



WASB Resolutions Relating to Equity

2.03 Equity and Fairness

The WASB supports a school finance system that is fair and equitable to all taxpayers and students irrespective of their school district of residence. (1991-16)

2.06 School Funding Formula

The WASB supports changes in the school funding formula consistent with the following:

- (a) Formula changes must address issues raised by the state Supreme Court *Vincent v. Voight* decision — adequate state resources must be provided for low-income, special education and bilingual students;
- (c) Revisions in the school finance formula must give weight to equity issues, (including, but not limited to, efforts to provide equal educational opportunities for all children by channeling greater resources to disadvantaged or at-risk children to address narrow achievement gaps), issues of local control and all aspects of the current formula must be reviewed and revised; (2013-2)
- (e) If a foundation plan is considered, the following benchmarks must be met:
 - Equity and local control factors must be considered;

2.20 Equalization Aids

The WASB supports the concept of the state ensuring, through an equalization aids program, basic and equal educational opportunities for all students enrolled in public elementary and secondary school districts.

(h) Additional Needs Students

The WASB supports providing supplemental levels of funding for students with additional needs. (1995-6)

(q) Student Poverty

The WASB supports using student poverty as a factor in the state equalization aid formula. (2011-5)

2.32 (c) Student Achievement Guarantee in Education Program (SAGE)

The WASB supports legislation to shift the emphasis of the Student Achievement Guarantee in Education (SAGE) Program from class-size reduction to achievement-gap reduction. (2015-15)

2.32 (b) Student Achievement Guarantee in Education Program (SAGE)

The WASB supports legislation to authorize the periodic reopening of contract applications under the Student Achievement Guarantee in Education (SAGE) program to allow participation in the SAGE program by additional schools, including charter schools authorized by school boards. (2009-10)

2.34 Translation Services

The WASB supports legislation providing state funding of translation services to enable districts to provide appropriate communication with families lacking English proficiency. Such state funding should be available to districts regardless of the number of students and families lacking English proficiency. (2009-2)

2.35 Low-Income Categorical Aid

The WASB supports creation of a categorical aid for low-income pupils to fund specific strategies designed to close the achievement gap. (2009-8)

3.04 Achievement Gap

The WASB supports local school board policy development and oversight in order to eliminate the gap between low-achieving students and students performing at grade level and above. (2005-2)

3.46 English Language Proficiency

The WASB supports legislation providing state funding of transitional programs for students lacking English proficiency. The WASB also supports that the cost of required bilingual programs be reimbursed at the rate of two-thirds of the total cost of offering the required program. However, the association shall oppose requirements such as state mandated student-teacher ratios which are overly prescriptive and leave little flexibility for local districts in developing bilingual programs. (1985-1) (2002-10)

5.72 Sex Role Stereotyping

The WASB encourages each member school board to take the initiative to assess whether its policies and/or practices deny equal opportunity for development to students and/ or school district employees as a result of sex role stereotyping. The WASB recommends that member school boards implement a program designed to eliminate any form of sex role stereotyping in the schools of their districts. (1977-13)

6.04 Comprehensive School Health

The WASB supports efforts to encourage collaboration with all agencies that are involved with school health to develop a policy, provide training and promote legislation for comprehensive school health programs. (1993-4)

6.05 Drug Abuse Programs

The WASB supports efforts to develop a functioning network of public and private agencies to address the problems of alcohol and other drug abuse involving school-age children. Any state funding should provide flexibility for meeting community needs and enhance accountability. (1990-3)

6.06 Mental Health Supports

The WASB supports the provision of state funding adequate to: address the shortage of mental health professionals in our state qualified to address the needs of school-age children and young adults; provide adequate professional mental health supports in our schools and our communities; and permit schools to enter into effective partnerships with agencies that are involved with mental health to provide for school-based mental health programs, that could provide services, including but not limited to, the following:

- Comprehensive student screening in every school;
- Professional development for all staff on recognition and appropriate response to support affected students;
- Professional mental health counselors and/ or services;
- Professional education and training to expand availability of mental health professionals; and
- Public information programs related to mental health.

(2016-14)(2017-12)

6.16 Safe and Welcoming School Environments

The WASB is committed to ensuring that all students are able to learn and thrive in a safe environment and supports providing an equal opportunity for all students and all school district employees to develop and reach their full potential. (2018-7)