

1 **Resolution 23-03: *Independent Charter School Funding***

2
3 **Create (as a new subparagraph under existing Resolution 3.21):** The funding for charter
4 schools not authorized by the local school board comes directly from the state and not from aid
5 deductions to the resident school district or a first draw on school equalization aids.
6

7 **Rationale:** To provide the state funding for independent charter school students the state has,
8 historically, relied upon two methods. Depending on the authorizer, either: 1) the general school
9 aid (equalization aid) available to all public school districts was reduced in proportion to each
10 district's share of overall statewide general aid in order to fund the per pupil payments made to
11 certain independent charter schools; or 2) an individual school district's general aid payment is
12 reduced by a deduction equal to the amount paid to an independent charter school for each
13 resident student of the school district enrolled in an independent charter.
14

15 Under the first method, applicable to payments to "2r" independent charter schools authorized by
16 the City of Milwaukee, UW-Milwaukee, and UW-Parkside, school districts historically could
17 levy property taxes to make up for the reduced aid funding. That funding method, which reduced
18 net general school aid payments to all districts by 1.6 percent, totaling roughly \$80 million
19 statewide, ended in the 2021-22 school year.
20

21 Under the second method, which is still in use, students attending a "2x" independent charter
22 school are counted for revenue limit and general aid purposes by the school district in which they
23 reside. Those districts are not allowed to increase tax levies to make up for the reduced aid
24 funding. Eighty-four school districts had a total of \$19.0 million in aid withheld in the 2021-22
25 school year. Independent Charter Schools will receive per pupil payments of \$9,264 in 2022-23.
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28 **Resolution 23-04: *Learning Barriers for Students with Disabilities***

29
30 **Repeal: Existing Resolution 3.41 IEP-Team Appeals, which currently reads:** The WASB
31 supports legislation which gives school districts IEP-Team appeal recourse in cases where the
32 parent refuses to accept a program for a handicapped child when recommended by the IEP-Team
33 under Chapter 115.
34

35 **Rationale:** The language of this resolution is outdated, and its focus arguably no longer reflects
36 the direction in which special education law has evolved since this language was adopted in
37 1978. This resolution is also out of step with the heightened calls for parental involvement in and
38 consent for the educational program of their children prevalent in the current environment.
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1 **Resolution 23-05: *Discipline of Students with Disabilities***

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3 **Repeal and Recreate: Existing Resolution 3.435 Discipline of Students with Disabilities as**
4 **follows:** The WASB supports ensuring the right to a free and appropriate public education
5 (FAPE) for a student with a disability is not infringed by discriminatory disciplinary policies.
6

7 **Rationale:** Updated guidance from the U.S. Department of Education (ED) from July 2022
8 states that disciplinary policies may in some instances discriminate against students with
9 disabilities. Discriminatory discipline can impact the academic performance of students with
10 disabilities, thereby widening achievement gaps. According to ED: “Disciplinary policies and
11 procedures that result in unjustified discriminatory effects based on a disability, even if
12 unintentionally, violate Section 504. Under Section 504’s regulations, schools may not use
13 criteria, policies, practices, or procedures that have the effect of: (1) discriminating on the basis
14 of disability, such as by excluding students with disabilities from participating in school or
15 denying them the benefits of the school’s programs and activities, or (2) defeating or
16 substantially impairing the school’s objectives with respect to students with disabilities.”
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19 **Resolution 23-06: *Parent Contracts for Private School Transportation***

20
21 **Create:** The WASB supports legislation to change parent contracts for the transportation of
22 private school pupils from providing a "per pupil" payment to parents to a "per household"
23 payment to parents if more than one eligible pupil is being transported to the same private school
24 destination.
25

26 **Rationale:** School districts may enter into parent contracts for the transportation of private
27 school students under which the school district reimburses the parents or guardians for
28 transporting the pupils to a private school located within five miles of the boundaries of the
29 school district.
30

31 Under current law, if a household is transporting one pupil, it is reimbursed a certain amount. If a
32 household is transporting two or more pupils of the same household, that reimbursement is
33 multiplied by the number of pupils, even in cases where the pupils are traveling in the same
34 vehicle to the same destination at little or no added cost. This is an added expense for school
35 districts and considered a “loophole” in the law since the expense of transporting multiple pupils
36 to a given location is likely the same as transporting a single pupil to that same location.
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1 **Resolution 23-07: Career and Technical Education**

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3 **Amend Existing Resolution 3.60** as follows (*adding the underlined language and deleting the*
4 *stricken language*): **Career and Technical Education (CTE) Aid** The WASB supports the
5 development of career and technical education programs including renewable
6 energy/sustainability CTE in school districts. The WASB urges the state to foster this
7 development by initiating an aid program designed to support and strengthen existing ~~vocational~~
8 CTE programs and stimulate the development of new ~~where programs are deficient~~. The WASB
9 supports state funding for, among other things, startup costs, staff training/certifications,
10 coordinator positions, and development of a transition readiness program for students with
11 disabilities.

12
13 **Rationale:** Robust career and technical education (CTE) programs are one of the best ways to
14 ensure that young people receive the technical and job skills they need to step into the workplace
15 and perform the jobs available in our state. Investments to establish and strengthen model pilot
16 CTE program will help schools identify what works best to meet both students’ and employers’
17 needs.

18
19 Pursuing best practice energy management skills and training for district operations will help to
20 manage more effectively one of the largest district budget expenditures, ultimately saving
21 taxpayer dollars. Additionally, career opportunities in the energy and sustainability sector
22 continue to experience high growth and demand for skilled employees.

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25 **Resolution 23-08: Services for Students with Disabilities at Voucher Schools**

26
27 **Repeal: Existing Resolution 3.93 Students with Disabilities—Parental Choice, which**
28 **currently reads:** The WASB supports legislation requiring private schools participating in any
29 parental choice program to accept and provide services to students with disabilities, with
30 additional state funding for the education of these students.

31
32 **Rationale:** Resolution 3.93 is arguably outdated because of the evolution of the voucher
33 landscape in Wisconsin over the last decade. The current language was adopted prior to the
34 creation of the Special Needs Scholarship Program (SNSP). There was no state program to
35 provide state funding to private schools in return for them providing special education services to
36 pupils with disabilities until the 2016-17 school year when the SNSP took effect.

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Resolution 23-09: Addressing Barriers to Learning for Students with Disabilities

Create: The WASB supports State and local investment in preservice learning, training and ongoing professional development for all educators to meet the needs of students with disabilities across all general education settings, including investment in the implementation of best practices in meeting the needs of diverse learners.

Rationale: Currently WASB does not have a resolution identifying the comprehensive set of supports and resources necessary to address achievement gaps and other disparities and barriers for students with disabilities. In addition to funding, districts need quality professional development and targeted curricular support to help this population of students.

Resolution 23-10: FORT Requirement for Educators

Create: The WASB supports legislation to provide all teaching license applicants with an alternative pathway to licensure that does not require passage of the Foundations of Reading Test (FORT).

Rationale: Many districts throughout Wisconsin are facing challenges with the recruitment and retention of teachers. To be licensed in Wisconsin, applicants for initial licensure as an elementary teacher, a special education teacher, a reading teacher, or reading specialist are required to pass the Foundations of Reading Test (FORT). Recently, state licensing statutes were amended to provide for an alternative demonstration of knowledge and skill in the teaching of reading for special education teacher candidates only. Passing the FORT can be a costly and time-consuming process, with a relatively high failure rate, especially among teacher license applicants of color and applicants whose first language is not English.

Resolution 23-11: Unemployment Compensation

Create: The WASB supports that school personnel who resign from their position with a school district or CESA following the completion of their signed contract and have reasonable assurance of continued employment for the next contract year or school year, and subsequently accept a contract for the following academic year with another district or CESA, are not eligible for Unemployment Compensation since there is no gap in employment or expected loss of income.

1 **Rationale:** Since ACT 10, teachers and other professionals are moving/changing districts at a
2 higher rate compared to years ago, exposing districts to additional expenses over and above the
3 paid contract. Under a ruling in a recent Unemployment Insurance (UI) case, anyone who takes a
4 new position in a school district or CESA closer to their home, is eligible for unemployment
5 compensation during the summer months.

6
7 Should this ruling become well-known among teachers and other professionals, we could
8 anticipate growing numbers of teachers or other professionals opting to take positions in districts
9 or CESAs closer to their residences in order to obtain a one-time “windfall” payment of
10 unemployment compensation payments during the summer even though they have been given
11 reasonable assurance of continued employment for the next contract year. Depending on the
12 number of teachers switching districts or CESAs to gain this advantage, the costs to school
13 districts and CESAs could be substantial.

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16 **Resolution 23-12: *Societal Issues***

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18 **Amend Existing Resolution 6.10** as follows (*adding the underlined language and deleting the*
19 *stricken language*): The WASB supports increasing the efforts of all levels of government,
20 private organizations, businesses and families in providing prevention, early intervention or other
21 programs to ~~solve~~address problems (such as gangs, violence, bullying and harassment (including
22 ~~bullying and harassment~~ by means of technology), ~~economic status/poverty~~, homelessness,
23 hunger, unemployment, and any and all forms of discrimination, racism and injustice) that are
24 being manifested in our communities, which would help enable schools to focus on academic not
25 extracurricular endeavors.

26
27 **Rationale:** School boards are responsible for making sure that all children have an equal
28 opportunity to attend school and participate in school district educational programs and
29 activities. Boards adopt policies prohibiting student discrimination, providing appropriate
30 avenues for filing and responding to discrimination complaints, and providing the necessary
31 support and monitoring to ensure district compliance with student nondiscrimination laws and
32 policies.

33
34 Often those school board policies operate reactively and spell out what to do when a societal
35 problem generates impacts on the school. This resolution calls on school boards, districts, and
36 others to undertake community efforts to combat those societal issues proactively before they
37 generate a negative impact on student performance.

1 **Resolution 23-13: *Weapon Possession***

2
3 **Amend Existing Resolution 6.11 (a) and (b) as follows (*adding the underlined language and***
4 ***deleting the stricken language*):**

5
6 (a) The WASB supports legislation that is intended to ensure the safety of attending school and
7 school-sponsored activities. The WASB ~~will support~~ legislation limiting or prohibiting the
8 ~~purchase or possession~~ by children of all firearms, knives, spring guns, air guns, and other
9 weapons on school grounds. The WASB ~~will also support~~ legislation requiring school officials
10 to be notified of the disposition of legal cases involving juveniles found guilty of weapons
11 violations, assaults and other crimes which resulted or could have resulted in injury to others.

12
13 (b) The WASB supports safe learning environments for all children, free of guns and other
14 weapons. Further, the WASB opposes any initiatives at the local municipal, state or federal level
15 that would legalize any further ability for anyone, with the exception of sworn law enforcement
16 officers, to bring a weapon or possess a weapon, including a facsimile or "look alike" weapon,
17 concealed or otherwise, in school zones or lessen the consequences for violation of existing safe
18 school policies relating to guns and other weapons regardless of CCW license holding status.
19 Decisions about whether CCW licensees may possess weapons in school buildings must remain
20 exclusively in the hands of the locally elected school board which governs the school.
21 Notwithstanding the preceding, the WASB recognizes and supports the desirability of clarifying
22 and aligning state law with the allowable exceptions in federal law for school-sponsored
23 activities such as trap shooting teams.

24
25 **Rationale:** The proposed revisions would clarify and strengthen WASB's position discouraging
26 or disallowing all guns and weapons at school and school-related activities, including: adding
27 "local municipal" to the level of government initiatives, pertaining to attempts that could
28 increase allowability of guns and weapons at schools by local governments; clarifying that
29 WASB opposes gun possession at schools and in school zones regardless of a person's CCW
30 licensure status; and supports aligning state gun free school zone laws with federal gun free
31 school zone laws to clarify issues around school-sponsored activities.

1 **Resolution 23-14: *Oppose Federal Agency Mandates Imposed Without Use of Rulemaking***
2 ***Process***

3
4 **Create:** The WASB opposes attempts by federal agencies to impose policy mandates or edicts
5 on local school districts and/or to withhold or threaten to withhold any school program funding
6 through the issuance of “guidance” documents that are really enforcement documents in
7 disguise. The WASB supports that federal agencies use the formal federal rulemaking process,
8 which provides for public notice and comment on proposed rules/regulations, to make policy
9 changes, particularly when controversial topics of subject areas are involved.

10
11 **Rationale:** Federal agencies have been unilaterally issuing guidance to local school districts that,
12 if not followed, carry the threat of possible sanctions including loss of funding from the federal
13 government. As one example, on May 5, 2022, the U.S. Dept. of Agriculture (USDA) announced
14 that, effective immediately, called on all school districts that participate in any federal child
15 nutrition programs to enforce prohibitions on sex discrimination to include discrimination on the
16 basis of gender identity and sexual orientation.

17
18 Dramatic changes or expansions in the application of federal policy should be made through the
19 federal rulemaking process, which provides for public notice and comment and requires federal
20 agencies to take public comments into account when promulgating regulations that change
21 federal policy or apply it in new ways.

22
23 **Resolution 23-15: *Universal Free School Meals***

24
25 **Create:** The WASB supports state supplemental funding sufficient to establish a universal free
26 school meal program, enabling all students, regardless of family income, to receive free school
27 meals at all schools, regardless of participation in the federal school meals program.

28
29 **Rationale:** Proper nutrition plays an important role in preparing students mentally, physically,
30 and emotionally for learning. Having the federal government provide money so that all students
31 could eat during the pandemic greatly increased the number of meals served and provided access
32 to balanced nutritional meals to many children who otherwise might not have had such food and
33 it eliminated the stigma attached to free and reduced-price meals. It also eliminated schools
34 having to deal with the issues of school meal debt or students who cannot afford to pay for their
35 meal on any given school day. Having the state supplement or reimburse schools for the
36 difference between the federal reimbursement and the cost of the meals would avoid these issues
37 and enable all students attending a school participating in the federal school meals program to eat
38 for free regardless of their family’s income level.

1 **Resolution 23-16: *Learning Loss***

2
3 **Create:** The WASB supports efforts to provide federal and state funds that will be targeted to
4 fund local districts’ efforts to address learning loss caused by a disaster or emergency that affects
5 large portions of the state, such as COVID-19.

6
7 **Rationale:** COVID-19 caused significant learning disruption for students in Wisconsin (and
8 elsewhere). While Federal COVID-19 funds provided one-time money for schools to address
9 learning disruption, that funding was not evenly distributed among Wisconsin school districts.
10 Some districts may be able to use these federal funds to fully address learning loss caused by the
11 pandemic, while other districts may lack sufficient federal funds to address such learning loss.
12 This resolution supports the provision of state or federal funds to help all districts fully address
13 the learning disruption caused by a disaster or emergency that affects large portion of the state.
14 COVID 19 is cited as one example of the type of disaster or emergency covered by this
15 resolution.

16
17 The next three resolutions were developed by the WASB staff following a review of existing
18 resolution language that was either outdated or no longer needed, or that could be stated more
19 succinctly.

20
21
22 **Resolution 23-17: *Licensure***

23 (Note: Existing Resolutions relating to “Certification/Licensure” are found in the Resolutions
24 Book at p. 36-38 and the Existing “4.80 Evaluations” is found at p. 38.)

25
26 **REPEAL and RECREATE the following existing resolutions:**

- 27 • **4.60 General Policy**
- 28 • **4.61 Shortages**
- 29 • **4.62 Temporary Certification**
- 30 • **4.63 Alternative Certification**
- 31 • **4.635 DPI Licensing of Clinical Counselors**
- 32 • **4.64 Performance-based Licensure**
- 33 • **4.65 Teacher Competency Exam**
- 34 • **4.66 Professional Growth**
- 35 • **4.67 Mentoring Duties**
- 36 • **4.68 Charter School Teachers**
- 37 • **4.69 Revocation**
- 38 • **4.80 Evaluations**

39
40 **By RECREATING them to read as follows:**

1 **4.60 General Policy**

2 The WASB supports a teacher licensure system that fosters a highly educated, highly trained,
3 effective, professional teaching force with reasonable flexibility to meet the needs of our
4 members with regard to staffing supply challenges. (2018-13)
5

6 **4.61 Shortages**

7
8 **(a) Teacher Shortages and Alternative Licensure Pathways**

9 The WASB supports reasonable efforts to provide pathways to licensure for teaching candidates
10 in subject or content areas where there is a shortage of licensed teachers, provided that
11 candidates have bachelor's degrees and are qualified to be in a classroom as demonstrated by
12 appropriate experience, knowledge and skills in the subject or content area, and rigorous training
13 in pedagogy, assessment, and classroom management. (2015-17)
14

15 **(b) Technical Education Teacher Shortage**

16 The WASB supports reasonable efforts to increase the supply of licensed technical education
17 teachers, in technical education content areas where shortages are most acute. (2015-04)
18

19 **(c) School Social Worker Certification and Licensure**

20 The WASB supports efforts to increase the supply of school social workers, school counselors
21 and mental health providers throughout the state. The WASB will work with the DPI to address
22 existing obstacles to school social worker licensing with an emphasis on obstacles faced by
23 districts in regions of the state that are located remotely from universities conferring degrees
24 currently recognized by the DPI for licensure. (2020-12)
25

26 **4.62 Temporary Certification**

27 The WASB supports temporary certification of teachers in grade levels or content areas other
28 than those in which they are already certified to meet our members' need with regard to staffing
29 supply challenges. (1982-5)
30

31 **4.63 Mentorship/Residency Model**

32 The WASB calls on the Superintendent of Public Instruction to actively promote alternative
33 administrative and teacher certification that includes a mentorship/residency and a training
34 program. (1991-15)(2005-22)
35

36 **4.635 DPI Licensing of Clinical Counselors**

37 The WASB supports legislation authorizing the Department of Public Instruction to issue an
38 educator license to clinical counselors, so school districts can employ clinical counselors to
39 provide mental health services to students the same way other licensed district staff are employed
40 to do so. (2019-18)
41

1 **4.65 Teacher Competency Exam**

2 The WASB supports legislation that would require teachers to pass a state competency exam
3 before they are granted a license to teach in a Wisconsin public school district. (1999-8)

4

5 **4.68 Charter School Teachers**

6 The WASB supports allowing teachers granted a charter school license in a particular subject
7 area to teach additional subjects under the supervision and/or direction of another Wisconsin
8 certified teacher currently teaching in that subject area, provided that student learning meets
9 standards applicable to the charter school. (2011-16)

10

11 **4.69 Revocation**

12 The WASB supports legislation to require the DPI to revoke the license of any teacher who has
13 been dismissed or non-renewed by a school board for intentionally using school district
14 technology to download, view or distribute pornographic material in violation of the district's
15 acceptable use policy. The WASB further supports requiring the DPI to make information about
16 the disposition of such cases publicly available if revocation is the result of the hearing. (2011-
17 17)

18

19 **4.80 Evaluations**

20 The WASB supports efforts of school districts to systematically and periodically evaluate and
21 compensate teachers, administrators and support staff members based on performance. (1989-
22 1)(1996-8)

23

24 **(a) Staff Improvement/Professional Development**

25 The WASB supports the efforts of school boards to provide staff professional development to
26 address staff improvement at the local level through effective evaluation and improved
27 supervisory techniques that include coaching/mentoring. (1991-11)

28

29 **(b) Student Achievement as Performance Criteria**

30 The WASB supports legislation that would allow districts to develop a teacher evaluation
31 instrument that would include all test/assessment results as part of the criteria for evaluating
32 teachers. The WASB supports efforts to develop a model teacher evaluation system, provided
33 that such a system is not mandated, is implemented gradually, and allows districts that have
34 piloted their own rigorous teacher evaluation systems to continue to use those evaluation
35 systems. (1999-16)(2012-15)

36

37 **(c)** The WASB supports efforts to: (1) develop definitions of key guiding principles of a high
38 quality educator effectiveness system; (2) create model performance based evaluation systems
39 for teachers and principals; (3) build a regulatory framework for implementation that includes
40 how student achievement will be used in context; and (4) make recommendations for methods to
41 support improvement and recognize performance. (2012-15)

1 **Rationale:** These changes are meant to remove outdated language, update terminology and
2 consolidate resolution language into a more concise and coherent policy.

3
4 **(Note:** Headings/Titles of resolutions and placement in the book are decided by WASB staff.
5 The delegates need to approve resolution language changes and deletions. The numbers in
6 parentheses indicate the year the original/existing language was adopted by delegates.)

7
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9 **Resolution 23-18: *Revenue Limits***

10 (Note: Existing Resolutions relating to “Revenue Limits” are found in the Resolutions Book at
11 pp. 13-15.)

12
13 **REPEAL the following existing resolutions:**

- 14 • 2.40 State Cost Controls
- 15 • 2.41 Modification of Revenue Limits

16
17 **And RECREATE them as follows:**

18
19 **2.40 State Cost Controls**

20 The WASB is opposed to state-imposed revenue limits on school districts. (1992-13)(2010-6)

21
22 **(a) Additional Revenue Limitations**

23 The WASB opposes any additional limitations that will force decreases in revenue to public
24 school districts. This includes but is not limited to: freezing property tax levies; creating a
25 moratorium on school district referenda; delaying payments to school districts; and adopting a
26 constitutional regulation of school finance. (2002-18)(2005-1)

27
28 **2.41 Modification of Revenue Limits**

29 The WASB supports exemptions from the revenue cap to allow for the needs of individual
30 districts with respect to the requirements of their programs. (1994-11)(1995-3)

31
32 The WASB also supports the following:

33
34 (a) Annually increase per pupil revenue limits statewide by a dollar amount equal to or greater
35 than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide
36 average revenue limit authority per pupil. (2012-3)(2017-6)

37
38 (b) Allowing the carryover of any unused revenue authority. (1995-3)(1996-10)

39
40 (c) Changing the revenue limit FTE membership calculation to allow a district to use either a
41 five-year rolling average, three-year rolling average or the current year membership, whichever

1 is greater, and allowing a district to apply to the Department of Public Instruction for emergency
2 aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

3
4 (d) Including 100 percent of full-time equivalent (FTE) summer school membership for each of
5 the years used in the computation of the revenue cap. (1995-17)(2017-14)

6
7 (e) Providing that a district's revenue limit be determined prior to the start of the district's fiscal
8 year.

9
10 (f) The WASB supports legislation to implement a sliding scale formula factor multiplier to
11 increase the membership of districts for revenue limit purposes. (2016-9)

12
13 **Rationale:** Parts of these resolutions are outdated. These changes are meant to update
14 terminology and consolidate resolution language into a more concise and coherent policy.

15
16
17 **Resolution 23-19: Classroom Technology**

18 (Note: Existing Resolutions relating to “Classroom Technology” are found in the Resolutions
19 Book at pp. 24-25.)

20
21 **REPEAL the following existing resolutions:**

- 22 • 3.30 Interactive Communications Systems
- 23 • 3.31 Technology in the Classroom
- 24 • 3.32 Educational Technology Initiative
- 25 • 3.33 Online Courses
- 26 • 3.34 Virtual Schools
- 27 • 3.35 Statewide Contracting for Virtual Classes
- 28 • 3.36 CESAs and Virtual Charter Schools

29
30 **And RECREATE as follows:**

31
32 **EDUCATIONAL TECHNOLOGY**

33
34 **3.30 General Policy**

35 The WASB supports the use of educational technologies, including the use of online courses to
36 allow local school boards to offer course content to students that they would otherwise be unable
37 to offer.

38
39 **3.31 State Funding**

40 The WASB supports state-funded educational technology initiatives to ensure that school
41 districts have the technological capacity for students to succeed in the 21st century and to meet

1 state requirements, such as online adaptive testing, the state accountability system, curriculum
2 and instructional standards aligned to college and career readiness, and rigorous teacher and
3 principal evaluation systems. (2013-1)

4
5 **3.32 Virtual Charter Schools**

6 The WASB supports that publicly funded virtual charter schools must follow state accountability
7 standards and transparency requirements.

8
9 **3.33 CESAs and Virtual Charter Schools**

10 The WASB supports allowing CESAs to enter into cooperative agreements with individual
11 school districts to establish virtual charter schools authorized by the board of the local school
12 district. The WASB opposes legislation granting CESAs the authority to establish independent
13 virtual charter schools.

14
15 Should any CESA be authorized to operate a virtual charter school without entering into a
16 cooperative agreement with a school district, the WASB supports limiting per pupil payments to
17 any CESA authorized virtual charter school to an amount identical to the per pupil amount of the
18 open enrollment transfer payment. This would prevent CESA-authorized virtual charter schools
19 from unfairly competing with school board-authorized virtual charter schools. (2012-12)

20
21 **Rationale:** These resolutions are outdated. These changes are meant to update terminology and
22 consolidate resolution language into a more concise and coherent policy.