RESOLUTIONS SUBMITTED BY MEMBER SCHOOL BOARDS

The Policy and Resolutions Committee received seventeen (17) resolution proposals from member boards by the Sept. 15, 2024, deadline as recommendations for the 2025 Delegate Assembly.

The Committee deliberated at length before deciding to approve and submit twelve (12) resolutions for consideration to the Delegate Assembly, including one (1) resolution stemming from the committee itself. That resolution is not included in this packet, since it did not come from a member board.

In several cases, the committee modified proposed resolutions to advance them in a different form. Additionally, the committee in several instances worked the proposed resolutions language and/or intent into a current resolution to not create contradictions or redundancies in the resolution booklet.

The committee turned down six (6) submitted resolutions. The committee's rationale for turning down a member board resolution is briefly explained below.

According to the WASB bylaws, the member board resolutions turned down by the committee may still be brought up for action from the Delegate Assembly floor by a two-thirds favorable vote. We urge you to review all resolutions as submitted, because member boards may bring these resolutions to the Delegate Assembly floor even if they were not advanced by the committee. Furthermore, amendments can be offered to revise the resolutions put forward by the committee with modifications to their original form as submitted by the school board.

Member Board Resolutions Submitted by Sept. 15:

Elmbrook: Teacher Pipeline (p. 1)

The committee reworked the intent of the proposal into existing WASB resolution 4.061
 (a) *Teacher Shortages and Alternative Licensure Pathways*. These changes are reflected in *Resolution 25-02: Pathway to Licensure for Paraprofessionals*.

Neenah Joint: Focus on Staff Mental Health for Improved Retention Rates (p. 2)

> The committee advanced this proposal as *Resolution 25-07: Staff Mental Health*.

Neenah Joint: Consistent Standards for Wisconsin Public, Private, and Charter Schools, Districts, and Local Education Agencies (p. 4)

The committee reworked the intent of the proposal into existing WASB resolution 2.70 Private School Aid/Voucher Funding. These changes are reflected in Resolution 25-05: Consistent Standards Across All Wisconsin Schools.

Neenah Joint: Parity of State Aid Equalization Formula to Reduce Funding Gap (p. 6)

The committee turned down this proposal, noting that intent of the proposal was already covered under existing WASB resolutions such as: 2.03 Equity and Fairness, 2.06 (d) School Funding Formula, 2.44 Narrowing Disparities in Allowable Revenue Under the Revenue Limits, and 2.45 Low-Revenue Ceiling and Secondary Cost Ceiling Alignment.

Neenah Joint: Public-Private Partnerships and Expanded Use of Title I Funding for Early Childhood Education, Public 3K and Full Day 4K (p. 8)

The committee approved this resolution in a modified version. It is reflected in Resolution 25-06: Early Childhood Education Funding and Public-Private Partnerships.

Stoughton Area: Amend Existing Resolution 3.83 Truancy (p. 10)

The committee approved this resolution in a modified version. It is reflected in *Resolution* 25-10: *Truancy*.

Stoughton Area: Amend Existing Resolution 3.04 Achievement Gap (p. 11)

The committee turned down this proposed resolution, noting that the proposal did not sufficiently change the intent or language of the resolution to warrant consideration. The committee stated that WASB lobbyists could achieve the intent of the proposal without any changes.

Stoughton Area: Amend Existing Resolution 3.05 Educational Objectives (p. 12)

The committee approved this resolution in a modified version. It is reflected in *Resolution 25-09: Educational Objectives.*

Stoughton Area: Amend Existing Resolution 5.11 Education Cabinet Position (p. 13)

The committee turned down this proposed resolution, noting that the proposal did not sufficiently change the intent or language of the resolution to warrant consideration. The committee stated that WASB lobbyists could achieve the intent of the proposal without any changes.

Sun Prairie Area: Amend Existing Resolution 6.18 Meal Shaming (p. 14)

The committee advanced this proposal as *Resolution 25-11: Funding for School Meal Debt*

Sun Prairie Area: Amend Existing Resolution 3.16 (b) Student Assessment (p. 15)

The committee turned down this proposed resolution, noting that the intent of the proposal was already covered by existing WASB resolution 3.10 (d)(3) Student Assessment.

Beloit: Take Legislative Action on the Blue Ribbon Commission Recommendations (p. 16)

The committee approved this resolution in a modified version. It is reflected in *Resolution 25-01: Blue Ribbon Commission on School Funding.*

New London: Save Women's Sports (p. 19)

The committee turned down this proposed resolution. Committee members noted that the proposed resolution may conflict with current WASB resolution 3.98 WIAA Autonomy and could open the door to further external attempts by the Legislature to regulate the internal affairs of the WIAA on other topics. Other committee members did not believe that the WASB was the proper forum for these discussions, considering the WIAA has a medical advisory committee to inform their policies, and all member schools can vote to approve, delete, or amend the WIAA's internal eligibility policies if the WIAA's membership believes a change in WIAA policy is needed.

New London: Revise School Accountability Practices in Reference to District and School Report Cards (p. 20)

The committee approved this resolution in a modified version. It is reflected in *Resolution 25-08: Accountability and School Report Card Standards*.

Shullsburg: One-Cent Sales Tax (p. 22)

The committee turned down this proposed resolution, noting that it restates existing WASB Resolution 2.055—One-Cent Sales Tax for School Infrastructure, Technology and Tax Relief.

(Because WASB resolutions, once adopted, remain in force until they are either repealed or amended, the committee saw no need for the Delegate Assembly to take up language identical to the existing resolution.)

Kettle Moraine: Decoupling State Aid Reductions (p. 24)

The committee approved this resolution in a modified version. It is reflected in *Resolution 25-04: Decoupling Public and Private School Funding.*

Milwaukee Public Schools: EL Literacy Assessments (p. 25)

The committee advanced this proposal as *Resolution 25-03: Early Literacy Assessment for English Learners*.



Date: 20)24-08-17 07:4	8-17 07:47:58 -0600				
Subject of Re	solution:	Teacher Pipeline				
Submitted by	y the School Bc	pard of: Elmbrook				
		chool District of Elmbrook supports legislation that will provide more flexible opportunities acher licensure including a pathway for paraprofessionals to earn a provisional license.				
RATIONALE:						
collaboration efforts with local and regional community members, legislators, branch leaders in order to identify and implement changes to state law and/or rules that will improve the academic success of our students and long-term su public education. In 2025-27, one of these priorities includes the teacher pipe implement sound public policy that helps develop, attract and retain high qua including, but not limited to, open enrollment exemptions for district staff, pa teacher stipends, scholarships and grants, and a paraprofessional pathway to reference, this Senate Bill also addresses the teacher pipeline.		The words 'Senate Bill' were hyperlinked to 2023 Senate Bill 608 when presented to the				
XChecking the box (at left) confirms that this submitted resolution was duly approved by the School Board.XChecking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.						
Board Presid	ent: Scott	Wheeler				
Date of Appr	oved Resolutio	on: 8/13/2024				



Date: 2024-09-	2024-09-04 07:19:41 -0600					
Subject of Resolutic	Mental Health Advocacy and Staff Retention Proposal for the 2024 Delegate Assembly: Focus on Staff Mental Health for Improved Retention Rates					
Submitted by the So	chool Board of: Neenah Joint School District					
RESOLUTION:	Resolution: The WASB supports legislation to fund mental health initiatives for district staff throughout the state, in order to help improve staff mental health and increase retention rates.					
RATIONALE:	Rationale: Many school staff members experience significant stress due to a number of unique factors of working in a school district. School staff are asked to support students' social, emotional, behavioral, physical and academic needs in concert with the cooperation of families, the community, and an elected school board. Despite these significant challenges, school districts in Wisconsin consistently produce some of the most successful students in the country as measured by academic and other quality of life measures. This is due in no small part to the dedication, talents, and perseverance of all school personnel. However, in some cases, school staff members find themselves feeling overwhelmed, exhausted, underappreciated, or may even be experiencing burnout. Teachers are the backbone of a school district and their retention is crucial to the health and well-being of children. According to a 2024 report from the Wisconsin DPI, 39.4% of new teachers leave the profession or state within six years, and only 68% of those who complete an education preparation program end up teaching in a Wisconsin public school. Some possible explanations for an increase in teacher turnover include: 1) declining compensation; 2) teachers working with low-income students that bring to school unique challenges; 3) low unemployment rates may lead to high demand in other professions; and 4) the pandemic contributed to higher stress levels for teachers. (New DPI Report shows Wisconsin's Education Workforce is in Crisis, April 11, 2024). There is evidence that improving staff mental health positively impacts student outcomes. For example, a study in American Educational Research Journal found that teacher well-being is closely linked to student achievement and classroom environment (Hargreaves & Fullan, 2012). Effective Interventions and Support Strategies Professional Development Mental Health Resources Workload Management Supportive Leadership					

RATIONALE, cont'd.	Key Points				
	Address Stressors: Identify and address the primary stressors affecting school staff.				
	Invest in Resources: Provide mental health resources and support in the school setting and through community and EAP resources.				
	Promote Positive Culture: Foster a supportive and collaborative work environment with the help of a wellness coordinator and other mental health experts who work with the District.				
	Encourage Self-Care: Implement initiatives that promote work-life balance and self-care. Support these initiatives at the administrative levels by allowing time to do one's work while also being able to take time for self-care.				
	Currently many districts have received grants from a variety of sources; however, many of these opportunities are competitive in nature and additional funding is needed to appropriately address the widespread need. The Neenah Joint School District supports legislation to create a Mental Health Fund, directly for staff members, who are struggling with mental health issues in order to address the following needs:				
	Contracted mental health coach (specifically for staff) Mental health days/trainings Peer-to-peer mental health support				



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Board President:

Brian Epley

Date of Approved Resolution:

9/3/2024



Date: 2024-09	9-04 07:20:41 -0600				
Subject of Resolution	on: Consistent Standards for Wisconsin Public, Private, and Charter Schools, Districts, and Local Education Agencies				
Submitted by the School Board of: Neenah Joint School District					
RESOLUTION:	RESOLUTION: Resolution: The WASB supports consistent education reporting, accountability standards, and public reporting for all Wisconsin public, private, charter schools, districts, and local education agencies who receive state funds collected through taxation or from general purpose or other state revenue. This includes, but is not limited to, full equivalent participation in the state data dashboard, state school and district report card accountability systems, and statewide statutory or legislative education acts, rules, and mandates including Act 20 and the Wisconsin Guarantee				
RATIONALE:	Rationale: WASB cares about the best possible educational outcomes for all children in Wisconsin. To best ensure this commitment to all students, measures of success/performance indicators must be monitored and publicly reported according to state standards and statute for all schools receiving state funding. Both public and private schools can benefit from shared transparent information and learn best practices from each other to benefit all children in the state. Additionally, Wisconsinites deserve to see the return on their investment on all schools they fund. Finally, full participation in statewide reporting systems provides parents transparent information and the tools they need to make the best decisions for their children.				
	Currently there is a disparity in the accounting, reporting, and adherence to state education statute within Wisconsin public, private, and charter school districts and local education agencies who receive state funds. There exists differences in rules for public versus private schools in application of state education reporting requirements and participation in statutory mandates. Private schools who accept state funding do not participate in the state report card system and have different rules for the application of Act 20.				
	Additionally, schools, districts and local education agencies who accept state funds in the form of grants, aids, and other funds from the state of Wisconsin collected through state tax revenue or general purpose funds are not currently adhering to the state education standards, constitution, or statutes consistent with the definition of a public school entity (as one who accepts publicly collected state funds) nor as same/equivalent groups under equal protection. The current status quo lacks transparency for state taxpayers by allowing random inequities in accountability and adherence to state statute among like groups with no rational basis.				

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Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Brian Epley

Date of Approved Resolution:

9/3/2024



Date: 2024-09-	-04 07:21:47 -0600				
Subject of Resolution	Parity of State Aid Equalization Formula to Reduce Funding Gap				
Submitted by the So	chool Board of: Neenah Joint School District				
RESOLUTION:	Resolution: The WASB supports positive education funding policy change that addresses the disparity and gap between per pupil revenue limit/aid amounts in low spending districts, the state average, and voucher aids for (private) schools in Wisconsin. This can include but not be limited to; reconfiguration of base per pupil revenue limit/aid amounts for all districts based on the actual cost of service; holding equalization aid/revenue limits constant for higher spending districts (with low SES and other identified qualifiers); determining equitable policy to increase aid amounts in determined low spending districts to be commensurate with state averages and the average of high spending districts and voucher supports, whichever is greater; and incrementally increasing all low spending district funding to decrease the gap by raising revenue limit caps first, and adding categorical aid after/in addition to.				
RATIONALE:	Rationale: WASB cares about the best possible educational outcomes for all children in Wisconsin. Recognition of this funding disparity has led to initial work by the legislature to achieve parity, however, the funding gap still exists with districts that were locked into low spending per pupil aid amounts.				
	Each year all districts receive the same percentage increase. During the 2023-25 biennial budget categorical aid was used to reach low spending revenue limits rather than added after continuing the widening of the gap. Additionally, 2023 voucher expansion instituted a higher per pupil state funding aid amount for private school students than public school districts continuing the disparity.				
	Many Wisconsin communities and school districts are seeing an increase in student economic disadvantage as measured by participation/eligibility for the National School Lunch Program (NSLP) free and reduced price lunch (FRPL) requiring additional resources for student support for successful student outcomes and concentrating the strain on low spending districts.				
	Rising special education costs and reimbursement rates of only 28.2 percent require public school districts to use on average ten percent of general fund budget amounts to cover the cost of service further decreasing the pool of funds in low spending districts to be used for all students. The high cost special education aid (HCSE) reimbursement rate of only 24.23 percent puts districts at a significant disadvantage for servicing students with the most significant needs. Additional challenges such as underfunded (Act 20) and unfunded mandates, open enrollment not receiving the same reimbursement, differences in the starting line structure, add to the disparity.				

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Finally, the Wisconsin Constitution provides for a free and uniform education for all Wisconsin students with equal protection under the law. District per pupil aid was frozen at existing operational levels when the current Wisconsin public school funding formula revenue limits were finalized by Wisconsin Act 16 for the 1993-94 school year. Public school districts in Wisconsin had a wide range in per pupil aid amounts at the time of the funding formula equalization in 1993 for reasons of local community property value/wealth as the basis for the prior funding, as well as the fiscal responsibility of the district and cost of service at the time. Consequently, there continues to exist a wide disparity in per pupil aid amounts between low spending districts, the state average, and high spending districts.

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Board President:	Brian Epley	
Date of Approved R	esolution:	9/3/2024



Date:	2024

1-09-04 07:22:43 -0600

Subject of Resolution:

Public-Private Partnerships and Expanded Use of Title I Funding for Early Childhood Education, Public 3K and Full Day 4K

Submitted by the School Board of:

Neenah Joint School District

RESOLUTION:

Resolution: WASB supports a pilot program for fully funded public school 3K and full day 4K for all Wisconsin children including those who are at risk of not being prepared for kindergarten (5K); socioeconomically disadvantaged, participants in social support programs through direct certification as identified through; early screenings, direct certification, Food Distribution Program on Indian Reservations (FDPIR), FoodShare/Supplemental Nutrition Assistance Program (SNAP), HeadStart, Temporary Assistance for Needy Families (TANF), National School Lunch Program (NSLP), Free and Reduced Price Lunch (FRPL) eligibility, BadgerCare/Medicaid, foster children, homeless families, Women, Infants and Children (WIC), communities/blocks of poverty as identified geographically by the US Census tract data, earned income and child tax credit recipients, and incarcerated primary caregivers.

WASB also supports collaborative partnerships between state supported Wisconsin public school districts and federally funded HeadStart, county social support services, private childcare providers, the NSLP/Title I, and Wisconsin institutions of higher learning, including technical colleges, that provide programming, certifications, and educator training for high quality early childhood education (ECE) and early learning. WASB further supports district discretionary use of expanded Title I dollars to earlier grade levels by districts meeting the benchmarks for NSLP direct and categorical participation, and 3K and 4K student households meeting income eligibility for NSLP.

RATIONALE:

Rationale: Great work is being done in Wisconsin school districts, early learning centers, and childcare providers to meet the needs of Wisconsin students and families. However, there exist challenges with the cost and availability of high quality childcare and early childhood education for many families. Additionally, many areas in Wisconsin are experiencing an increase in poverty and economic disadvantage, and childcare deserts exist in many areas.

Early interventions such as high quality early childhood education (ECE) and childcare, including early literacy and social skills development, that counteract poverty and student economic disadvantage have positive, lasting effects, and a high return on public investment, especially when applied early in a child's education. According to recent research, "strategies that bring adequate school funding for wraparound supports—health, mental health, and social services— and extended learning to such schools through community school models can counteract these challenges and support higher achievement and attainment for students" (Cookson 2020).

RATIONALE, cont'd.

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Additionally, these early interventions help to address a rise in social, emotional, and behavioral needs resulting from the covid pandemic. "Public preschool programs—state-funded and -run early childhood education programs serving children ages 3 and 4—are an essential part of child care supply" (CAP 2023). There currently exists a shortage of early childhood education for three and four year olds and childcare opportunities in Wisconsin, with approximately 58 percent of families living in childcare deserts (CAP 2018). High quality early education is expensive for parents who wish to be in the workforce, and there exists a shortage of certified ECE teachers due to low comparative wages and high cost of providing early childhood education and childcare.

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Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:	Brian Epley	
Date of Approved R	esolution:	9/3/2024



Date:	2024-09-	09-09 11:38:18 -0600				
Subject of Resolution: 3.83 Tru			3.83 T	ruancy		
Submitted by the School Board of:		ard of:	Stoughton Area School Distirct			
parents, student the goal of keepi		ruancy ASB sup s, stude al of kee	DLUTION opports legislation which would clarify the responsibilities of school districts, ents, courts and law enforcement agencies in the enforcement of truancy laws with eping students in school using evidence-based approaches that focus on families, community organizations.			
RATIONALE: Evidence-based schools, families why students ar		s, famili udents opose ir	ed responses to truancy often involve a collaborative approach that includes ies, and community organizations. These approaches aim to address the reasons are absent from school and to avoid court involvement, suspension, or expulsion. Including this information rather than more latitude to discipline students, which positive effects.			
 Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board. Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution. 						
Board President: Jill Patterson Date of Approved Resolution: 9			9/3/24			



Date:	2024-09-	9-09 11:40:41 -0600				
Subject of Resolution: 3.04 Ach			3.04 Achi	evement Gap		
Submitted by the School Board of:		ard of:	Stoughton Area School District			
DECOU						
RESOL	JIION:	REVISED RESOLUTION				
		3.04 Achievement Gap The WASB supports local school board policy development, investment and oversight in order to eliminate academic, social, and emotional gaps for all students;				
RATIONALE:		Many school districts continue to struggle to close an achievement gap that has widened since the pandemic, particularly for certain student populations. A focus on narrowing the gap requires targeted investment and broadening of support to address not only academic areas, but also social and emotional gaps for children.				
X Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.						
X Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.						
Board President:		Jill Pat	terson			

Date of Approved Resolution:

9/3/24



Date:	2024-09-	09 11:4	2:55 -0600				
Subjec	t of Resolutio	n:	3.05 Educ	ational C	Dbjectives		
Submi	tted by the So	hool Bo	ard of:	Stough	iton Area School District		
RESOLUTION: REVISED RESOLU		τιον					
RATIONALE:		The WASB supports local initiatives that promote increased student academic achievement in key curricular areas to ensure college, career and workforce readiness, in addition to supporting the development of critical thinking and problem-solving skills. The WASB affirms local school board responsibility to establish student course offerings and credit requirements that support the education mission as stated above.					
		for loc	al district in	nitiatives	imited by listing a finite number of curricular areas. The goal of support should be ensuring they have the resources necessary to provide to college, workforce and career readiness.		
<u>^</u>				yping in t	this submitted resolution was duly approved by the School Board. the name of the board president (below) confirms that the board		

Board President:

Jill Patterson

Date of Approved Resolution:

9/3/24



Date:	2024-09-	09 11:45	5:25 -06	600			
Subject o	of Resolutic	on:	5.11 E	Education Cabinet Position			
Submitte	ed by the So	chool Bo	ard of:	Stoughton Area School District			
concern about th therefore suppor Education's missi			ducatio m abou ore sup tion's m	OLUTION on Cabinet Position The WASB recognizes the importance of a national focus and at the quality of education in elementary and secondary schools. The WASB oports the cabinet level Department of Education, and the U.S. Department of nission to collect data and disseminate research, focus national attention on key ssues and prohibit discrimination and ensure equal access to education.			
distributed and promi		uted by omising	nool districts depend upon evidence-based education research funded and y the U.S. Department of Education, including data collection which identifies best g practices. Oversight by the Department supports districts ensures equal access to all groups of students and helps schools to identify and address gaps.				
 Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board. Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution. Board President: Jill Patterson 							
Date of Approved Resolution:		n:	9/3/24				



Date:	2024-09-10	18:24:18 -0600						
Subject o	of Resolution:	Section 6.2	18 Meal Shaming					
Submitte	d by the Schoo	ol Board of:	Sun Prairie Area School District					
matter what, and being Approved language by			or language consistent with the idea of feeding all kids the same meals, no being reimbursed for the unpaid lunch balances at the end of the year. ge by the Board: The WASB supports legislation that allocates money to s for the cost of unpaid school meal debt if they are feeding all kids without					
RATIONA	Cc m m co	eals if students a eal balances. Sev uld alleviate that	inue to show that they are willing to bear the burden of paying for school are unable to do so by fundraising and donating money to cover unpaid school veral districts within the state pay for school meals for all students. The state t burden on districts, students, and families by allocating to a fund that it for reimbursement at the end of the year.					
	fo	We hope that this position would be more favorable with the membership than the state paying for all kids to have a free breakfast and lunch after the federal government reimbursement that our district has submitted.						
	\$5 bu re	5,000. We don't rden off districts	npaid lunch balance at the end of the year has been between \$50,000 - t feel like this fund would be a huge expense to the state but it would take the s and encourage them to make sure all kids are fed when they need instead of als or serving them lesser meals when they don't have money in their lunch					



hecking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

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Board President:

Diana McFarland

Date of Approved Resolution:

09/09/2024



Date: 2024-09-	-10 18:28:48 -0600							
Subject of Resolutio	on:	Section 3.	16b Student	t Assessment				
Submitted by the So	chool Boa	ard of:	Sun Prairie	e Area School Distri	ct			
RESOLUTION:	Delete	whole para	graph Secti	ion 3.16b-				
	The WASB supports the use of the state fourth and eighth grade tests as one factor in determining the promotion of students into higher grades if districts are also permitted to develop and consider other criteria and the weight be given to each area.							
RATIONALE:	Oct/No to dete grades assessr This lar	ov of the fol ermine abili to determi nents at 4t	owing scho y to be pro ne if a stude n and 8th gr tion is cons	bol year which does moted to the next g ent should be prom rade no longer seen	not grade oted n rele	I/May and results are not received until allow for districts to be able to use that test le. Districts continue to use their testing and d to the next grade level, but the state levant. n passed in 2023 around the over-reliance on		
 Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board. Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution. 								
Board President:	Diana	McFarland						

Date of Approved Resolution:

09/09/2024	



Subject of Resolution: Take Legislative Action on the Blue Ribbon Commission Recommendations Submitted by the School Board of: School District of Beloit RESOLUTION: WHEREAS, the School District of Beloit serves students with special needs, students who are multilingual, and students who are low-income, and does not receive additional or sufficient funding from the state to meet the increased needs of these categories of pupils in order for them to receive a sound, basic education, and thereby must supplement that gap from our own ever-diminishing General Fund; WHEREAS, the School District of Beloit, like many other districts in Wisconsin and across the United States, is dealing with declining enrollment, which strains the ability of the district to fund a sound education for all; WHEREAS, the pass rates for districts going to Operational Referendums are declining, the extern of alging funding range on the basis of untige promote the pass is previous to basis.	Date: 2024-09	9-11 15:25:56 -0600	11 15:25:56 -0600							
RESOLUTION: WHEREAS, the School District of Beloit serves students with special needs, students who are multilingual, and students who are low-income, and does not receive additional or sufficient funding from the state to meet the increased needs of these categories of pupils in order for them to receive a sound, basic education, and thereby must supplement that gap from our own ever-diminishing General Fund; WHEREAS, the School District of Beloit, like many other districts in Wisconsin and across the United States, is dealing with declining enrollment, which strains the ability of the district to fund a sound education for all; WHEREAS, the pass rates for districts going to Operational Referendums are declining, the	Subject of Resolut	ion: Take Leg	gislative Action on the Blue Ribbon Commission Recommendations							
 WHEREAS, the School District of Beloit Serves students with special needs, students who are multilingual, and students who are low-income, and does not receive additional or sufficient funding from the state to meet the increased needs of these categories of pupils in order for them to receive a sound, basic education, and thereby must supplement that gap from our own ever-diminishing General Fund; WHEREAS, the School District of Beloit, like many other districts in Wisconsin and across the United States, is dealing with declining enrollment, which strains the ability of the district to fund a sound education for all; WHEREAS, the pass rates for districts going to Operational Referendums are declining, the 	Submitted by the S	School Board of:	School District of Beloit							
system of closing funding gaps on the backs of voting property taxpayers is proving to be insufficient to adequately fund districts to make their budgets stretch to meet the needs of every student to provide each one a sound education for all; WHEREAS, in the 2000 State Supreme Court Opinion in the case of Vincent v. Voight, it was stated that: An equal opportunity for a sound, basic education acknowledges that students and districts are not fungible and takes into account district with disproportionate numbers of disabled students, economically disadvantaged students, and students with limited English language skills. So long as the legislature is providing sufficient resources so that school districts offer students the equal opportunity for a sound, basic education as required by the constitution, the state school finance system will pass constitutional muster; WHEREAS, the current legislative definitions for a sound, basic education are defined in Wis. Stat. s.s. 118.30(1g)(a) and 121.02(L)(1997-98) as the opportunity for students to be proficient in mathematics, science, reading and writing, geography, and history, and for them to receive instruction in the arts and music, vocational training, social sciences, health, physical education and foreign language, in accordance with their age and aptitude; WHEREAS, the State of Wisconsin Legislature's Blue Ribbon Commission on School Funding was established in 2019 by Representative Vos and Senator Fitzgerald to examine how tax dollars are distributed to schools and to make recommendations to better meet the needs of students across the state;	RESOLUTION:	multilingual, and funding from th them to receive ever-diminishing WHEREAS, the S United States, is fund a sound ed WHEREAS, the p system of closin insufficient to ad every student to WHEREAS, in th stated that: An o districts are not disabled studen language skills. offer students th constitution, the WHEREAS, the c Stat. s.s. 118.30 mathematics, so instruction in th and foreign lang WHEREAS, the S established in 20 distributed to so	d students who are low-income, and does not receive additional or sufficient the state to meet the increased needs of these categories of pupils in order for a a sound, basic education, and thereby must supplement that gap from our own g General Fund; School District of Beloit, like many other districts in Wisconsin and across the s dealing with declining enrollment, which strains the ability of the district to ducation for all; bass rates for districts going to Operational Referendums are declining, the ang funding gaps on the backs of voting property taxpayers is proving to be dequately fund districts to make their budgets stretch to meet the needs of o provide each one a sound education for all; the 2000 State Supreme Court Opinion in the case of Vincent v. Voight, it was equal opportunity for a sound, basic education acknowledges that students and i fungible and takes into account district with disproportionate numbers of its, economically disadvantaged students, and students with limited English So long as the legislature is providing sufficient resources so that school districts he equal opportunity for a sound, basic education as required by the e state school finance system will pass constitutional muster; current legislative definitions for a sound, basic education are defined in Wis. (1g)(a) and 121.02(L)(1997-98) as the opportunity for students to be proficient in cience, reading and writing, geography, and history, and for them to receive the arts and music, vocational training, social sciences, health, physical education guage, in accordance with their age and aptitude; State of Wisconsin Legislature's Blue Ribbon Commission on School Funding was 019 by Representative Vos and Senator Fitzgerald to examine how tax dollars are chools and to make recommendations to better meet the needs of students							

RESOLUTION,	WHEREAS, the Blue Ribbon Commission on School Funding Report made recommendations in
cont'd.	the following categories:
	the following categories: - Per Pupil Adjustment and Per Pupil Aid - Declining Enrollment - Negative Tertiary Aid - Timing of School Aids Distribution - School Levy Tax Credit Funding - Revenue Limit Adjustments - Per Pupil Adjustment Inflation Indexing - Special Education Categorical Aid - Bilingual-Bicultural Aid - Aid for Low-Income Pupils - High-Cost Transportation Aid - Sparsity Aid - Gifted and Talented Pupils - Mental Health - School District Consolidation - Early Childhood - Incentives for Shared Services - Summer Learning Loss - Educator Workforce Shortage - Two-Thirds Funding
	WHEREAS, the Blue Ribbon Commission on School Funding identified deficiencies in the current way in which the legislature funds public schools, which potentially interferes with the ability for districts to provide an equal opportunity for a sound, basic education for all due to ineffective funding;
	WHEREAS, it is the opinion of the Wisconsin State Supreme Court that the legislature has a Constitutional obligation to provide sufficient resources for district to provide an equal opportunity for a sound, basic education for all;
	WHEREAS, the Legislature acting upon these recommendations would significantly increase resources from the Legislature to support the Constitutional right for an equal opportunity for a sound, basic education for all;
RATIONALE:	NOW, THEREFORE BE IT RESOLVED, that the School District of Beloit Board of Education fully endorses the recommendations of the 2019 Blue Ribbon Commission Report and calls upon the Legislature to revise the school funding system in order to enact al twenty of the recommendations in order to ensure that the School District of Beloit along with all other public school district in Wisconsin are sufficiently resourced by the State Legislature to provide an equal opportunity for every pupil to have a sound basic Education.



Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Tia Johnson

Date of Approved Resolution:

09/03/2024



Date:	2024-09-	12 11:04:28 -0600							
Subject c	of Resolutio	n:	Save	Women's Spo	orts				
Submitte	ed by the Sc	hool Bo	ard of:	New Lo	ndon				
RESOLUT	And Save Women Whereas the par large perception Whereas Title IX more equality of Whereas the par caused many fen qualifications; Whereas many s Women's Sports			men's Sports participation ion across the IX passed in of opportun participation female athlet ; by states in th orts by barring that the Wis	of biological males in fe e country of unfairness i 1972 by a large majorit ity for girls and women; of biological males in fe tes to be pushed out of te United States of Amer g biological males from consin Association of Sc	male teams in k-12 education has caused a n female sports competition; y, and signed into law, was enacted to create			
female sports te Title IX was pass opportunities fo keep things fair				teams in k-12 assed by cong for girls and ir for women	2 public education. Wis gress and signed into lav women in education. W and girls.	s biological males from competing on all- consin has not yet passed such legislation. v in 1972, and has resulted in many more /isconsin needs to join these other states to n was duly approved by the School Board.			
X Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.									
Board President: Chris Martinson									
Date of Approved Resolution:				7-8-24					



Date:	2024-09-12 11:	12 11:10:36 -0600								
Subject o	of Resolution:	Revise Sc	hool Acco	countability Practices in Reference to District and School Report Cards						
Submitte	ed by the School E	Board of:	School	l District of New London						
RESOLUT	In Re Whe asse Whe	Resolution to Revise School Accountability Practices In Reference To District and School Report Cards Whereas, current school accountability practices have become complex, obscuring clear assessments of student achievement; Whereas, there is a need to streamline the overall scoring system; Whereas, define grade bands across all districts to enhance transparency and comparability								
	Ther curro 1. 2.	 regardless of school building configuration; Therefore, Be It Resolved that the Wisconsin Department of Public Instruction revises the current school accountability practices to: 1. Report overall score grounded in student achievement. 								
	4. Be It	9-12).								
RATIONA	Depa	artment of Pu olish consiste	ıblic Instr nt scorin	f Education supports redefining the reporting model for the ruction District and school report cards. This redefinition aims to ng metrics across grade bands rather than individual schools, and be n universal student achievement factors for all school districts.						



Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Chris Martinson

Date of Approved Resolution:

August 26, 2024



Date:	2024-09-	13 09:3	39:38 -0600
Subject o	of Resolutio	n:	Finance (Facilities)
Submitte	d by the So	hool Bo	pard of: Shullsburg
RESOLUT	ION:	Where	eas:
percent) sales t district technolo lower property time revenue p from the sales t and benefits. Th public schools a stream for the s state revenues		percen distric lower time r from t and be public stream	hullsburg School Board supports the implementation of a new statewide one-cent (one ent) sales tax to help public school districts build, maintain, and upgrade facilities, upgrade ct technology infrastructure, software, and teacher training related to technology and help r property taxes for Wisconsin taxpayers. District electors would need to approve a one- revenue purpose statement before these sales tax funds could be expended and funding the sales tax could not be spent on supplies, hiring additional staff or employee salaries penefits. This one-cent sales tax is intended to provide equitable, designated funding for all c schools and all students, distributed on a per-student basis, as a new, ongoing revenue m for the stated purposes and should not be used by the legislature to replace existing revenues or for other purposes. This tax should remain in place for a long enough period of to enable schools to borrow (issue bonds) against this revenue stream.
RATIONALE:		propo: distric	nale: ng WASB resolutions support "new state revenues, including sales and income taxes, and osals to broaden the base of state tax programs in order to provide state revenues to school cts consistent with WASB policies" as well as, "developing a well-balanced tax system that s Wisconsin's heavy reliance on property taxes while properly funding existing

mandates."

This resolution endorses a specific approach to augment those general statements. Supporters of this resolution argue that providing revenue to schools through a sales tax increase has the benefits of reducing the dependency on the property tax and including out-of-state visitors in sharing in the cost through sales tax collections attributable to tourism. Other states, including the neighboring states of Iowa and Illinois, have implemented one-cent sales tax for schools programs. Supporters argue local communities in those states are using the funding based on their unique facility/infrastructure needs and that it allows school boards in those states to create more reliable long-term plans and budgets. Local school boards oversee facility planning, with local community approval of the broad purposes and uses of the funding stream sought by this resolution.

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Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Casey Fennell

Date of Approved Resolution:

09/11/2024



Date: 2024-	24-09-13 11:38:34 -0600							
Subject of Resolution: Decoupling State Aid Reductions								
Submitted by the School Board of: Kettle Moraine School District								
RESOLUTION:	The WASB supports the removal of MPCP, RPCP, WPCP, SNSP and independent charter school funding from the state equalization aid formula. The WASB calls upon the Governor and State Legislature to enact legislation establishing separate GPR funding from educational choice programs separate from the school aid formula, and specifying that the state equalization aid and local property taxes are to be used for the education of public school students.							
RATIONALE:	 Current funding for Wisconsin Parental Choice Program and Wisconsin Independent Charter Schools comes through local State Aid reductions/increased local property taxes. Funding for the Milwaukee Parental Choice Program is funded directly by the State of Wisconsin through General Purpose Revenue. 							
	2) Future School Choice Expansion (under current law) could increases local property taxes.							
	 "Decoupling" the Wisconsin Parental Choice Program and Independent Charter Schools from Public School District funding would reduce property taxes by roughly \$300 million annually. 							
	4) Wisconsin Taxpayers would be protected from additional property tax increases if decoupling occurs as compared to the current funding system that would use further state aid reductions and higher property taxes to fund the program.							
	5) The impact on individual districts for example: Estimated Impact on Kettle Moraine (\$2.5 million annual tax reduction) from Legislative Fiscal Bureau - note- this is a snapshot for on year based on what "would have happened". Future results may vary. This would not hav an impact on providing additional KM funding, but would have an impact on KM taxes.							
X Checking	the box (at left) confirms that this submitted resolution was duly approved by the School Board.							

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

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Carl Millard

Date of Approved Resolution:

9/10/2024



Date: 2024-09-	12		
Subject of Resolution	on: ELL Literacy Programs		
Submitted by the So	Submitted by the School Board of: Milwaukee Public Schools		
RESOLUTION:	The WASB supports that early literacy assessments, screeners, and diagnostics required in state law be provided in an English Learner (EL) student's home language in accordance with current best practices in assessment and instruction for bilingual program students. EL students tested in English should not be labeled "at risk" without verification that the student also fails an early literacy test in their home language.		
RATIONALE:	Wisconsin currently serves nearly 55,000 English Learners (ELs), with over 140 identified languages spoken by Wisconsin students, and with approximately 9,000 ELs concentrated in Milwaukee alone.		
	Wisconsin State Statutes 115.96 (4)(b) states that an established bilingual-bicultural educational program should provide, "through the use of the native language of the limited- English proficient pupil, instruction in the subjects necessary to permit the pupil to progress effectively through the educational system,"		
	Wisconsin State Statutes 118.017 states that, "All instruction shall be in the English language, except, in part, those programs established under subchapter VII of Ch. 115, where instruction shall be in the English language and in the non-English language of the bilingual- bicultural education program," and;		
	The current practice of the Wisconsin Department of Public Instruction (DPI) to test all ELs in English, regardless of their time learning the English language, violates federal law under the Supreme Court decision Lau v. Nichols (1973), which addresses equity in language instruction and by extension, assessment. Lau further holds that once a student is identified as an EL under the Lau Remedies, they cannot be treated as other English-dominant students.		
	By testing students in English before they have learned English, 2023 Wisconsin Act 20 goes against federal Lau compliance mandates, which require that elementary schools provide students with limited English proficiency special English-as-a-second-language instruction as well as academic subject-matter instruction through the student's strongest language until the student achieves proficiency in English sufficient to learn effectively in a monolingual English classroom.		

RATIONALE, cont'd.	Reading readiness screeners given only in English are not a valid assessment of students who speak languages other than English because these tests measure the student's level of English language acquisition instead of their level of literacy development and ignore the fact that an EL might be at grade level in their home language.
	The Wisconsin Association for Bilingual Education (WIABE) the largest organization in the state of Wisconsin that serves educators of emerging bilingual and multilingual students is leading advocacy efforts that bring to light the unjust nature of this law which disproportionately impacts English Learners and violates their right to learn in two languages.
	The current implementation of 2023 Wisconsin Act 20 is in direct opposition to the successful bilingual/dual language program models of instruction in Wisconsin, which support students acquiring English language proficiency while maintaining their home language and which is supported by research evidence that skills developed in the first language, will automatically transfer to the second language (Cummins, Collier & Thomas, Escamilla, Gottlieb, Castro, Beeman & Urow).
	The current implementation of 2023 Wisconsin Act 20 will adversely impact bilingual teachers who will feel compelled to refrain from using the native language to develop academic skills and who may shift to English-only instruction.
	2023 Wisconsin Act 20 may pressure school districts to move away from following the fidelity of the bilingual/dual language programs to comply with English testing mandates, thereby jeopardizing the quality of bilingual/dual language programs in Wisconsin. 2023 Wisconsin Act 20 disregards the unique strengths and needs of ELs. English-only standardized tests, and screeners, and diagnostics are not valid for ELs.
X Checking the bo	ox (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

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Marva Herndon	
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Date of Approved Resolution:

	9/12/24			
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