

## Washington State PTA Board Positions and Resolutions

Washington State PTA Board Positions are initiated and approved by the Board of Directors. These positions must be ratified by the membership at the next state convention. They are reviewed annually for relevancy.

Washington State PTA Resolutions are issue positions which have been submitted by units and councils, approved by the Resolutions Committee and the Washington State PTA Board of Directors, then voted on by the membership at the annual state convention. Resolutions are reviewed annually, when they can be combined, amended or recommended for retirement. Resolutions are a resource which can be cited by members, the Board, committees and staff to represent the PTA positions.

Our body of issue positions is comprised of Board Positions, Resolutions, the Short Term Platform and the Legislative Principles. To access the Short Term Platform and Legislative Principles, go to the Advocacy page on the Washington State PTA website and look for the link to the left called "Top 5 Issues and Other Positions".

### **Alcohol and Drugs**

**page**

1.7	TV Programming and Advertising Promoting Alcohol Use	Resolution, 1984	3
1.8	Substance Abuse and Its Prevention	Resolution, 1990	3-4
1.9	Furnishing Alcohol to Minors	Resolution, 2007	4

### **Child Safety and Protection**

2.1	Safe Travel	Resolution, 1980	5
2.2	Child Identification Program	Resolution, 1984	5
2.7	Sexually Explicit Phone Services	Resolution, 1988	5-6
2.8	Bicycle Helmet Safety Education	Resolution, 1990	6
2.9	Emergency Preparedness	Resolution, 2009	6-7
2.11	Promoting the Safety/Well-Being of Children through Decreased Exposure to Violence	Resolution, 1994	8
2.13	Youth Suicide Prevention	Resolution, 2005	8-9
2.14	In Support of Parents	Resolution, 2007	9

### **Cooperative Role of Parents and Educational Professionals**

4.3	Excellence in our Education System	Resolution, 1983	10
4.5	Non-Custodial Parent Rights to School Records	Resolution, 1986	10-11
4.7	Public School Dropout Prevention/Retrieval	Resolution, 2007	11
4.12	Parent and Community Involvement in Education	Resolution, 2005	11-12

## Cultural Arts

page

5.3	Arts Education In Public Schools and Washington State	Resolution, 2005	12-13
-----	---	------------------	-------

## Health and Nutrition

11.1	Juvenile Diabetes	Resolution, 1974	13
11.4	Comprehensive School Health Education	Resolution, 2007	13-14
11.11	Indoor Air Standards	Resolution, 1989	14-15
11.13	HIV/AIDS Education	Resolution, 1993	15
11.14	People Living with HIV/AIDS	Resolution, 1993	16
11.17	Tobacco Settlement Money	Resolution, 2005	16-17
11.18	Food Safety	Resolution, 2000	17
11.19	School Nutrition	Resolution, 2007	17-18
11.20	Energy Drinks	Resolution, 2008	18-19

## Mass Media

14.1	Alternatives for Children's Entertainment	Board Position, 1980	19
14.2	Television Programming	Resolution, 1984	19
14.4	Internet Safety	Resolution, 2007	19-20

## Support for Public Education

18.4	Excellence in Education	Resolution, 1984	20
18.5	Funding for Basic Education	Resolution, 2007	21-23
18.6	Uninterrupted Operation of Schools	Resolution, 2006	23
18.9	Expenditure of Public Funds	Resolution, 1989	23-24
18.11	Common School/Construction Funding	Resolution, 1991	24
18.13	Student Assessment and Testing	Resolution, 2006	25
18.17	Education Reform: Defining Our Role	Resolution, 1995	25-26
18.18	Reduction in Class Size	Resolution, 1995	26-27
18.19	High School Graduation, College Preparation and Access	Resolution, 2006	27
18.20	School Bond Election Reform	Resolution, 2010	28
18.21	K-12 Vocational Technical Education	Resolution, 2006	28-29
18.22	Children with Special Needs	Resolution, 2008	29
18.23	Third Credit of Math Graduation Requirement	Resolution, 2008	30
18.24	Meaningful High School Diploma	Resolution, 2008	30-31
18.25	Development, Relief and Education for Alien Minors (DREAM) Act	Resolution, 2009	31-32
18.26	Levies and Local Effort Assistance	Resolution, 2010	32
18.27	No Child Left Behind and the 1%	Resolution, 2010	33

## Legislative Program

19.3	Support for Children with Economic Disadvantages	Resolution, 2007	33-34
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## **Alcohol and Drugs**

### TV PROGRAMMING AND ADVERTISING PROMOTING ALCOHOL USE 1.7 Resolution, 1984

Whereas, Alcohol has been identified as the number one abused drug in the nation;

Whereas, Alcohol is linked to an alarming number of traffic deaths, lowered student achievement, child abuse and many social and health problems; and,

Whereas, Alcoholism is recognized as a disease affecting millions of people; and,

Whereas, The television industry, through programming and advertising, enhances and encourages alcohol use/abuse; therefore, be it

*Resolved*, That the Washington State PTA urge the National PTA to support/initiate efforts to eliminate advertising of alcoholic beverages on television; and be it further

*Resolved*, That the Washington State PTA urge the National PTA to support efforts toward passage of legislation prohibiting such advertising.

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### SUBSTANCE ABUSE AND ITS PREVENTION 1.8 Resolution, 1990

Whereas, The first and third objects of the National PTA and Washington State PTA are to “promote the welfare of children and youth in home, school, community and place of worship” and “to secure adequate laws for the care and protection of children and youth”; and,

Whereas, The concept of health as physical, mental, emotional, and social well-being is vital to the welfare of the individual citizen, the community, and the nation; and,

Whereas, Every child should have an education that develops safe living habits and attitudes, and should have an environment free from avoidable physical hazards; and,

Whereas, Substance abuse is a problem cutting across all segments of society, impacting all aspects of the educational and family environment in society; and,

Whereas, The Washington State PTA recognizes that substance abuse will continue to be a significant threat to the well-being of children and youth; therefore, be it

*Resolved*, That the Washington State PTA initiate/support legislation to increase funding for K-12 drug (prescription, non-prescription, look-alike, and illegal), alcohol, and tobacco education programs; staff/counselor training for early identification, intervention, and follow-up; stronger state

and local enforcement of current laws; establish stronger, consistent penalties and deterrents for violators; and promote public awareness programs; and be it further

*Resolved*, That the Washington State PTA support programs and projects that offer positive alternative activities to drug use and abuse for children and youth; and be it further

*Resolved*, That the Washington State PTA continue to work in cooperative relationships with other child welfare organizations, education support organizations, and the general public to further substance abuse prevention and education.

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## FURNISHING ALCOHOL TO MINORS 1.9

Resolution, 1990

Amended, 2007

Whereas, Two of the purposes of the Washington State PTA are to “promote the welfare of children and youth in home, school, and community...” and to “secure adequate laws for the care and protection of children and youth”; and,

Whereas, The Office of the Superintendent of Public Instruction reports that an estimated 51,000 Washington students (over 13%) in grades 6-12 can be considered heavy drinkers, and 51% of the Washington students surveyed had tried alcohol by 6<sup>th</sup> grade; and,

Whereas, Washington law states that “it is unlawful for any person to sell, give, or otherwise supply liquor to any person under the age of twenty-one years or permit any person under that age to consume liquor on his or her premises or on any premises under his or her control”; and,

Whereas, Liquor Control Board enforcement officers and law enforcement officers encounter regular violations of RCW66.44.270 where adults purchase, provide, serve, or allow alcohol for minors; therefore, be it

*Resolved*, That the Washington State PTA encourage its units and councils to inform and educate the membership about ways to cooperate with the Liquor Control Board and law enforcement agencies in reporting “furnishing liquor to minors” violations.

*Resolved*, That the Washington State PTA will work with local units, councils, regions, state agencies, associations and education officials to develop and implement a program that deals with the use of alcohol by students, with consequences that are applied to all students, throughout the state, regardless of community, socio-economics of the student and/or parents, or the impact to the school, school sponsored teams or school sponsored activities, and be it further

*Resolved*, That the Washington State PTA will help local units, councils and regions in developing and implementing programs around the issue of under-age drinking, educating parents on the impact that alcohol abuse has on the life-long health, safety and well-being of their children.

## **CHILD SAFETY AND PROTECTION**

### SAFE TRAVEL 2.1 Resolution, 1980

Whereas, We at Washington State PTA believe that all children should have the opportunity to travel safely to and from school; and,

Whereas, The pattern of development in urban areas has led to increased arterial traffic near schools, thereby endangering the children traveling to and from school; therefore be it

*Resolved*, That the Washington State PTA urge its local units, councils, and service areas to work actively with their local government involved in the platting, planning, zoning and housing and business developments, and the locating of schools which will ensure safe routes to and from school areas; and be it further

*Resolved*, That the Washington State PTA urge its local units, councils and regions to work toward corrections of all present dangerous travel conditions.

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### CHILD IDENTIFICATION PROGRAMS 2.2 Resolution, 1984

Whereas, The first objects of the National PTA and the Washington State PTA state: "To promote the welfare of children and youth in home, school, community and place of worship; and,

Whereas, The increasing number of missing children is an unfortunate but real problem in our society; and,

Whereas, Vital, current information may be helpful in finding/identifying a missing child; and,

Whereas, Parents may have incomplete or outdated records of their child's vital statistics and other necessary identifying information; therefore be it

*Resolved*, That the Washington State PTA encourage local units and councils to promote child identification programs to include but not be limited to: up-to-date child information sheets, current photos, and other pertinent information.

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### SEXUALLY EXPLICIT PHONE SERVICES 2.7 Resolution, 1988

Whereas, One of the purposes of the Washington State PTA is to promote the welfare of children in the home, school, community and place of worship; and,

Whereas, Another purpose is to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education; and,

Whereas, The availability of 1-976 telephone numbers can and do provide explicit sexual and pornographic messages; and,

Whereas, The average American home has more than one telephone, making it impossible for parents to monitor all phone calls; and,

Whereas, Limiting the service provides protection for all children and youth; therefore, be it

*Resolved*, That the Washington State PTA will endorse the National PTA's support of the Telephone Decency Act; and be it further

*Resolved*, That the Washington State PTA will support legislation limiting the availability of any pornographic telephone service, whatever the number, to those who subscribe to it.

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## BICYCLE HELMET SAFETY EDUCATION 2.8

Resolution, 1990

Whereas, One object of the Washington State PTA is to "promote the welfare of children and youth in the home, school community and place of worship; and,

Whereas, Bicycle crashes are a major cause of death and disability to children between the ages of 5 and 14 years of age; and,

Whereas, Seventy-five percent (75%) of all bicyclists' deaths each year are from head injuries incurred in bicycle accidents; and,

Whereas, Many bicyclists are permanently impaired as the result of head injuries sustained in bicycle accidents; therefore, be it

*Resolved*, That the Washington State PTA actively encourages and promotes the wearing of ANSI or SNELL approved helmets by all bicycle riders; and be it further

*Resolved*, That the Washington State PTA encourages its local units and councils to use educational program materials that promote bicycle safety.

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## EMERGENCY PREPAREDNESS 2.9

Resolution, 1992  
Amended, 2009

Whereas, Two of the objects of the Washington State PTA are “to promote the welfare of children and youth in home, school, community and place of worship,” and “to secure adequate laws for the care and protection of children and youth”; and,

Whereas, Numerous public school districts throughout Washington State lack adequate preparation for emergency conditions known to arise including natural disasters, such as earthquakes, volcanic activity, flooding, wildland fire, avalanche, drought, landslide, tsunami, severe storm, and man-made disasters, such as civil disturbances, dam failures, hazardous materials, pipelines, radiological releases, terrorism, transportation incidents, and urban fires exposing children and youth to grave hazard; and,

Whereas, Emergency conditions may affect children and youth at home, school, community and place of worship; and,

Whereas, Large segments of the public remain uninformed about coping with emergency conditions; and,

Whereas, Large scale, region-wide disasters can overwhelm traditional First Responders (Police, Fire, Aid) and delay aid to our schools; and,

Whereas, School personnel may be called on to provide emergency assistance to students until traditional First Responders arrive, or students are reunited with their families; and,

Whereas, Schools need to have on-hand essential emergency supplies and equipment; therefore, be it

*Resolved*, That the Washington State PTA and its' constituent organizations urge the legislature to strengthen laws, education and funding to fully implement comprehensive emergency preparedness plans, and be it further

*Resolved*, That legislation should provide specific minimum standards for comprehensive emergency preparedness plans, and means for verifying compliance with minimum standards at all public schools, and be it further

*Resolved*, That the Washington State PTA shall encourage local units and councils to promote public awareness about emergency preparedness; and be it further

*Resolved*, That the Washington State PTA shall promote and encourage cooperation between all public schools and emergency management authorities in the development and implementation of comprehensive emergency preparedness plans, which shall include provisions for hands-on training for staff, as well as emergency supplies and equipment, and be it further

*Resolved*, That the Washington State PTA shall initiate/support legislation requiring hands-on training for all public school staff in the Incident Response Jobs as described by the Federal Emergency Management Agency (FEMA); and be it further

*Resolved*, That the Washington State PTA shall initiate and support legislation requiring all schools to have the basic emergency supplies and equipment recommended for schools by the American Red Cross; and be it further

*Resolved*, That the Washington State PTA and its constituent organizations urge the legislators to strengthen laws, education and funding.

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## PROMOTING THE SAFETY AND WELL-BEING OF CHILDREN THROUGH DECREASED EXPOSURE TO VIOLENCE 2.11

Resolution, 1994

Whereas, The Washington State PTA is an organization that promotes safety and welfare for all children and works to secure adequate laws for the protection of youth; and,

Whereas, Violent acts committed against and by youth are on the rise in Washington State and across our nation, both in our communities and in our schools; and,

Whereas, There is increasing gang activity in all communities in Washington State; and,

Whereas, Statistics prove that an increase in gang activity equates to an increase in violence; and,

Whereas, Children and youth are influenced by the violence they see and hear on television and other media; and,

Whereas, The safety and well-being of our children in their own homes and schools is compromised by incidents of violence; and,

Whereas, The safety and well-being of our children is jeopardized by the prevalence and accessibility of dangerous weapons; therefore be it

*Resolved*, That the Washington State PTA will actively support legislation and other activities/efforts that aim to reduce or eliminate violence by or against youth and to ensure the safety of schools, neighborhoods, and communities; and be it further

*Resolved*, That the Washington State PTA will actively support implementation and continuation of gang and violence intervention and prevention programs; and be it further

*Resolved*, That the Washington State PTA will assist its members in promoting media literacy and responsible supervision of children's access to television and the media; and be it further

*Resolved*, That the Washington State PTA encourage its units and councils to work within their local communities to address these and many other forms of violence and the causes thereof which threaten our children.

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YOUTH SUICIDE PREVENTION 2.13  
Resolution, 2005 (Replaced 2.4 and 2.5)

Whereas, The first object of the PTA is “to promote the welfare of children and youth in home, school, community and place of worship”; and,

Whereas, Teen-age suicide has more than tripled in the past twenty years; and,

Whereas, As of 2000, suicide ranks as the 3<sup>rd</sup> leading cause of death for young people nationally, and for those ages 15-19, suicide is the 2<sup>nd</sup> leading cause of death; and,

Whereas, It is commonly recognized that today’s youth experience stress and pressures that lead to inappropriate problem solving alternatives; and,

Whereas, The National Centers for Disease Control 2002 report that the fastest growing age group attempting suicide are children between the ages of 10 and 14; and,

Whereas, Detection of the warning signals of suicide can mean the difference between life and death; therefore, be it

*Resolved*, That the Washington State PTA encourage the Washington State Office of the Superintendent of Public Instruction to emphasize the importance of knowing the warning signs of suicide among youth with our Washington State educators, and be it further

*Resolved*, That the National PTA through its states, districts/regions, councils and local units, support programs and projects which educate and inform teachers and support staff, parents, students and the general public about youth suicide prevention including awareness of the warning signs of suicide among youth; and which provide support services for survivors of a suicide attempt and for families who have lost someone to suicide; and be it further

*Resolved*, That the National PTA and its constituent bodies support creation and funding for suicide prevention and intervention programs, including 24-hour suicide hot lines.

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IN SUPPORT OF PARENTS 2.14  
Resolution, 2007

Whereas, Child abuse/neglect is a serious problem for many children and their families in Washington State; it is a problem that impacts every member of our community either directly or indirectly; and,

Whereas, The Washington State PTA is concerned about the health, safety and welfare of all children; therefore be it

*Resolved*, That the Washington State PTA will assist local units, councils and regions statewide in creating, acquiring and implementing parenting education programs that provide families with information, resources and skills needed to cope with the ever-changing demands on children and their families; and be it further

*Resolved*, That the Washington State PTA will partner with local agencies and the legislature to advocate for the necessary services and the required funding and resources needed to support and educate families on the issues of child abuse/neglect and work-life balance.

## **COOPERATIVE ROLE OF PARENTS AND EDUCATIONAL PROFESSIONALS**

### EXCELLENCE IN OUR EDUCATION SYSTEM 4.3 Resolution, 1983

Whereas, The objects of the Washington State PTA say: "To promote the welfare of children and youth in home, school, community, and place of worship"... and "To develop between education and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education"; and,

Whereas, Schools in Washington State face limited budgets and declining enrollments, causing them to make difficult decisions about cuts in educational programs and staff; and,

Whereas, The education of children and youth in our schools is dependent upon the excellence of the educators working with the children; and,

Whereas, The Washington State PTA has a responsibility to the children of Washington State to work within the educational community to ensure that the professionals working in our schools are the best qualified and most able educators; therefore, be it

*Resolved*, That the Washington State PTA work together with other members of the education community to recommend improvements for evaluative procedures and/or changes in policies, where needed, that will enable the schools to encourage and reward those educators who upgrade their skills and work effectively in the schools and to provide counseling for those who need to become more skilled or those who need to consider other employment; and be it further

*Resolved*, That the Washington State PTA encourage local units and councils to provide information to members of their school communities on procedures for expressing concerns about staff members.

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### NON-CUSTODIAL PARENT RIGHTS TO SCHOOL RECORDS 4.5 Resolution, 1986

Whereas, One purpose of the Washington State PTA is “To bring into closer relation the home and schools, that parents and teachers may cooperate intelligently in the education of children and youth;” and,

Whereas, Washington State law allows access to school records by both parents, with certain restrictions imposed by the courts; and,

Whereas, Many non-custodial parents have not been informed of this fact; therefore, be it

*Resolved*, That the Washington State PTA ask the Washington State Board of Education to encourage school districts to promote understanding of non-custodial parents’ rights to their child’s school records and information; and be it further

*Resolved*, That the Washington State PTA urge National PTA’s support and encouragement to other state PTA organizations to support non-custodial parents’ rights to school records.

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PUBLIC SCHOOL DROPOUT PREVENTION/RETRIEVAL 4.7  
Resolution, 1988  
Amended, 2007

Whereas, The Washington State PTA has a purpose “To develop between education and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education;

Whereas, Approximately 30 percent of Washington State’s ninth graders do not finish high school on schedule;

Whereas, Dropping out of school is one of the strongest predictors of future dependency;

Whereas, Receiving a high school diploma is a vital connection to society and the economy, and it is a required credential for most jobs in America; and,

Whereas, Obstacles to successful dropout prevention/retrieval programs include budget constraints, overcrowded schools and classes, difficulties in the home, poor academic preparation, lack of coordination between schools and social services and the negative image that accompanies dropout programs; therefore be it

*Resolved*, That the Washington State PTA work together with other members of the education community and social services to demonstrate a commitment to effective dropout prevention; and be it further

*Resolved*, That local units and councils be encouraged to work for and promote effective strategies to keep students in school such as, early referral, assessment and intervention with at-risk youth; techniques and incentives to increase motivation and achievement among at-risk youth; parent and social service involvement in planning and services; programs which improve academic performance; options to assure an appropriate learning environment; programs which help students and adults make connections, providing students with a community of support; programs

which link schooling and the realities of work and employment skills; programs which emphasize goal setting and decision making as a key to future options.

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## PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION 4.12

Resolution, 1994

Revised 5/05 incorporating Board Positions 4.10 and 4.11

Whereas, The National PTA and the Washington State PTA are among the largest organizations dedicated to advocating for all children and working to secure the highest advantages in education for all children and youth; and,

Whereas, It is recognized that parents are the first and primary teachers of their children; and,

Whereas, It is known that students whose parents/guardians are involved in their educational experiences demonstrate higher academic achievement levels; and,

Whereas, Within the community as a whole, parents/guardians remain in the numerical minority and must enlist others in the drive toward better educational experiences for all children; and,

Whereas, The United States must move toward higher achievement by all students in order to remain competitive in the world market; therefore, be it

*Resolved*, The Washington State PTA shall encourage parental involvement, an essential part of the PTA mission, by promoting an environment in which parents are valued as the primary influence in their children's lives and essential partners in their children's education and development; and be it further

*Resolved*, That the Washington State PTA encourage the business community to form partnerships with schools and support employees in their quest to become involved in schools; and be it further

*Resolved*, That the Washington State PTA work with educational leaders to develop partnerships between educators and parents/guardians and encourage open, honest dialogue to help parents/guardians feel connected with their child's school.

## **CULTURAL ARTS**

### ARTS EDUCATION IN PUBLIC SCHOOLS AND WASHINGTON STATE 5.3

Resolution, 2005 (Combined Resolution 5.1 and 5.2)

Whereas, One of the purposes of PTA is to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education; and,

Whereas, The National PTA recognizes the arts are an essential part of basic education for the purpose of development of intellectual, physical, emotional and aesthetic growth of children (1979 Arts in Education Resolution); and,

Whereas, The arts are found in schools today in varying stages of acceptance and differing programs of instruction; and,

Whereas, Parents and teachers are concerned about the nourishment of their children's creativity, imagination, and cultural heritage; and,

Whereas, Children need the arts to develop their creative talents and discover their artistic, creative, and esthetic judgment; and,

Whereas, Their skills can be used to help develop children's self-esteem and self-image, understand human civilization, broaden their understanding for work ethics, visual and aural images, and human values; and,

Whereas, Education should respond to the needs of all types of intelligence in children to help them become responsible and productive citizens; therefore, be it

*Resolved*, That Washington State PTA, local units, and councils continue to be strong advocates for improved arts education programs, encouraging school districts, educators and other interested sources to integrate the arts in their school curriculums, programs and activities, as essential elements of a child's basic education; and be it further

*Resolved*, That the Washington State PTA will help develop public awareness of the need for the arts education in our public schools.

## **HEALTH AND NUTRITION**

### JUVENILE DIABETES 11.1 Resolution, 1974

*Resolved*, That the Washington State PTA be aware of the severity of the problem and the critical need for research of juvenile diabetes.

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### COMPREHENSIVE SCHOOL HEALTH EDUCATION 11.4 Resolution, 1979 Revised, 2007

Whereas, The State PTA actively supports the concept of Comprehensive School Health Education programs; and,

Whereas, The school health education program has been fragmented into separate programs in such areas as drug and alcohol education, social skills such as refusal skills, dental health, nutrition, environmental health, sexual health and parenting/family life skills education; and,

Whereas, Limitations of time due to the already overcrowded school program does not permit separate courses for each of the health topics; and,

Whereas, A planned unified program of health instruction with clearly defined objectives, and identifiable scope and sequence, is necessary for a total approach to one's health education program; therefore be it

*Resolved*, That the Washington State PTA supports the development of a comprehensive school health education program; and be it further

*Resolved*, That parents cooperate with the community, their local school districts and State Department of Health to develop such a program; and be it further

*Resolved*, That the Washington State PTA will develop resources to assist local units in a study of a comprehensive school health education program for the purpose of urging local school districts to develop and adopt a comprehensive school health education program; and be it further

*Resolved*, That the local school districts and the State Department of Health be encouraged by the membership of the Washington State PTA to establish comprehensive school health education as a high priority and to provide funding from state and local levels for in-service and pre-service education for teachers, update teaching materials, and other factors in strengthening this school health instruction program.

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## INDOOR AIR STANDARDS 11.11 Resolution, 1989

Whereas, Two of the purposes of Washington State PTA are to "secure adequate laws for the care and protection of children and youth", and to "develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education"; and,

Whereas, Improper indoor air quality/ventilation creates a build up of toxic chemicals and gases which will result in hazardous health problems; and,

Whereas, Washington State is one of the 49 states that do not have specific minimum standards for indoor air quality for schools; and,

Whereas, The standards in the Washington State law were intended for industrial areas not offices; there are no separate standards and city and county building codes do not spell out requirements for indoor air quality; and,

Whereas, The WAC 248-64-290 Ventilation: (1) All rooms used by students or staff shall be kept reasonably free of all objectionable odor, excessive heat or condensation. (2) All sources

producing air contaminants of public health importance, shall be controlled by the provision and maintenance of local mechanical exhaust ventilation systems as approved by the health officer is an inadequate law; therefore, be it

*Resolved*, That the WSPTA initiate/support legislation in Washington State that would provide specific minimum standards, in accordance with current guidelines set by the National Institute for Occupational Safety and Health (NIOSH), for indoor air quality/ventilation in all public schools; and be it further

*Resolved*, That legislation should include directives and funding for bringing non-complying schools up to minimum standards; and be it further

*Resolved*, That the Washington State PTA will initiate/support legislation in Washington State mandating immediate testing by EPA approved or certified contractors to determine precise levels of indoor air contaminants in all educational facilities used by grades k-12; and be it further

*Resolved*, That parents and teachers be notified of the nature, location and dates of testing 7 days prior to testing and be advised of the results within 14 days of completion of such tests; and be it further

*Resolved*, That the Washington State PTA urge National PTA's support and encouragement toward the development of an implementation of national air quality standards for public schools.

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#### HIV/AIDS EDUCATION 11.13 Resolution, 1993

Whereas, One of the objects of PTA is "to promote the welfare of children and youth in home, school, community and place of worship"; and,

Whereas, In the last two years, the number of young adults, age 13-24, diagnosed with AIDS in the U.S. has increased 77%, making children and youth one of the fastest growing groups affected by HIV/AIDS; and,

Whereas, In Washington State, an estimated 1000 teenagers are HIV positive; and,

Whereas, 19% of the people with AIDS are between the ages of 20 and 29; with an incubation period of 10-12 years, it can be assumed that many of these people were infected as teens; and,

Whereas, There is no cure or hope for a cure in the near future, education remains our only hope; and,

Whereas, The Washington State PTA Omnibus Bill states that "teachers, administrators, parents, and other community members be involved" in the development of the AIDS prevention curricula/program; and,

Whereas, Current information, facts, and resources need to be continuously updated; therefore, be it

*Resolved*, That the Washington State PTA encourage all school districts after having developed and adopted HIV/AIDS curriculum, to provide a yearly review of that curriculum; and be it further

*Resolved*, That the Washington State PTA encourage school districts to include parents, teachers, and PTAs in the ongoing review of their HIV/AIDS curriculum; and be it further

*Resolved*, That the Washington State PTA encourage councils and local units to sponsor workshops conducted by personnel with current training and experience in AIDS education, and to disseminate up-to-date factual information regarding HIV to parents, students, and the community.

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#### PEOPLE LIVING WITH HIV/AIDS 11.14 Resolution, 1993

Whereas, One of the objects of PTA is “to promote the welfare of children and youth in home, school, community and place of worship”; and,

Whereas, In the past two years alone, the number of young adults, age 13-24, diagnosed with AIDS in the U.S. has increased 77%, making children and youth one of the fastest growing groups being affected by HIV/AIDS; and,

Whereas, AIDS has become one of the leading causes of death for all children and youth; and,

Whereas, Every county in Washington State has recorded at least one case of AIDS; and,

Whereas, HIV/AIDS is not transmitted through casual contact; therefore, be it

*Resolved*, That in the case of a child with HIV/AIDS, the child’s physician, parent(s) or guardian(s), public health officials and appropriate school personnel should be responsible for determining the most suitable placement for the student; and be it further

*Resolved*, That the Washington State PTA oppose any social displays or other actions that would seek to persecute, segregate, or ban from school, an HIV infected individual; and be it further

*Resolved*, That the Washington State PTA encourage its members to express compassion and understanding to those living with HIV/AIDS.

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#### TOBACCO SETTLEMENT MONEY 11.17

Resolution, 2000  
Revised, 2005

Whereas, Tobacco use among youth is declining but still high; and,

Whereas, Smoking kills more than 400,000 Americans each year; and,

Whereas, Almost 90% of adults who have been regular smokers begin at or before 18; and,

Whereas, The National PTA endorses the concept of smoke free young America and encourages all PTAs/PTSAs to cooperate in educational and promotional activities designed to discourage students from smoking or using tobacco in any form; and

Whereas, Among young adults in the United States who have ever smoked daily, 82% tried their first cigarette before age 18, and 53% became daily smokers before age 18; and,

Whereas, In 1988, the Economic Opportunity Institute reported that 5% of Washington 6<sup>th</sup> grade students, 22% of 10<sup>th</sup> graders; and 29% of high school seniors smoke; and,

Whereas, The State of Washington has received money from the tobacco settlement; therefore be it

*Resolved*, That the Washington State PTA continue to support the allocation of funds to support health programs, (including prevention, intervention, and control of tobacco product use by youth) and that these programs be focused on Washington's youth.

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FOOD SAFETY 11.18  
Resolution, 2000

Whereas, The food supply in the United States is among the safest in the world, and,

Whereas, Less than 2 per cent of all incoming produce is inspected, and some of the FDA's import control activities have been determined to be inadequate by the General Accounting Office of the U.S. Government; and,

Whereas, Recent news coverage has publicized a marked increase in reported outbreaks of bacterial contaminated food and other situations of unsafe food; and,

Whereas, Appropriate food handling and cooking practices can limit the possibilities of cross-contamination, and appropriate refrigeration can reduce the growth of pathogenic bacteria, therefore, be it

*Resolved*. That the Washington State PTA strongly urge food service providers to promote proper food handling and cooking guidelines and regulations; and be it further

*Resolved*, That the Washington State PTA strongly urge food service providers to carefully monitor the handling and storage of all food products whether domestic or imported; and be it further

*Resolved*, That the Washington State PTA support legislation and resources to enforce stricter regulations and inspections for food.

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SCHOOL NUTRITION 11.19  
Resolution, 2007

Whereas, Nutrition has traditionally been a major concern of the Washington State PTA; and,

Whereas, All Washington State school districts were mandated by August, 2005 to develop nutrition policies with regard to food served outside the federal breakfast and lunch programs; and,

Whereas, These nutrition policies are not standardized, but vary significantly from district to district. Also, districts are in various phases of implementation; and,

Whereas, Even though meals served under the federal breakfast and lunch programs are already highly regulated, there is still room for improvement in the quality of the food served in these programs, therefore be it

*Resolved*, That the Washington State PTA encourage its units and councils to be engaged in the ongoing policy-making processes at all levels with regard to school nutrition; and be it further

*Resolved*, That the Washington State PTA encourage its units and councils to continue to monitor the quality of meals served and other food available in schools (such as vending machines, student stores, student fund-raising projects, and classroom snacks) in order to ensure the best nutrition for our state's young people to develop good habits that will contribute to a lifetime of good nutrition; and be it further

*Resolved*, That the Washington State PTA urge its units and councils to encourage nutritional and palatable school meals by actively encouraging involvement of parents, teachers and students with food service personnel in the decision-making process of meal planning; to support nutrient-saving methods of purchasing and preparation of foods; to provide more products with whole grains; to reduce the excessive use of sweeteners and starches; to reduce the use of foods high in fat and salt; to eliminate known unhealthy or harmful methods of preservation and additives in foods served or available.

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Energy Drinks 11.20  
Resolution, 2009

Whereas, Caffeine is an addictive drug. Consumption is dangerous to young brains and can cause insomnia, restlessness, high blood pressure, and increased heart rate, heart palpitations, anxiety, headaches, and adrenal exhaustion; and

Whereas, Many energy drinks are marketed as “dietary supplements.” As a dietary supplement, the Food and Drug Administration limits on caffeine content for soft drinks (71 mg per 12 oz can) does not apply to energy drinks. Caffeine content can be as high as 500 mg per 20 oz serving, and

Whereas, Marketing for energy drinks is an estimated 6.5 billion in the United States and is expanding at a rate of 55% annually. Marketing campaigns are targeting children sending them the message that kids need these drinks to get a buzz to get through the day, to feel differently, or get a boost; and

Whereas, Energy drink sales grow substantially every year. Sales were 3.7 billion in 2006 and 4.7 billion in 2007; therefore be it

*Resolved*, That the Washington State PTA lobby for legislation to regulate marketing and labeling of energy drinks for children ages 18 and under, and to urge its constituent organizations to work collaboratively together; and be it further

*Resolved*, That the Washington State PTA work with health organizations to provide resources and educational programs for parents and schools; and be it further

*Resolved*, That Washington State PTA councils and local units are encouraged to work with their districts and schools to educate them about the negative aspect of energy drinks and urge them to prohibit the sale or consider the restriction of their use on school campuses.

## **MASS MEDIA**

### ALTERNATIVES FOR CHILDREN'S ENTERTAINMENT 14.1 Board Position, 1980

*Resolved*, That the Washington State PTA encourage the creation and production of alternatives for children's (television) programs such as those suggested by Radio Renaissance for Children, and that the Washington State PTA encourage the production of imaginative literature for a wide audience of young people and to foster an appreciation of that literature.

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### TELEVISION PROGRAMMING 14.2 Resolution, 1984

Whereas, The television media occupies more than three hours per day in many children's lives; and,

Whereas, Many young viewers are in front of television sets during after school hours each weekday; and,

Whereas, Professional educators and national studies have determined quality programming to be essential; and,

Whereas, The decision for program topics and content is determined solely by the networks; therefore, be it

*Resolved*, That the Washington State PTA and the National PTA strongly urge the major networks to provide a minimum of one hour of quality programming geared for school age children each weekday between the hours of four and nine PM.

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#### INTERNET SAFETY 14.4 Resolution, 2007

Whereas, One of the purposes of the Washington State PTA is to promote the welfare of children in the home, school, community and place of worship; and,

Whereas, another purpose is to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education; and,

Whereas, the availability of sexually explicit and pornographic material is just a click away on the internet, as well as providing an open door to those who choose to prey upon our children, therefore be it

*Resolved*, That the Washington State PTA will work with internet providers, lawmakers, law enforcement agencies, and communications companies in developing, implementing and enforcing resources and programs that will limit the accessibility to such materials by minors, and be it further

*Resolved*, That the Washington State PTA will provide assistance to local units, councils and regions in developing, acquiring and implementing internet safety programs in an effort to educate and forewarn our families about potential and real dangers to our children.

### **SUPPORT FOR PUBLIC EDUCATION**

#### EXCELLENCE IN EDUCATION 18.4 Resolution, 1984

Whereas, The positive value of a strong system of public education to American society has long been acknowledged, and Washington State's commitment to public education is stated in Article IX, Section 1 of our constitution, "It is the paramount duty of the state to make ample

provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex;” and,

Whereas, The PTA has an ongoing commitment to education as expressed by the objects of the National PTA and of the Washington State PTA which include, “To promote the welfare of children and youth in home, school, community, and place of worship” and “To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education;” and,

Whereas, There is a growing concern about the quality of public education as expressed in recently published national reports; and,

Whereas, Individuals many times do not believe they have a forum in which to address their concerns about public education; therefore, be it

*Resolved*, That the Washington State PTA stress encouragement of local units and councils to promote excellence in education by working with local school boards, state and federal governments; and be it further

*Resolved*, That the Washington State PTA urge the National PTA to work with the federal government and encourage other state PTAs to work with their own local units, school boards, state and federal governments to promote excellence in public education.

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## FUNDING FOR BASIC EDUCATION 18.5

Resolution, 1986

Revised, 2007

Whereas, The State’s Constitution and certain court decisions and legislative acts have provided a strong and enduring foundation for the state’s K-12 public education system; and,

Whereas, The State Constitution provides that:

- “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders...” (*Article IX, Section 1*), and,
- “The legislature shall provide for a general and uniform system of public schools. ...” (*Article IX, Section 2*); and,

Whereas, State courts in *School Funding I*<sup>1</sup> and *II*<sup>2</sup> interpreted these articles of the State Constitution and established important funding principles for the state, including that:

- The Legislature is required to define “basic education” and provide ample funding for it from regular and dependable tax sources. *School Funding I*

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<sup>1</sup> *School Funding I*, Seattle School District v. State, 90 Wn. 2d, 476 (1978)

<sup>2</sup> *School Funding II*, Seattle School District, et al. v. State, Thurston County 81-2-1713-1 (1983)

- Programs considered basic education are Regular Apportionment<sup>3</sup>, Vocational Education, Special Education, Pupil Transportation, Transitional Bilingual Education, Learning Assistance, and Institutional Education. *School Funding II*
- The Legislature is “required to continually review, evaluate, and revise, if necessary, the educational system of the state and the program of education and its funding to meet the current needs of the children of the state.” *School Funding II*
- Once the Legislature has established what is considered 100 percent funding of basic education needs, it cannot reduce that funding level due to state revenue problems. *School Funding II*
- The Legislature may not use special excess levies to fund basic education; although such levies may be used to fund enrichment programs. *School Funding I; and,*

Whereas, In 1977, the Legislature passed the Basic Education Act in response to the pending court decision of School Funding I. The BEA established:

- “Basic Education” in terms of broad educational goals, and specified minimum hours, days and instructional programs that school districts were required to offer; and
- State funding formulae consisting of staff-per-student ratios; and,

Whereas, In 1993, the Legislature passed the Education Reform Act to place greater emphasis on how well students learn rather than on the time spent learning. The Act established four basic education goals<sup>4</sup> for all students:

- Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; art; and health and fitness;
- Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and,
- Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities; and,

Whereas, The Washington State PTA believes that the 1993 Education Reform Act’s four basic education goals together with the Essential Academic Learning Requirements and the Grade Level Expectations redefined basic education and provide a solid foundation for an updated definition of basic education; and,

Whereas, The Washington State PTA believes that, in order to ensure that all children receive an education that better prepares them for the challenges of a global economy and a changing future, the definition of basic education must also be updated to address the knowledge, skills and abilities posed by such developments as:

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<sup>3</sup> Regular Apportionment pays for the instructional, classified, and administrative staff and all nonemployee-related costs for facility and classroom supplies and equipment associated with regular education.

<sup>4</sup> The Education Reform Act also called for specification of the knowledge and the academic and technical skills in eight content areas: reading, mathematics, science, writing, communication, social studies, arts, and health and fitness. These academic standards are called the state’s Essential Academic Learning Requirements.

- The need for highly skilled, knowledgeable and resourceful individuals ready to participate in the global economy;
- The increasing and integral use of technology in today's society;
- The importance of learning a world language in our global economy;
- The need to better serve the educational needs of gifted children in accordance with research that shows personalizing education is the most effective form of teaching;
- Changes in the knowledge and content of the eight subject areas currently included in the state's definition of basic education;
- The recent federal and state mandates that require all students to meet the state's academic standards; and,
- The increasing number of students in the state's public schools who require extra resources to achieve the state's high academic standards; and,

Whereas, Despite the court ruling in School Funding II, the Legislature has not reviewed the state's education funding system to ensure that it fully funds the state's basic education programs as redefined in 1993, including current developments in educational requirements and challenges of the future; therefore be it

*Resolved*, That the Washington State PTA urges the Legislature to review and revise the definition of the state's basic education funding formula to ensure that it fully funds the definition of basic education created in 1993, including current developments impacting the education of children in Washington State as suggested above, and be it further

*Resolved*, That any revisions to the basic education funding formulas be clear and transparent to taxpayers, allowing them to understand how funding is tied to the costs of educating different types of students, and all students; and be it further

*Resolved*, That the Legislature shall adopt legislation that calls for the review and, as necessary, the revision of the state's education programs and funding system, including the basic education funding formulas, on a regular and timely basis.

## UNINTERRUPTED OPERATION OF PUBLIC SCHOOLS 18.6

Resolution, 1986

Revised, 2006

Whereas, The Washington State PTA has a purpose "To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, spiritual education"; and,

Whereas, Quality Education is a high priority issue for the Washington State PTA; and,

Whereas, Washington State citizens have historically valued the reliable delivery of vital services and the orderly management of public institutions including fire and police services and public schools, and,

Whereas, The Washington State PTA also holds that a disruption to the educational system in the form of work stoppages and strikes is detrimental to the best interests of the children and families affected by those actions, and,

Whereas, The Washington State PTA believes that a disruption to the educational system in the form of work stoppages and/or strikes is often detrimental to the best interest of the children and families affected by those actions. While acknowledging that more state resources must be committed to the educational process in the State of Washington, including higher salaries for educational employees: therefore, be it

*Resolved*, That the Washington State PTA shall work to produce conditions with regard to the collective bargaining process which will consistently produce, in a timely manner, labor agreements negotiated and fully embraced by the direct parties thereto and which will not cause disruption to the school calendar; and be it further

*Resolved*, That the Washington State PTA will not support work stoppages and/or strikes which interrupt or disrupt the educational day.

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#### EXPENDITURE OF PUBLIC FUNDS 18.9 Resolution, 1989

Whereas, One objective of WSPTA is to “secure adequate laws for the care and protection of children and youth”; and,

Whereas, A stated role of PTA is “assuring that public funds are used only for public schools that are accountable to American taxpayers”; and,

Whereas, Washington State PTA makes declarations in its bylaws to “work to ensure that public funds will be appropriated only for public purposes and channeled through publicly elected boards or agencies. Maximum local control through citizen involvement should be insured”; and,

Whereas, Current practice allows the Office of Superintendent of Public Instruction to directly fund private educational interests with public education funds; therefore, be it

*Resolved*, That the Washington State PTA support/initiate legislation ensuring that all public education funds be appropriated for public purposes only and channeled through locally elected school boards.

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#### COMMON SCHOOL CONSTRUCTION FUNDING 18.11 Resolution, 1991

Whereas, Objects of the Washington State PTA are to “promote the welfare of children in school” and “to develop between educators and the general public such untied efforts as will

secure for all children and youth the highest advantages in physical, mental, social, and spiritual education”; and,

Whereas, Children need to learn in school facilities that are safe, up-to-date in all building and construction codes, with flexible and appropriate spaces and design to support, enhance and deliver the educational programs desired by the local community; and,

Whereas, Washington’s traditional source of revenue from the tax on the state timber sales for school construction no longer provides a stable source of funding, and the state faces a backlog of modernization, remodeling and new school construction projects; and,

Whereas, Many Washington State students are unhoused, or improperly housed in unsafe, cold, crowded portables, hallways, closets and other inappropriate spaces not designed for learning; and,

Whereas, All Washington State children need facilities that can support the technological, scientific, cultural, social and other educational programs that will prepare them for the challenges and opportunities of the 21<sup>st</sup> Century, therefore, be it

*Resolved*, That the Washington State PTA will support efforts that will provide stable and timely financing for school construction, modernization, and safety needs; and be it further

*Resolved*, That the Washington State PTA will support efforts to provide a fair and reliable square footage allocation formula which recognizes modern educational needs and alternative facility usage.

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STUDENT ASSESSMENT AND TESTING 18.13  
Board Position, 10/91  
Resolution, 2006

Whereas, Washington State PTA finds that children develop at vastly different rates and have different learning styles, exhibiting differing strengths and weaknesses and thus must be allowed to demonstrate their knowledge in more than one way; and,

Whereas, Several well respected education organizations including The American Educational Research Association urge that, “Decisions that affect individual students’ life chances or educational opportunities should not be made on the basis of test scores alone. Other relevant information should be taken into account to enhance the overall validity of such decisions;” and,

Whereas, Policy makers must understand that no one test gives a complete picture of a student’s knowledge, ability, or aptitude. Each type of assessment can provide important information to students, families, teachers and administration about student achievement, program effectiveness, and alignment of instruction to identified goals and objectives as each type of assessment looks at achievement from a different perspective and for a different purpose; and,

Whereas, High stakes state-wide tests have a disproportionate influence on classroom practices. Many teachers believe that state assessments are forcing them to concentrate too much on the limited standards covered by the test to the detriment of other important standards and areas of learning; therefore, be it

*Resolved*, That the Washington State PTA will work to enact policies that create a balanced assessment system with high standards and multiple ways for students to demonstrate learning, providing students with wide access to multiple forms of state-wide assessments, and be it further

*Resolved*, That the Washington State PTA will oppose any efforts to use a single indicator for making decisions about individual student opportunities such as grade promotion, high school graduation, or entrance into specific educational programs.

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## EDUCATION REFORM: DEFINING OUR ROLE 18.17 Resolution, 1995

Whereas, Two objects of PTA are “to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth” and “to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education; and,

Whereas, In 1993 the Washington State Legislature, with the full support of the Washington State PTA, passed the Performance-Based Education Act, ESHS 1209, which is intended to improve student learning for all students, and in 1994, ESHS 2850, which further emphasized the importance of parental involvement; and,

Whereas, ESHB 1209 established a number of new educational structures to implement the provisions of the law, many of which will be carried out by the year 2000; and,

Whereas, The U.S. Congress passed the Goals 2000: Educate America Act of 1994, which includes the goal of parent participation; and,

Whereas, Parents are a crucial factor in the success of the new educational restructuring efforts, and the parent perspective needs to be included at all levels of decision-making; and,

Whereas, Parents must become informed participants if they are to fully exercise their rights and responsibilities. Therefore, be it

*Resolved*, That the Washington State PTA will continue to assess the evolving educational structures identified in ESHB 1209 at state level and Goals 2000 at the federal level, and to identify participatory roles for the PTA which will further enhance the interests of children and youth; and be it further

*Resolved*, That the Washington State PTA will continue to cooperate with educators at all levels in providing the necessary training to PTA participants in the new educational structures; and be it further

*Resolved*, That the Washington State PTA will periodically review the progress of education reform toward its stated goal.

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#### REDUCTION IN CLASS SIZE 18.18 Resolution, 1995

Whereas, An objective of the Washington State PTA is to “promote the welfare of children and youth in home, school, community and place of worship”, and,

Whereas, The Constitution of the State of Washington states that the “paramount duty” of the state is to provide “ample funds” for schools; and,

Whereas, The State of Washington has the third highest student teacher ratio in the United States; and,

Whereas, Small class size provides teachers with increased monitoring of student behavior and learning, more in-depth teaching basic content, more opportunities for children to engage in firsthand learning activities, a more detailed knowledge of each child’s needs as a learner, and more time to meet individual learners’ needs using a variety of teaching styles; and,

Whereas, The benefits of small class size are evident and consistent throughout inner city, urban, suburban, and rural locations. However, in Washington State, average class size varies widely from district to district because of differences in school board policies, administrative practices, and funding (levy passage or failure). Therefore, be it

*Resolved*, That the Washington State PTA and its members will actively support/initiate legislation to reduce certified classroom teacher/student ratios; and be it further

*Resolved*, That the Washington State PTA will provide information to its members, the media, and government officials on the benefits to society of reducing class size; and be it further

*Resolved*, That the Washington State PTA will assist and educate its members in the necessary skills to work within the site-based management structure of education reform to advocate for small class size as an essential element for increasing student achievement.

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#### HIGH SCHOOL GRADUATION, COLLEGE PREPARATION AND ACCESS 18.19 Board Position, 10/95 Resolution, 2006

Whereas, Every student should be afforded every opportunity to graduate from high school while being adequately prepared for and encouraged to pursue some type of postsecondary education, which includes vocational education; and,

Whereas, Postsecondary education substantially increases one's long-term earnings potential, lowers incarceration rates, and benefits society as a whole through lessening the burden on social safety net programs; and,

Whereas, The cost of a postsecondary education is often prohibitive for many, and the availability of non-loan student aid has not kept pace with the increased enrollment tuition, fees, and expenses; and,

Whereas, Evidence suggests that simplifying the process of applying for financial aid would increase access to postsecondary education, especially for first generation college students; and,

Whereas, Every student who has graduated from a U.S. high school should have the opportunity, regardless of their learning styles or financial means, to attend a postsecondary institution, providing an economically, culturally, and ethnically diverse student population and a richer education experience for all students; therefore, be it

*Resolved*, That the Washington State PTA support legislation and programs intended to increase postsecondary participation through assisting students' secondary school completion and postsecondary enrollment by providing academic (including fine arts) services, parent and student counseling services, and college preparatory services, particularly those programs that will assist students with different learning styles, economically disadvantaged students, and disadvantaged youth; and be it further

*Resolved*, That Washington State PTA support legislation and programs that foster an economically, culturally, and ethnically diverse student population by increasing federal grants to students and other forms of financial aid, simplifying the application process for applying for all forms of aid, and improving and increasing access to information on financial assistance for postsecondary education, and expanding access to in-state tuition levels.

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SCHOOL BOND ELECTION REFORM 18.20  
Resolution, 1986  
Amended, 2010

Whereas, An objective of the Washington State PTA is to secure adequate laws for the care and protection of children and youth; and,

Whereas, The constitution of the State of Washington states that the "paramount duty" of the State is to provide "ample funds" for schools; and,

Whereas, A significant portion of school funding in many school districts in the state is obtained through bonds; and,

Whereas, The 40% validation and 60% super-majority requirements that apply only to ballot issues for school funding place the interests of children and youth at a disadvantage relative to other groups competing for dwindling public funds. Therefore, be it

*Resolved*, That the Washington State PTA support legislation that would lead to a constitutional amendment to remove the 40% validation requirement and replace the 60% super-majority with a simple majority requirement for passage of school bond elections.

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## K-12 VOCATIONAL TECHNICAL EDUCATION 18.21

Board Position, 1/97

Resolution, 2006

Whereas, The United States competes in a global economy and schools must prepare students for a workforce with the academic and vocational skills needed to compete successfully in a world market; and,

Whereas, Vocational-technical education now incorporates both school-based and work-based learning business partnerships which are key to successful programs; and,

Whereas, Career and technical education, commonly known as vocational education, is an important enterprise in the U.S. where thousands of comprehensive high schools, vocational and technical high schools, area vocational centers, and community colleges offer vocational education programs which exist to support such endeavors; and,

Whereas, Virtually every high school student takes at least one vocational education course, and one in four students takes three or more courses in a single program area. One-third of college students are involved in vocational programs, and as many as 40 million adults engage in short-term postsecondary occupational training; and,

Whereas, Vocational education is evolving from its original focus on preparing students for work immediately following high school, and with the fastest-growing occupations now requiring some postsecondary education, vocational education is seeking effective ways to contribute to national and state school reform efforts focused on academic achievement. Therefore, be it

*Resolved*, That the Washington State PTA shall work to ensure that parents, students, and communities understand the importance, relevance, and benefits of strong K-12 vocational-technical education programs in Washington State; and be it further

*Resolved*, That the Washington State PTA work to ensure that adequate state resources are available to support both the operational and capital needs of K-12 vocational-technical education programs.

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## CHILDREN WITH SPECIAL NEEDS 18.22

Board Position, 10/86

Resolution, 2007

Amended, 2008

Whereas, the Washington State PTA works to ensure that the state and federal government maintains an education and funding commitment to children with special needs, including, but not limited to, Chapter 2, gifted and talented, handicapped, vocational education and refugees and entrants (those offered sanctuary by the United States Government.);

Whereas, The program needs of these populations have never been fully funded and,

Whereas, It has become evident that as competition for education dollars at the state, district and local school has increased, existing programs for special needs students have been compromised, jeopardizing both their current and long term educational opportunities;

Whereas, The Washington State PTA recognizes that some of these children are the most vulnerable, having no voice as their families are overwhelmed by a plethora of circumstances; they often lack the time and knowledge needed to navigate the system; therefore, be it

*Resolved*, That the Washington State PTA advocate on behalf of special needs students at the federal, state and district levels, requesting adequate funding for services needed to help all students achieve their potential; and be it further

*Resolved*, That the WSPTA advocate that the funding and expenditures be transparent not only to the governing bodies, (Legislature, OSPI, School Boards and Principals) but to the families involved, so that they can see that the monies, resources and services allocated by law (federal and state) are being spent and delivered to their students. When it is apparent that there is a lack of funding or misappropriations of designated monies and resources, the Washington State PTA would weigh in on those occasions, requesting performance audits to ensure that monies and resources were expended where designated.

*Resolved*, That the Washington State PTA advocate that Washington state school districts be funded for the full cost of providing educational services to all students who qualify for special education with no cap applied to the number of students requiring special services whose education can be funded.

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### THIRD CREDIT OF MATH GRADUATION REQUIREMENT 18.23 Resolution, 2008

Whereas, The 2007 Legislature passed 2SHB-1906 which directs the State Board of Education to amend high school graduation requirements to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and describe the required content; and,

Whereas, All four year colleges require students to complete Algebra II for admission; and,

Whereas, Community and technical college academic programs, high-wage workforce programs, and most medium-wage workforce programs require Algebra II skills for entry or completion; therefore, be it

*Resolved,* That the Washington State PTA recommends to the State Board of Education that the third credit of math shall be required for high school graduation; and be it further

*Resolved,* That the third credit of math be aligned with Algebra II level concepts and skills; and be it further

*Resolved,* That career and technical education courses with mathematics content equivalent to Algebra II also satisfy the third credit of math requirement; and be it further

*Resolved,* That students have the opportunity to substitute another high school math course for Algebra II, when that choice aligns with their high school and beyond plan and is consistent with guidance from the students' parents or guardians.

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#### MEANINGFUL HIGH SCHOOL DIPLOMA 18.24 Resolution, 2008

Whereas, The State Board of Education has not revised subject area minimum credit requirements since 1985; and,

Whereas, 52% of community and technical college students who graduated from high school in 2006 required remedial classes in math, English or reading; and,

Whereas, Four year colleges expect students to exceed current minimum requirements in nearly every subject; therefore, be it

*Resolved,* That the Washington State PTA recommends to the Legislature that High School requirements should include 24 credits; and, be it further

*Resolved,* That all students should be automatically enrolled in the course of study referred to commonly as "Core 24"; and, be it further

*Resolved,* That all students should be required to take Core 24's foundation of 18 credits of core subjects, as follows:

- 4 credits of English
- 3 credits of math
- 3 credits of science
- 3 credits of social studies
- 2 credits of arts
- 1.5 credits of fitness
- .5 credit of health
- 1 credit of career and technical education;

and, be it further

*Resolved*, That all students should be required to take 24 high school graduation requirements, which include 7 additional credits based on one of three pathways selected by students based on their High School and Beyond Plans. Pathways choices include college emphasis, college and career ready and career emphasis; and, be it further

*Resolved*, That these requirements should be enacted only if adequate, sustainable, supplemental funding is provided from the state.

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#### DEVELOPMENT, RELIEF AND EDUCATION FOR ALIEN MINORS (DREAM) Act 18.25 Resolution, 2009

Whereas, The Washington State and National PTA share a mission to serve as strong advocates for the education and well-being of everychild; and,

Whereas, Through the DREAM Act, a bill under consideration in the U.S. Congress, high school graduates who have lived in the U.S. for at least five years, could earn permanent resident status and work toward citizenship; and,

Whereas, Passage of the DREAM Act would provide undocumented children the hope of living and working in the country where they were raised and educated; and,

Whereas, ALL children in the U.S. deserve dreams of an exciting, respected career in their future, and without the DREAM Act, through no fault of their own, undocumented children are cut off from these dreams; and,

Whereas, Washington Governor Christine Gregoire wrote in a 2006 letter to U.S. Senator Patty Murray, "I fully support the inclusion of the DREAM Act provisions that give this opportunity to children who plan to go to college or serve in the armed forces."; therefore, be it

*Resolved*, That the Washington State PTA shall actively support legislation known as the DREAM Act; and be it further

*Resolved*, That Washington State PTA shall encourage members of Congress to support this federal legislation.

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#### LEVIES AND LOCAL EFFORT ASSISTANCE 18.26 Board Position, 2009 Resolution, 2010

Whereas, Levies and Local Effort Assistance (LEA) are important supplements to Washington state funding and by law, intended to provide districts the means to enrich their school programs; and,

Whereas, Washington state has acknowledged the need to reform the current levy and LEA system and through ESHB 2261 has ordered a workgroup to develop more fair options that adhere to giving local communities the flexibility to go beyond the basics, to enrich their school programs, experiment and innovate, and tailor programs to local needs; and,

Whereas, The current levy formula is unfair to students because it authorizes levy limits by district that translate across the state into widely varying levy funds per student. These differences occur for no cost-based, rational reason; and,

Whereas, The current LEA formula is unfair to taxpayers and students because districts with similar property values per student and similar levy tax rates are eligible to receive very different amounts of state LEA aid per student. These funding differences are neither entirely cost-based nor rational; and,

Whereas, ESHB 2261 has ordered the workgroup to recommend a phase-in plan for the new system of levy and LEA funding that ensures no school district suffers a decrease in funding from one school year to the next during the implementation of the new system; therefore, be it

*Resolved*, That the Washington State PTA supports a new levy and LEA funding system that does indeed provide districts the means to meet their unique needs and enrich their programs, and be it further

*Resolved*, That the Washington State PTA supports a new levy and LEA funding system that is transparent so as to be understandable to policymakers, educators, parents and voters; and be it further

*Resolved*, That the Washington State PTA supports an equitable levy system that is fair to all students and only allows for the differences in the amount of levy money raised per student that are based on rational and justifiable costs. Such rational and justifiable costs include those for the additional resources needed to educate students in special education or English Language Learners programs or who live in poverty, and operating schools in a high-cost region, whether it is urban, suburban or rural; and be it further

*Resolved*, That the Washington State PTA supports an equitable LEA system that only permits cost-based and rational differences in the maximum state LEA aid per student that a district may receive. Such cost based and rational differences should include those for a district's high-cost students and for operating in a high-cost region; and be it further

*Resolved*, That the Washington State PTA supports a new levy and LEA funding system that includes a "do-no-harm" provision. The total amount of local and state funding per student under the new funding system in each district should be no less than the district's prior total funding per student.

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NO CHILD LEFT BEHIND AND THE 1%, 18.27  
Resolution, 2010

Whereas, NCLB has determined that the 1% population are those children who display the

“most significant cognitive disabilities”, have the right to access the general education curriculum and should be assessed with these standards; and,

Whereas, Washington State PTA finds that children develop at vastly different rates and have different learning styles, exhibiting differing strengths and weaknesses, and yet the 1% are held to the same cognitive, grade based standards as every other child is in Washington State; and,

Whereas, Several well respected education organizations including The American Educational Research Association urge that, “Decisions that affect individual students’ life chances or educational opportunities should not be made on the basis of test scores alone; other relevant information should be taken into account to enhance the overall validity of such decisions”; and,

Whereas, Policy makers at all levels of government need to understand that the students in the 1% are unique and do not meet any of the educational standards set forth in NCLB; and,

Whereas, Policy makers at the District, State and Federal levels know that the Individuals with Disabilities Education Act (IDEA) requires an Individualized Education Program (IEP) for this Special Education population by law. The IEP Team includes the student, the parents and the professionals and teachers that know the student; therefore, be it

*Resolved*, That the Washington State PTA will work to enact policies that create an appropriate Alternate Assessment system with high standards and multiple ways for students to demonstrate learning of appropriate skills to their educational needs, and be it further

*Resolved*, That the Washington State PTA will support the IEP Team’s right to use their professional judgement, and not the predetermined standards legislated in NCLB, to help students be successful, even if this means that the student is working toward different standards than reading, writing, and math, so they can be successful members of our community, and be it further

*Resolved*, That the Washington State PTA will support a more accurate data collection to better determine who the 1% is and how big a percent of the total they really are.

## **LEGISLATIVE PROGRAM**

SUPPORT FOR CHILDREN WITH ECONOMIC DISADVANTAGES 19.3  
Board Position, 1986  
Resolution, 2006  
Amended, 2007

Whereas, Children born into poverty often have a lower birth weight, higher infant mortality and poorer health, and as such are less likely to succeed in school and will have fewer opportunities to pursue higher education; and,

Whereas, Children living in poverty are less likely to flourish at school, and are more likely to become poor adults, and in turn their own children are more likely to be brought up in poverty. Good education can be the most effective means of helping to counteract the damaging cycle of

poverty; and,

Whereas, Those neighborhood schools which serve students with the greatest needs often receive the least funding and resources. Inadequate education for impoverished children only worsens their chances of rising out of poverty; and,

Whereas, Community Schools with economic disadvantages are more likely to employ beginning teachers than those schools with economic advantages; and,

Whereas, For the education system to truly respond to the needs of students with economic disadvantages and to contribute to wealth creation in communities and society at large, the system needs to take the issue of poverty into special consideration in the planning of educational services; therefore, be it

*Resolved*, That the Washington State PTA urges the federal government in partnership with state and local governments and agencies to fund adequately programs which meet the special circumstances of children and families in poverty, and be it further

*Resolved*, That the Washington State PTA will support public policy that encourages access for all children to high-quality early childhood education, access to quality healthcare, and a high-quality public school education, better equipping individuals for self-sufficiency, and be it further

*Resolved*, That the Washington State PTA will support public policy that provides enhanced educational opportunities for vulnerable children and youth that enable them to develop the necessary competencies to move out of poverty.