Control. WASB should respect the independence and process of the WIAA just as we expect the same from WIAA. Currently, 3.96 goes against WASB's practice of not having resolutions that dictate policy positions to the WIAA.

Policy and Resolutions Committee Notes

This resolution was generated by the Policy and Resolutions Committee and thus has no original submission language or rationale from a member board. Resolutions submitted by the Committee can be debated and amended like any other member submitted resolution forwarded to the Delegate Assembly.

Resolutions Turned Down by the Policy and Resolutions Committee

Resolutions turned down by the Policy and Resolutions Committee can still be brought forth to the Delegate Assembly.

- The member board that originally submitted the resolution must be present at the Delegate Assembly and make a motion that their resolution be considered.
- This motion does not require a second but requires a two-thirds vote to bring to the floor.
- Delegates may first debate consideration of the motion.
- If the motion to consider is approved by a two-thirds vote, the resolution is before the Delegate Assembly. It can then be debated on the merits, amended, and approved by a simple majority like any other resolution.

1. Fine Arts Education

Resolution as Submitted by Neenah Joint

- 1 **CREATE:** The WASB encourages all school districts to develop and implement a comprehensive fine arts curriculum that spans from early childhood through high school, recognizing the vital role the arts play in fostering creativity, critical thinking, cultural awareness, a sense of belonging, and overall student success.

Rationale from Submitting Board

A comprehensive fine arts curriculum is essential to the holistic development and long-term success of all students. Participation in the arts - music, visual art, theater, and dance - enhances cognitive, social, and emotional development. Research consistently shows that students engaged in the arts demonstrate improved academic performance, stronger problem-solving and critical thinking skills, increased motivation, and higher levels of school engagement (Wisconsin Art Education, Americans for the Arts, American Academy of Arts and Sciences). The arts also nurture creativity, self-expression, collaboration, and cultural literacy. Such skills are increasingly valued in today's diverse, interconnected, and innovation-driven world.

In early childhood, fine arts experiences support foundational brain development and language acquisition. At the elementary and secondary levels, they promote student identity, confidence, and a sense of belonging. For many students, arts programs provide a critical outlet for emotional well-being and a meaningful connection to school. By integrating a strong, sequential fine arts curriculum from early childhood through high school, schools help ensure that all students are equipped with the tools they need to thrive academically, socially, and personally.

Policy and Resolution Committee Comments

The committee decided to turn down this resolution, believing that the intent of the resolution was already covered by WASB Resolutions 3.01 Education Goals and 3.05 Educational Objectives. The committee also discussed that if a board sought to prioritize fine arts education further, this would be in line with the WASB's overarching priority of local control.

2. Supports Beyond Punitive Student Discipline

Resolution as Submitted by Neenah Joint

- 1 **CREATE:** The WASB supports moving beyond exclusionary and punitive discipline practices such as suspensions and expulsions by investing in proactive, preventive measures. This includes implementing restorative practices and community-based wraparound supports that address the root causes of behavior, promote equity, and keep students connected to their education and support systems.

Rationale from Submitting Board

Students from minority backgrounds who also have disabilities face disproportionately high rates of school suspension. Research consistently shows that suspension increases the risk of dropping out, and dropping out significantly raises the likelihood of future incarceration. This disturbing progression - often referred to as the “school-to-prison pipeline” - is particularly evident among minority students with special needs.

According to the Department of Public Instruction (DPI), nationally, students lost more than 11 million instructional days (11,360,004) due to out-of-school suspensions. That translates to approximately 66 million hours of missed instruction - the equivalent of over 63,000 school years of lost learning.

Students most negatively affected by zero-tolerance policies include students of color, students with disabilities, and LGBTQ+ youth. These groups are disproportionately impacted by exclusionary discipline practices, which often lead to missed instructional time, increased dropout rates, and long-term negative outcomes. The overrepresentation of these students in disciplinary actions highlights the need for more equitable and supportive approaches to school discipline.

Shifting away from punitive discipline practices gives school districts the opportunity to implement more restorative and inclusive approaches. This includes reducing reliance on deferred expulsion agreements, which can jeopardize essential IDEA protections for students with disabilities. By moving beyond zero-tolerance, districts can better support student success, equity, and legal compliance.

Policy and Resolutions Committee Notes

The committee decided to turn down this resolution feeling that it conflicted with the WASB's overarching priority of local control. The committee also believed that it potentially conflicted with existing WASB resolutions, 3.432, 3.80, 3.81, and 3.83.

3. Diversity, Equity, Inclusion, Access

Resolution as Submitted by Wauwatosa

- 1 The Wauwatosa School District recognizes that ensuring diversity, equity, inclusion, and access is both a moral obligation and the defining civil rights challenge of the 21st century.
- 2 As an educational institution entrusted with shaping the lives of young people, the District
- 3 affirms that it has a responsibility not only to teach, but also to act, in dismantling
- 4 inequities and advancing justice for all students, families, and staff.
- 5
- 6 NOW, THEREFORE, BE IT RESOLVED, that the Wauwatosa School District, in alignment
- 7 with the Wisconsin Association of School Boards, formally commits to the sustained
- 8 advancement of diversity, equity, inclusion, and access as essential to fulfilling its mission
- 9 of public education; and
- 10 BE IT FURTHER RESOLVED, that the prioritization of policies, practices, and accountability
- 11 measures designed to close achievement gaps, reduce disproportionate outcomes, and
- 12 ensure that all students - regardless of race, ethnicity, socioeconomic status, ability,
- 13 gender identity, or background - have equitable opportunities to succeed; and
- 14 BE IT FINALLY RESOLVED, that the Wauwatosa School District affirms that schools must be
- 15 places of belonging where diversity is celebrated, equity is enforced, and inclusion is non-
- 16 negotiable, recognizing both the moral obligation and the civil rights imperative of this
- 17 work, and understanding that the strength of our community and the success of our
- 18 students are inextricably tied to these commitments.

Rationale Provided by Wauwatosa

WHEREAS, the Wauwatosa School District affirms its unwavering commitment to the principles of diversity, equity, inclusion, and access for all students, staff, and families; and

WHEREAS, the District acknowledges that equitable educational opportunity is not only a professional and legal responsibility, but also a profound moral obligation owed to every child entrusted to our care; and

WHEREAS, despite progress, the State of Wisconsin continues to post the worst academic achievement gaps in the nation and demonstrates disproportionate identification of students of color for special education services, making any suggestion to ignore diversity, equity, inclusion, and access both irresponsible and impossible; and

WHEREAS, persistent gaps in achievement and opportunity impede the educational experience of underrepresented students and their families, perpetuating systemic inequities that must be addressed with urgency; and

WHEREAS, school systems reflect the inequities present in society at large, and thus must assume an active and deliberate role in dismantling barriers, eliminating disparities, and advancing policies that affirm equity and belonging; and

WHEREAS, the pursuit of diversity, equity, inclusion, and access is inseparable from the broader struggle for civil rights in the 21st century, requiring courage, accountability, and collective will to ensure justice and opportunity for all; and

WHEREAS, genuine progress requires acknowledging and addressing implicit bias of educators, critically examining and reforming structures that perpetuate inequity, and leading with the moral clarity and resolve demanded of public institutions.

Policy and Resolutions Committee Notes

The committee turned down the resolution, believing that the intent of the resolution was already covered by existing WASB Resolutions 3.99 and 6.10.

4. Urging WIAA Hate Speech Procedure Updates

Resolution as Submitted by Wauwatosa

- 1 BE IT RESOLVED, that the Board of the WIAA is urged to develop a 2-hour training module for coaches and officials to address potential hate speech use during competition; and
- 3 BE IT FURTHER RESOLVED, that the Wauwatosa School District demands that the Wisconsin Interscholastic Athletic Association (WIAA) to develop a hearing process when resolution of an alleged hate speech incident is not resolved between member schools and
- 6 BE IT FURTHER RESOLVED, that the Wisconsin Interscholastic Athletic Association (WIAA) to develop a task force of member schools to address Diversity, Equity, and Inclusion within the ever changing demographic landscape for student-athletes in the state of Wisconsin, encouraging non-conference competition among schools to create greater understand of different communities across Wisconsin; and
- 11 BE IT FINALLY RESOLVED, that the Wisconsin Interscholastic Athletic Association (WIAA) to develop a task force of member schools to address Diversity, Equity, and Inclusion would also serve as a leadership for the membership organization.

Rationale Provided by Wauwatosa

WHEREAS, participation in organized athletics contributes to the physical health, academic success and personal development of students; and

WHEREAS, the Wisconsin Interscholastic Athletic Association (WIAA) is a private nonprofit organization whose mission is to organize, develop, and operate interscholastic athletics programs for its member schools; and

WHEREAS, the Wauwatosa School District has two member schools operating within the framework of the WIAA, Wauwatosa East and Wauwatosa West, and

WHEREAS, the purpose of the WIAA is, in part, “to emphasize interscholastic athletics as a partner with other school activities in the total education process, and to formulate and maintain policies that will cultivate the high ideals of good citizenship and sportsmanship;” and WHEREAS, there have been four separate incidents at regular season games involving Wauwatosa students in which either officials failed to take immediate action in response to

harassment and hate speech, even when an official in one of the incidents acknowledged having witnessed the activity or there is a denial of the action from an alleged actor; and

WHEREAS, harassment and hate speech can have severe negative impacts on the mental health, well-being and academic performance of student-athletes; and

WHEREAS, comprehensive policies and training for officials and coaches are essential to ensure that they are equipped to handle incidents of hate speech and harassment promptly and effectively; and

WHEREAS, protecting the welfare and dignity of student-athletes is a shared responsibility that requires clear and consistent protocols.

Policy and Resolutions Committee Notes

The committee turned down this resolution, believing that it conflicted with current WASB resolution 3.98 WIAA Autonomy.

5. School Safety Spending Outside Revenue Limits

Resolution as Submitted by Wauwatosa

- 1 Let it be resolved that the Wauwatosa Board of Education fully endorses legislative advocacy in seeking relief from the state legislature to expend school district funding outside of the revenue limit to invest in facility projects that address security and safety;
- 4 Further, let it be resolved that the hiring of school security personnel for schools is done so with school district funding that is deemed outside of the revenue limit and, as such, does not adversely affect the overall budget.

Rationale Provided by Wauwatosa

Whereas, the security of the students and staff under the care of the Wauwatosa School District is the highest priority for the Superintendent and Board of Education; and

Whereas, facility upgrades to existing schools in the District lack the requisite security protections to maximize school safety; and

Whereas, the costs to address the facility changes to maximize school security and safety are cost prohibitive and require a facility referendum; and

Whereas, the security of students and faculty should never be compromised due to it being cost prohibitive; and

Whereas, the use of budget funding in Wisconsin public schools is governed by a revenue limit, restricting the amount of taxation a school board is able to levy in a community; and

Whereas, the District has an obligation to maintain the community's children and facilities safe, therefore, use of Fund 80 is an appropriate pathway to secure the resources, equipment, and renovate the community's schools to best meet the needs of security and safety.

Policy and Resolutions Committee Notes

The committee turned down this resolution, agreeing that the overall intent of the proposal was already covered in existing WASB resolutions, 2.20, 2.40, 2.42, and 6.12.

6. Local Control of Educational Programming

Resolution as Submitted by Wauwatosa

- 1 Let it be resolved that the Wauwatosa School Board is opposed to the continued erosion of
- 2 the locally elected school boards to manage and determine the academic program of their
- 3 community schools.

Rationale Provided by Wauwatosa

Whereas, The State of Wisconsin has specified in its constitution that locally elected school boards are duly authorized agents of the State to ensure that public education is effectively implemented for the citizens of their community. In recent legislative sessions; and

Whereas, the Wisconsin legislature has encroached on the statutory authority of school boards and districts; Whereas, Wisconsin Statute 120.44 states that school districts shall be under the management, control and supervision of a school board; and

Whereas, Wisconsin Statute 120.44 further states that a school board is to do all things reasonable for the performance of its functions in operating a system of public education; and

Whereas, the State of Wisconsin also has an elected Superintendent of Schools that oversees the Wisconsin Department of Public Instruction, which has oversight of the improvement of curriculum, instruction, and educational for local educational agencies according to Wisconsin Statute 20.255; and

Whereas, the state legislature has inserted itself in the local governance of school districts impacting areas that are reserved for local school boards to align policy and practice to the values and expectations of the community they serve.

Policy and Resolutions Committee Notes

The committee turned down this resolution, believing that the overall intent of the proposal was already covered in existing WASB resolutions 1.02, 3.02(a), and 3.20. In addition, the committee believed the proposal was already in line with overall mission of the WASB: to promote local control of education.

7. Civics Education

Resolution as Submitted by South Milwaukee

- 1 The WASB shall support a strategy of ensuring a comprehensive and cohesive K-12 Civics Education curriculum, with the stated goal of supporting excellence in civic literacy and civic engagement so all students can learn to become both engaged citizens and critical consumers of information.

Rationale Provided by South Milwaukee

While DPI has standards related to civics education, in schools it is essential for students to be able to filter information and critically think and problem solve. The School Board of South Milwaukee believes it will be beneficial for WASB to support a resolution in this area.

Policy and Resolutions Committee Notes

The committee turned down this resolution, believing that the intent of the resolution was already covered by existing WASB resolution 3.28 Character Education. It was also stated that should school boards seek to prioritize this subject area further, this would adhere to the principle of local control.

