



# BOARD POSITIONS AND RESOLUTIONS

## **Abstract**

Washington State PTA Resolutions are issue positions adopted by membership. They are vetted by the Resolutions Committee and the Washington State PTA Board of Directors, and then voted on by delegates at either the WSPTA Legislative Assembly or the WSPTA Convention. Resolutions are reviewed annually; they may be combined, amended or recommended for retirement.

## **Audience**

All members

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## Board Positions

Washington State PTA (WSPTA) Board Positions are initiated and approved by the board of directors. They are temporary unless submitted as a resolution and approved at the next WSPTA convention or legislative assembly as provided for in the WSPTA Uniform Bylaws. Any board position not ratified by membership within a year will expire and be removed from this document.

There are currently no board positions.

## Resolutions

Washington State PTA resolutions are adopted by membership and guide our work from the local to the state level. They are usually broader in scope than legislative issues. They are vetted by the WSPTA Resolutions Committee and the Washington State PTA Board of Directors, and then voted on by delegates at either the WSPTA Legislative Assembly or the WSPTA Convention. Resolutions are reviewed annually; they may be combined, amended or recommended for retirement.

Resolutions are a resource that can be cited by members, the board, committees and staff to represent association positions. [Resolutions](#) complement the rest of our grassroots platform which includes board positions, [short-term legislative platform issues](#) and [long-term legislative principles](#); as well as [National PTA position statements](#), [National PTA resolutions](#), and [National PTA federal public policy agenda](#).

Current resolutions are as follows:

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## Alcohol and Drugs

### 1.7 TV PROGRAMMING AND ADVERTISING PROMOTING ALCOHOL USE

Resolution passed 1984; amended 2013

**Whereas**, alcohol has been identified as the second most abused drug in the nation and the No. 1 drug of choice for those under 21; and

**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**, alcohol companies enhance and encourage alcohol use/abuse among youth through advertising and marketing.

**Therefore, be it**

**Resolved**, that the Washington State PTA urge the National PTA to support/initiate efforts to eliminate advertising and marketing of alcoholic beverages targeted at youth; and be it further

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

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### 1.8 SUBSTANCE ABUSE AND ITS PREVENTION

Resolution passed 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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## **1.9 FURNISHING ALCOHOL TO MINORS**

Resolution passed 1990; amended 2007 and 2013

**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**, 28 percent of Washington 10<sup>th</sup>-graders and 40 percent of 12<sup>th</sup>-graders reported having a drink in the past month, and students in grades 6 to 12 that drank in the last month reported it was easy to get alcohol from friends, at parties or from home; and

**Whereas**, youth who begin drinking by the age of 15 are four times more likely to develop alcohol dependence than those who wait for adulthood to use alcohol; and

**Whereas**, underage drinking cost the citizens of Washington \$1.4 billion in 2007; 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**, underage drinking cost the citizens of Washington \$1.4 billion in 2007.

**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; and be it further

**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 encourage its local units, councils and regions to develop and implement programs that address under-age drinking, social hosting, and educating parents on the impact of alcohol abuse on the life-long health, safety and well-being of their children.

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## **1.10 ADOLESCENT MARIJUANA USE PREVENTION**

Resolution passed 2014; amended 2014

**Whereas**, marijuana use among U.S. high school seniors has doubled as the perception of harm has halved since the drive to legalize marijuana began; and

**Whereas**, marijuana use rates among youth 12 to 17 are higher in states with medical marijuana laws (8.6%) than in states without such laws (6.9%); and

**Whereas**, the psychoactive chemical, tetrahydrocannabinol (THC), responsible for marijuana’s psychological effects, has been linked with depression, anxiety, schizophrenia, psychosis and the incidence of suicidal thoughts in adolescents. The nearly five-fold increase in marijuana THC levels since 1995 means that daily use today can have stronger effects on a developing teen brain than it did 10-20 years ago; and

**Whereas**, about one in five 10<sup>th</sup> graders in Washington State used marijuana in the past month. Youth who used marijuana were more likely to have lifetime asthma than youth who did not; and

**Whereas**, one in six children who use marijuana become addicted; and

**Whereas**, marijuana dependence accounted for 62% of the youth admissions to Washington State treatment programs; and

**Whereas**, in Washington State, the Healthy Youth Survey results for 2012 found that, statewide, high school students who used marijuana were more likely to get lower grades in school (Cs, Ds, or Fs) compared to those who don’t use; and

**Whereas**, unintentional marijuana ingestions by young children has emerged after modification of state’s drug enforcement laws for marijuana possession. Marijuana should be treated like any other medication, keeping it stored out of reach of children.

### **Therefore be it**

**Resolved**, the Washington State PTA and its constituents shall support legislation that protects children from being exploited by advertising and marketing campaigns and commercial industries that sell addictive drugs and stimulants; and be it further

**Resolved**, the Washington State PTA and its constituents shall support legislation that regulates the proper packaging, handling and labeling of marijuana products; and be it further

**Resolved**, that Washington State PTA encourages councils and local units to sponsor presentations and workshops aimed at the prevention, intervention and control of marijuana use by youth.

## **Child Safety and Protection**

### **2.1 SAFE TRAVEL**

Resolution passed 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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### **2.2 CHILD IDENTIFICATION PROGRAMS**

Resolution passed 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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### **2.8 BICYCLE HELMET SAFETY EDUCATION**

Resolution passed 1990; amended 2013

**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**, 75 percent 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 encourage and promote the wearing of Consumer Product Safety Commission 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 available from the Bicycle Helmet Safety Institute (<http://bhsi.org>).

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## **2.9 EMERGENCY PREPAREDNESS**

Resolution passed 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, wild land 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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## **2.11 PROMOTING THE SAFETY AND WELL-BEING OF CHILDREN THROUGH DECREASED EXPOSURE TO VIOLENCE**

Resolution passed 1994

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

**Resolved**, that 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 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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## **2.13 YOUTH SUICIDE PREVENTION**

Resolution passed 2005 (replaced 2.4 and 2.5); amended 2013

**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**, teenage suicide claims the lives of approximately 4600 young people each year; and

**Whereas**, as of 2012 suicide continues to rank third as the leading cause of death for young people between the ages of 10 and 24 nationally; and

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

**Whereas**, detection of the warning signals of suicide can mean the difference between life and death.

### **Therefore, be it**

**Resolved**, that Washington State PTA encourage the 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 National PTA through its states, districts/regions, councils and local units, support programs and projects that 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 that provide support services for survivors of a suicide attempt and for families who have lost someone to suicide; and be it further

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

---

## **2.14 CHILD ABUSE PREVENTION: EDUCATIONAL AND SUPPORT RESOURCES FOR PARENTS**

Resolution passed 2007; title changed 2013, formerly: In Support of Parents

**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**, Washington State PTA is concerned about the health, safety and welfare of all children.

### **Therefore be it**

**Resolved**, that 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 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.

---

## **2.15 E-911 SAFETY TRAINING FOR YOUTH**

Resolution passed 2014

**Whereas**, as of 2012 more than 39% of American homes report that they have discontinued use of traditional land lines and rely solely on cellular telephone service; and,

**Whereas**, over 70% of all 911 calls originate from a wireless device; and,

**Whereas**, under current FCC rules, wireless devices can be pinpointed only in latitude and longitudinal directions which may leave questions for emergency personnel as to where a victim may be located in a multi-story building; and,

**Whereas**, the proposed changes to FCC rules to use "Z-Axis" coordinate mapping for emergency personnel receiving cellular calls from indoor origins will not go into effect for at least 2 to 5 years; and,

**Whereas**, even should the FCC mandate the rules change and cellular companies quickly comply, many jurisdictions still do not utilize up-to-date technology for their Public Safety Answering Point (PSAP); and,

**Whereas**, many children are growing up in households that are Cellular Phone Only and may not understand the need to identify their location when calling 911 to report an incident; and,

**Whereas**, many of Washington's children would benefit from simply educating them to always be observant of their surroundings and how to effectively use the 911 system,

### **Therefore be it**

**Resolved**, that the Washington State Parent Teacher Association will encourage adoptions of laws and policies to ensure children are sufficiently trained on the importance of how to use the 911 system.

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## **2.16 WATER SAFETY AND INSTRUCTION**

Resolution passed 2015

**Whereas**, National PTA and Washington State PTA purposes to advocate for the health, safety, education, and welfare of children; and

**Whereas**, in Washington State there are over 169 major rivers, 113 major lakes, 60 major dams, and 237 canals, plus numerous public and private swimming pools. Washington State has the 8th highest number of hot tubs in the United States; and

**Whereas**, thirty-six percent of children aged 7-17 years, and 15% of adults in the United States, swim at least six times per year; and

**Whereas**, as of 2009, drowning is the third highest cause of death of youth 19 and under, only after motor vehicle deaths and suffocation – and the number one cause of death for children aged four and under, more than motor vehicle deaths; and

**Whereas**, drowning is the leading cause of unintentional injury death among children aged 1–4 years and is the second leading cause of unintentional injury death among children 5–9 years; and

**Whereas**, water safety in general, and swimming instruction specifically, provides a lifetime of benefits for individual health, and safety;

**Now, therefore, be it:**

**Resolved**, That Washington State PTA and its constituent organizations promote education of parents, students, school personnel and communities regarding the risks associated with water and water activities and the benefits of water safety and swimming instruction; and be it further

**Resolved**, That Washington State PTA encourage the development of consistent, quality standards for water safety and swimming instruction and support policies and legislation to make such programs accessible to all students; and be it further

**Resolved**, that Washington State PTA and its constituent organizations encourage and support public school districts including curriculum in water safety and swimming skills to ensure all children receive such instruction and guidance; and, be it further

**Resolved**, that Washington State PTA and its constituent organizations seek opportunities to join with other relevant coalitions, partnerships, organizations and associations in advancing water safety and swimming instruction for children and youth.

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## **2.17 CHILD SEX TRAFFICKING \*NEW\***

Resolution passed 2016

**Whereas**, Children are potential victims of both commercial and sexual abuse by traffickers due to lack of education, gender disparity, inequality, violence, corruption, poverty, lack of employment opportunities, demand for cheap labor and services and an expanding globalized sex industry; and

**Whereas**, UNICEF estimates that globally, 1.2 million children are trafficked each year within countries, as well as across borders including the United States; and

**Whereas**, At least 200,000 or more children may be victims of domestic trafficking within the United States, leaving no state is immune from trafficking; and

**Whereas**, The majority of child trafficking cases go unreported due to the highly clandestine nature of the crime; policies and practices encouraging civil participation and cooperation in the prosecution of traffickers must be developed and enforced; and

**Whereas**, It is also important that police, prosecutors and courts punish traffickers within a system that is quick and respects and safeguards the rights of the victims to privacy, dignity, and safety; and

Whereas, The Federal Trafficking Victims Protection Act and existing state anti-trafficking statutes need improvement to fully protect and support the child victims of trafficking and approximately 25% of states have no anti-trafficking laws at all; and

**Therefore be it**

**Resolved,** That Washington State PTA support the adoption and enforcement of laws that will deter the recruitment, transportation, transfer, harboring, or receipt of children for the purpose of exploitation; and be it further

**Resolved,** That Washington State PTA advocate for the protection of rights of victims and support efforts to provide measures for the physical, psychological, and social recovery of victims of child trafficking; and be it further

**Resolved,** That Washington State PTA encourage and call for members, policy makers in government, inter-governmental bodies and non-governmental, school and community organizations to raise awareness and to address those conditions and situations that contribute to child trafficking.

## Cooperative Role of Parents and Educators

### 4.3 EXCELLENCE IN OUR EDUCATION SYSTEM

Resolution passed 1983

**Whereas**, the objects of Washington State PTA are "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**, 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 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 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.

---

### 4.7 PUBLIC SCHOOL DROPOUT PREVENTION/RETRIEVAL

Resolution passed 1988; amended 2007 and 2013

**Whereas**, 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"; and

**Whereas**, an unacceptable percentage of Washington State's students do not finish high school on schedule; and

**Whereas**, dropping out of school is one of the strongest predictors of decreased employment opportunities, lower lifetime earnings potential and increased chances of incarceration; and

**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 with other members of the education community and social services to commit 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 that improve academic performance; options to assure an appropriate learning environment; programs that help students and adults make connections, providing students with a community of support; programs that link schooling and the realities of work and employment skills; programs that emphasize goal setting and decision making as a key to future options.

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## **4.12 PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION**

Resolution passed 1994; revised 2005 incorporating Board Positions 4.10 and 4.11

**Whereas**, National PTA and 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**, 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 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.

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## **4.13 SUBSIDIZING CERTIFICATED AND CLASSIFIED STAFF SALARIES**

Resolution passed 2012

**Whereas**, it is common practice for PTAs to supplement the educational experiences available to the children in their communities through programs conducted outside of the regular school day; and

**Whereas**, supporting such programs may in individual instances require payment of a stipend to a school staff member for work conducted beyond the staff's contract with the school district; and

**Whereas**, such support is consistent with PTA's mission of being a resource for parents and communities, and with PTA's vision of making every child's potential a reality; and

**Whereas**, National PTA states that a PTA renders a greater service by working to secure adequate funding for programs that have an enduring benefit and strongly suggests that PTAs should not contribute to the problem of inequities within a school district by engaging in excessive fundraising; and

**Whereas**, Washington State PTA, as a child advocacy organization, believes that a key focus should be advocating for improved and sustainable education funding for all students and that PTAs should not fund additional school staff during the school day, an occurrence that places school districts in the difficult position of trying to continue funding said staff once PTA funding ceases; and

**Whereas**, the Washington State Constitution states that it is the "Paramount duty to make ample provision for the education of all children without distinction or preference on account of race, color, caste or sex" and further directs the legislature to "provide for a general and uniform system of public schools", and these duties were recently reaffirmed by the Supreme Court of the State of Washington; and

**Whereas**, it is necessary for the state to be held fully accountable for the funding of basic education; and

**Whereas**, the subsidizing of additional school staff during the school day through use of PTA funds carries a number of risks including, but not limited to, increasing inequities in students' learning experiences, creating a misleading perception of the resources available to a school or district, skewing data used for tracking student progress and creating an ongoing obligation for the district that it cannot sustain.

**Therefore, be it**

**Resolved**, that the Washington State PTA will continue to advocate for and support education reform measures including adequate and sustainable funding for basic education; and be it further

**Resolved**, that the Washington State PTA advises affiliated PTAs to use their resources to enhance every student's educational experience through funding of programs and activities outside of the regular school program rather than by providing resources for additional staff during the school day.



## Cultural Arts

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

Resolution passed 2005 (combined Resolutions 5.1 and 5.2); updated 2012

**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**, National PTA believes that the arts are central to learning and that infusing the arts into elementary and secondary education curricula is key to the development of students (Arts in Education position statement); and

**Whereas**, the arts are a mandated core subject in Washington State; and

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

**Whereas**, parents and educators are concerned about the nourishment of their student's creativity, imagination and cultural heritage; and

**Whereas**, students need the arts as part of a complete education to develop their creative talents and discover their artistic, creative, and aesthetic judgment; and

**Whereas**, arts learning can be used to develop student's self-esteem and self-image, understand human civilization, broaden their understanding of work ethics, visual and aural images, and human value; and

**Whereas**, arts education teaches creative problem-solving and cultural knowledge, and offers multiple pathways to understanding for different types of learners; and

**Whereas**, a complete education should respond to the needs of all types of intelligence in students to help them become responsible and productive citizens; and

**Whereas**, arts education increases connections and engagement between educators, students and the connected community that surrounds them.

#### **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 Washington State PTA will continue developing public awareness of the need for arts education and equitable access to arts learning in our public schools and formally recognize May as Arts Education Month in Washington, calling upon the community to celebrate the arts and promote the importance of arts education for every student at every school.

## Health and Nutrition

### 11.1 JUVENILE DIABETES

Resolution passed 1974; amended 2013

**Whereas**, the National Diabetes Education Program states that diabetes is one of the most common chronic diseases in school-age children, affecting 215,000 people under the age of 20 in the United States in 2010 (type 1 and type 2 diabetes); and

**Whereas**, the Centers for Disease Control and Prevention states diabetes was the seventh leading cause of death based on U.S. death certificates in 2007; and

**Whereas**, the American Diabetes Association states that about 1 in every 400 children and adolescents has diabetes and thousands of children are newly diagnosed every year; and

**Whereas**, a growing number of children and adolescents are developing type 2 diabetes -- a form of diabetes that is generally diagnosed among adults; and

**Whereas**, many schools do not have a full-time nurse or licensed healthcare professional available on-site to handle medical emergencies, and nursing duties are oftentimes performed by other school personnel;

#### Therefore, be it

**Resolved**, that Washington State PTA and its constituent organizations urge that all school personnel receive general training on diabetes; and be it further

**Resolved**, that Washington State PTA and its constituent organizations urge that at least two staff members per school obtain specific training on diabetes care, diabetic emergency procedures, and identification and treatment of symptoms of hyperglycemia and hypoglycemia as allowed by individual state statutes and licensures.

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### 11.11 INDOOR AIR STANDARDS

Resolution passed 1989; amended 2013

**Whereas**, two of the purposes of the 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 buildup of toxic chemicals and gases which will result in hazardous health problems; and

**Whereas**, Washington State has not implemented specific minimum standards for indoor air quality for schools that cover both children and adults.

#### Therefore, be it

**Resolved**, that the Washington State PTA support implementation of legislation that provides specific minimum standards for indoor air quality/ventilation in all public schools, protecting the health of children and staff; 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 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.

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### **11.17 TOBACCO SETTLEMENT MONEY**

Resolution passed 2000; revised 2005; revised 2014

**Whereas**, tobacco use rates among youth have stalled in past years but are still too high; and

**Whereas**, smoking kills more than 480,000 Americans each year and tobacco use is the single most preventable cause of death in the United States, with exposure to secondhand smoke causing 49,000 deaths; and

**Whereas**, use of emerging tobacco products is increasing among US youths; and

**Whereas**, smoking-related diseases in Washington result in \$1.6 billion in health-care costs annually; and

**Whereas**, in 2012, 10 percent of Washington youth 6th thru 12th grade smoked. Washington ranks 15th among the states of youth that smoke; and

**Whereas**, in 2012 in Washington State, 50 youth start smoking cigarettes each day; one in three of all youth smokers will die prematurely from a smoking-related disease; and smoking is associated with the increased risk of drug use and low academic performance; and

**Whereas**, nearly 9 out of 10 smokers started smoking by age 19, and 99 percent started by age 26, with progression from occasional to daily smoking almost always occurring by age 26; and

**Whereas**, there are 124,000 kids now under the age of 18 living in Washington who will ultimately die prematurely from smoking; and

**Whereas**, National PTA endorses the concept of a 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**, in 2012, the Healthy Youth Survey reported that 1 percent of Washington sixth-graders, 5 percent of eighth-graders, 10 percent of tenth-graders, and 16 percent of high school seniors had smoked a cigarette in the past 30 days; and

**Whereas**, comprehensive tobacco prevention programs cost money; and

**Whereas**, Washington will receive \$620 million in tobacco-generated revenue in 2014 and has budgeted only \$760,000 in tobacco prevention spending in that same fiscal year; and

**Whereas**, states that are having a successful reduction in tobacco usage have initiated comprehensive tobacco prevention programs.

### **Therefore be it**

**Resolved**, that Washington State PTA and its constituents continue to support legislative efforts to increase allocation of tobacco settlement funds recommended to support health programs aimed at the (including prevention, intervention, and control of tobacco product use by youth and be it further

**Resolved**, that Washington State PTA and its constituents collaborate with other organizations in lobbying for legislative action; and be it further

**Resolved**, that Washington State PTA and its constituents sponsor presentations and workshops aimed at the prevention, intervention, and control of tobacco product use by youth.

### **SCHOOL NUTRITION**

11.19; resolution passed 2007

**Whereas**, nutrition has traditionally been a major concern of 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 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 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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### **11.20 ENERGY DRINKS**

Resolution passed 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 percent 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 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 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.

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## **11.21 ALIGNMENT OF SLEEP REQUIREMENTS FOR OPTIMUM HEALTH WITH SCHOOL START TIMES**

Resolution passed 2012

**Whereas**, Washington State PTA supports legislation in the areas of children’s health, safety, well-being and education, and this resolution supports an important health and safety issue for children attending public school: start times that ensure enough sleep for health requirements; and

**Whereas**, “Adolescents today face a widespread chronic health problem: sleep deprivation. Although society often views sleep as a luxury that ambitious or active people cannot afford, research shows that getting enough sleep is a biological necessity, as important to good health as eating well or exercising. Teens are among those least likely to get enough sleep; while they need on average 9 1/4 hours of sleep per night for optimal performance, health and brain development, teens average fewer than 7 hours per school night” (National Sleep Foundation); and

**Whereas**, the latest research shows that teens worldwide have natural sleep rhythms that make them unable to go to sleep before 11 p.m., and that they need an average of 9-10 hours of sleep, yet most high schools start early in the morning. In addition, the student must get ready for and find transportation to school, so simple math shows there is not enough time available for adequate sleep; and

**Whereas**, schools are looking for solutions to poor academic performance, poor attendance, students falling asleep in class, and problems with student depression and aggression, yet studies show that simply getting adequate sleep will positively impact all these problems; and

**Whereas**, studies show adolescents get an inadequate amount of sleep due to early start times, increasing teen driver accident rates; and

**Whereas**, some school districts have responded to the research and changed their start times. "Since the discussion on school start times began more than a decade ago, not a single district that has made the change has decided to change back." (LA Times 8/23/2010, School Start Times and ZZZ's to A's)

**Therefore, be it**

**Resolved**, Washington State PTA will encourage and support school start times that meet the optimum health requirements for sleep needs.

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## **11.22 ALLERGIES AND ASTHMA**

Resolution passed 2013

**Whereas**, allergies among youth increased nearly 20 percent nationwide since 1997, with some 4 million children reporting a food allergy in the last 12 months, and 8.3 million reporting a respiratory allergy in the last 12 months; and

**Whereas**, one out of 25 children has a food allergy, and hospitalization of children for food allergies has also increased; and

**Whereas**, food allergies are a particular concern in the school environment, with about 18 percent of children with food allergies having allergic reactions to accidental ingestion of food allergens while in school; and

**Whereas**, twenty-five percent of anaphylaxis reactions in schools occur among students without a previous food allergy diagnosis; and

**Whereas**, asthma is one of the most common chronic disorders in childhood, affecting one in 10 youth; and

**Whereas**, more than 4 million children suffered an asthma attack or episode in 2011, and the highest rate of life-threatening reactions occur among youth with asthma; and

**Whereas**, many schools do not have a full-time nurse or licensed healthcare professional available on-site to handle medical emergencies, and nursing duties are often performed by other school personnel; and

**Whereas**, Washington State now allows schools to keep their own supply of epinephrine injectors.

**Therefore, be it**

**Resolved**, that the Washington State PTA urge all school personnel to receive general training on signs and symptoms of asthma and allergic reactions; and be it further

**Resolved**, that the Washington State PTA support ongoing efforts and requirements that an appropriate number of staff per school obtain specific training on allergy and asthma care, anaphylaxis emergency protocols to include the use of epinephrine delivery, and identification and treatment of symptoms of allergy, asthma and anaphylaxis as allowed by individual state statutes and licensures; and be it further

**Resolved**, that the Washington State PTA promote awareness of allergy and asthma care, anaphylaxis emergency protocols to include the use of epinephrine delivery, and identification and treatment of symptoms,, of allergy, asthma and anaphylaxis in its resource library or back to school information.

### **11.23 ACCESS TO HEALTH AND DENTAL CARE**

Resolution passed 2014

**Whereas**, in order to do well in school children must have their basic medical and dental needs met; and,

**Whereas**, the key challenge facing children in the opportunity gap is a healthy, safe and stable home life that allows them to be ready to learn in the classroom; and,

**Whereas**, access to basic health needs, even with the increases in health insurance coverage statewide, is proving difficult in rural communities throughout the state; and,

**Whereas**, many children and youth are more likely to have unmet medical and dental needs or the inability to access a primary care physician or dentist because of financial costs or geographical location; and,

**Whereas**, WSPTA is the largest child advocacy organization in the state; and,

**Whereas**, WSPTA supports the promotion of safety and well-being of all children;

#### **Therefore be it**

**Resolved**, that the WSPTA work with health care and child advocates to advocate in Olympia and Washington, D.C. to expand access to medical and dental care options for all of Washington's children.

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### **11.24 PAID SICK AND FAMILY LEAVE**

Resolution passed 2014

**Whereas**, the Washington State PTA has a long history of supporting legislation that encourages healthy environments for Washington's children; and

**Whereas**, supporting Family and Medical Leave legislation will advance the cause of increasing family and community engagement in our schools; and

**Whereas**, many Washington State residents have been adversely affected by the economic downturn and are working longer hours or lower paying jobs to pay off debt and stabilize their finances; and

**Whereas**, families who are faced with standard illnesses (colds, flu, routine treatment and care) should not be fiscally penalized for staying home to care for themselves or their children; and

**Whereas**, the direct costs of providing paid sick leave are very small, less than 1% of payroll according to the Bureau of Labor Statistics and business owners themselves who have implemented in Seattle; and,

**Whereas**, providing paid sick leave benefits businesses through higher morale and productivity, less absenteeism, less spread of disease in the work place, fewer workplace accidents, and lower rates of turnover, offsetting employers' direct costs; and,

**Whereas**, without laws requiring that all workers receive paid sick leave, 6 in 10 workers in private industry will not have access to sick and or family leave benefits in Washington State,

#### **Therefore be it**

**Resolved**, that the Washington State PTA supports legislation or policies advancing the cause of paid sick and/or family leave in Washington State.

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## **11.25 MITIGATING ENVIRONMENTAL HAZARDS AND CONTAINMENTS IN SCHOOLS**

**\*NEW\*** Resolution passed 2016

**Whereas the school environment impacts learning for all children.** Educational achievement is directly linked to students' health and their learning environment. Schools have a responsibility to use products with safer chemicals to promote a healthy school environment. Implementing green cleaning programs and integrated pest management in schools has many benefits, and chief among them is helping students stay healthy and ready to learn. A school rule to establish minimum environmental standards for schools was 'frozen' in 2008. This rule encouraged solutions to pest prevention, maintenance, capital improvements and other physical improvements. It also provided funds for schools to test water for lead and other contaminants. Reinstating and revamping this rule would safeguard the health of over one million students and;

**Whereas children are at greater risk as their small size results in a higher concentration of pollutant exposure.** Children exhibit behaviors that put them at greater risk – they play on the floor or grass, for example, where pesticides are commonly applied. They are more vulnerable to lifelong detrimental effects of chemical toxins, because developing hormonal, neurological, and other systems can be disrupted by pesticides and other chemicals. This can result in long-term negative health effects (Williams, Linker, Waldvogel, Leidy, & Schal, 2005). The EPA states that concentrations of air contaminants are often found to be two to five times higher indoors than outdoors due to the tighter buildings, reduction in outdoor air brought into schools for ventilation, reduced maintenance budgets, and the proliferation of indoor sources of contaminants. Chronic absence in kindergarten is strongly associated with lower reading and math performance in fifth grade for poor children (Chang and Romero, 2008) and;

**Whereas chemicals of concern exist in widely used products in schools.** Chemicals such as herbicides/pesticides, bleach, ammonia, triclosan, quaternary ammonium compounds, fragrance, artificial dyes and other chemicals typically found in hand soaps, sanitizers, wipes and commercial cleaning agents are commonly used in school settings. Teachers, staff, custodians and sometimes students use these products even though they are proven or suspected to exert neurological, psychiatric, developmental, hormonal, reproductive, and/or carcinogenic effects (Kroger, 2005) (Kerry & Kroger, 2012) (<http://www.doh.wa.gov/CommunityandEnvironment/Schools/EnvironmentalHealth>) and;

**Whereas less toxic and cost-comparable product alternatives are widely available.** Less toxic and cost-effective alternatives exist for cleaning, managing pests, procuring art and science supplies, etc. These safer alternatives are now widely available. For cleaning products, third-party certifications Green Seal, UL ECOLOGO and the EPA's Safer Choice program, have health promoting criteria and are regulated by respected third-party organizations. While green chemicals used to cost more, in today's market, costs are similar or in many cases even less than traditional products. And schools can really save when switching to equipment and processes that are more efficient and effective for custodial staff and;

**Whereas, Integrated Pest Management (IPM) policies in schools is supported by the National PTA.** IPM has been found to reduce pesticide use by 71% and reduce pest complaints by 78% to 90% with no increase in costs (Gouge, Lame and Snyder, 2006). IPM is a long-term policy solution and when coupled with individualized technical assistance to schools, these policies can improve indoor air quality, improve test scores and reduce absenteeism (Chambers, et al, 2011) and;

**Whereas, state laws and district policies mandating safer chemicals in cleaning and pest management programs provide a clear framework to ensure healthy school environment standards.** Washington should follow the lead of the more than 12 states that have adopted green



cleaning legislation or safer chemical legislation in schools. A summary of those laws can be found [here](#). In some cases districts have adopted broad guidelines for safer chemical use, for example in the Palo Alto Unified School District. Integrative Pest Management (IPM) in schools has been mandated in Oregon, Arizona, California, and Illinois, among others (see EPA strategic plan: <https://www3.epa.gov/pestwise/ipminschoools/strategicplan.pdf>) and;

**Whereas, pediatricians and health agencies call for safer chemical policies in schools.** In 2012, the American Academy of Pediatrics issued a strong statement that children should not be exposed to any pesticides and recommended IPM as a solution to reduce risk (American Academy of Pediatrics, 2012). Similarly, the Washington State Department of Health has reinforced these findings and concluded that pesticide exposure reduces school student performance. Additionally, in the fall of 2014, a recommendation letter signed by the EPA, Washington State Department of Health, Office of Superintendent of Public Instruction and Washington State University Extension, collectively recommended that schools implement IPM as a means to reduce pesticide exposure and protect the health of children in Washington. IPM is encouraged nationally by the EPA to reduce pesticide use in schools (Center of Expertise for School IPM, 2014) and;

**Therefore, be it**

**Resolved,** that Washington State PTA support adoption and enforcement of legislation and policies that improve environmental health in schools with safer chemical use, specifically in school cleaning programs, pest management, and grounds maintenance, and work to update and support minimum environmental standards for all educational facilities; and be it further

**Resolved,** that Washington State PTA should support all efforts to implement safer chemical policies at the state and school district levels. This can include advocating for minimum environmental health standards for all of Washington, IPM in schools, and green cleaning policies that focus on safer procurement of cleaning supplies for District and school custodial staff as well as purchasing lists used by parents for classroom supplies; and be it further

**Resolved,** that Washington State PTA encourages and calls for members, policy makers in government, inter-governmental bodies and non-governmental, school and community organizations to raise awareness to reduce and mitigate environmental hazards in schools; and be it further

**Resolved,** that in recognizing that every Washingtonian is accumulating a body burden of toxic chemicals associated with health impacts, we call for appropriate policies that ensure that only the safest chemicals are used in all schools, and we call for efforts to update and support stronger environmental standards in schools.

## Mass Media

### 14.4 INTERNET SAFETY

Resolution passed 2007; amended 2013

**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 dangers to youth on the Internet and through wireless and other electronic communications may include access to inappropriate material, solicitation by sexual predators, sexual or racial harassment, cyber stalking, cyber bullying, and identity theft.

#### **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 wireless and other electronic communications safety programs in an effort to educate and forewarn our families about potential and real dangers to our children.

## Support for Public Education

### 18.4 EXCELLENCE IN EDUCATION

Resolution passed 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**, PTA has an ongoing commitment to education as expressed by the objects of National PTA and of 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 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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### 18.5 FUNDING FOR BASIC EDUCATION

Resolution passed 1986; revised 2007; amended 2013

**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 and II 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
- Programs considered basic education are Regular Apportionment, 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 Basic Education Act 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 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 provided a solid foundation for an updated program of basic education; and

**Whereas**, in 2009 the legislature adopted a new basic education funding formula based on a prototypical school funding model that includes small K-3 class sizes and staff mixes for elementary, middle and high school; established a new funding formula for student transportation; created workgroups to define funding details for levies, levy equalization and salary models; and broadened the definition of basic education to include the categorical programs of highly capable, special education, transitional bilingual and learning assistance; and changed the program of instruction to include full-day kindergarten, an additional 80 hours of instruction in grades 7-12, and the opportunity for all students to complete the 24-credit career- and college-aligned graduation requirements; and

**Whereas**, despite the 2012 Supreme Court decision in the McCleary case that said the state was not amply providing for the education of all children but that reform passed in 2009 (ESHB 2261) would satisfy the court, the legislature continues to delay implementation of the funding structure it designed to ensure full funding of the program of basic education, including educational requirements and challenges of the future; and

**Whereas**, funding is still lacking, despite legislative intent declared in 2009 (ESHB 2261) and 2010 (SHB 2776) that redefined the program of basic education and funding so it would be fully implemented by 2018, and despite the court order in 2012 that it be funded by 2018.

**Therefore, be it**

**Resolved**, that the Washington State PTA urges the legislature to review implementation of the revised basic education funding formula to ensure that it fully funds the definition of basic education created in 2009 and gives all children the opportunity to complete the 24-credit career- and college-aligned graduation requirements by 2018.

**Resolved**, that the Washington State PTA support revisions to the basic education funding formulas that are 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 Washington State PTA supports regular and timely revision of the state's education programs and funding systems, including the basic education funding formulas.

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## **18.6 UNINTERRUPTED OPERATION OF PUBLIC SCHOOLS**

Resolution passed 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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## **18.9 PARTICIPATION AND OVERSIGHT IN EDUCATION BUDGETS**

Resolution passed 1989; amended and title changed in 2013, formerly: Expenditure of Public Funds

**Whereas**, the purpose of the Washington State PTA is, in part, to bring into closer relation the home and school, so that parents and teachers may cooperate intelligently in the education of 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**, recent research on school reform demonstrates that meaningful family engagement is an essential component in successful and sustainable school turnaround reforms, and

**Whereas**, PTA's National Standards for Family-School Partnerships – based on decades of research of effective practice – include Standard 5, Sharing Power: "Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs", and

**Whereas**, some schools or educational services may be authorized by a state agency or commission – bypassing district regulation – and

**Whereas**, schools may receive funds from a variety of sources, including local excess levies and bonds, state allocations, federal title funding as well as publicly and privately funded grants,

**Therefore, be it**

**Resolved**, that the Washington State PTA shall work to ensure parents and local community have a voice and vote in school-site budgets and are meaningfully engaged in budget discussions at the state and local level to ensure education funds are allocated and spent in a manner that best supports students; and be it further

**Resolved**, that the Washington State PTA shall work to ensure elected officials are accountable for all public education spending; and be it further

**Resolved**, that Washington State PTA work with National PTA to ensure its position on school funding includes elected officials being accountable for public school expenditures.

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## **18.11 COMMON SCHOOL CONSTRUCTION FUNDING**

Resolution passed 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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### **18.13 STUDENT ASSESSMENT AND TESTING**

Board position 1991; resolution passed 2006; amended 2013

**Whereas**, the 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 statewide 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, and

**Whereas**, Washington State adopted the Common Core State Standards in English Language Arts and Mathematics for grades K-12 in July 2011;

#### **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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### **18.18 REDUCTION IN CLASS SIZE**

Resolution passed 1995; updated 2013

**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 fifth 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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## **18.19 HIGH SCHOOL GRADUATION, COLLEGE PREPARATION AND ACCESS**

Board position 1995; resolution passed 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 the 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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## **18.20 SCHOOL BOND ELECTION REFORM**

Resolution passed 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 percent validation and 60 percent 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 percent validation requirement and replace the 60 percent super-majority with a simple majority requirement for passage of school bond elections.

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## **18.21 K-12 CAREER TECHNICAL EDUCATION**

Board position 1997; resolution passed 2006; amended and title changed in 2013, formerly: K-12 Vocational Technical Education

**Whereas**, Career Technical Education is helping our nation meet immediate challenges of economic development, student achievement and global competitiveness with some 14 million students enrolled in CTE nationwide, with programs in nearly 1,300 public high schools and 1,700 two-year-colleges, and

**Whereas**, Career Technical Education now incorporates both school-based and work-based learning business partnerships, which are key to successful programs, 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**, the average high school graduation rate for students concentrating in Career Technical Education programs was 90.18 percent compared to an average national freshman graduation rate of 74.9 percent in 2007-08, and

**Whereas**, 70 percent of students concentrating in Career Technical Education areas stayed in postsecondary education or transferred to a four-year degree program, compared to an average state target of 58 percent in 2007-08, and

**Whereas**, experts project 47 million job openings in the decade ending 2018 with about one-third requiring an associate's degree or certificate, and nearly all requiring real-world skills that can be mastered through Career Technical Education, and

**Whereas**, with the fastest-growing occupations requiring some postsecondary education, vocation education is seeking effective ways to contribute to national and state school reform efforts focused on academic achievement, and Career Technical Education is evolving from its original focus on preparing students for work immediately following high school,

**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 Career 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 Career Technical Education programs.

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## **18.22 CHILDREN WITH SPECIAL NEEDS**

Board position 1986; resolution passed 2007; amended in 2008 and 2013

**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, students with disabilities, highly capable students, English language learner students, career technical education students and refugees and entrants (those offered sanctuary by the United States government); and

**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; and

**Whereas**, the Washington State PTA recognizes that some of these children are the most vulnerable, with no voice as their families are overwhelmed by a plethora of circumstances, often lacking 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 Washington State PTA advocate that the funding and expenditures be transparent not only to the governing bodies (legislature, state superintendent's office and school boards) but to the families involved, so that they can see that the monies, resources and services allocated by federal and state law are being spent on 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; and be it further

**Resolved**, that the Washington State PTA advocate that Washington 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; and be it further

**Resolved**, that the Washington State PTA will advocate at the federal, state and district levels to ensure that parents have the information and opportunity for meaningful engagement and participation in their child's educational program in school, resulting in students receiving appropriate supports and services to be prepared for college, career and citizenship, to the maximum extent possible.

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## **18.24 MEANINGFUL HIGH SCHOOL DIPLOMA**

Resolution passed 2008; amended 2013

**Whereas**, more than 50 percent of community and technical college students who graduated from state high schools in 2010 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 as "Career and College Ready Graduation Requirements" that includes access to English, math, science, social studies, career and technical education, arts and world language; and be it further

**Resolved**, that all students should be required to take a foundation of 18 credits, 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, but that students should be given flexibility to substitute courses beyond the 18 foundational credits so they can tailor a path of instruction according to their High School and Beyond Plan; and be it further

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

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## **18.25 DEVELOPMENT, RELIEF AND EDUCATION FOR ALIEN MINORS (DREAM) ACT**

Resolution passed 2009

**Whereas**, Washington State and National PTA share a mission to serve as strong advocates for the education and well-being of every child, 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 the Washington State PTA shall encourage members of Congress to support this federal legislation.

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## **18.26 LEVIES AND LOCAL EFFORT ASSISTANCE**

Board position 2009; resolution passed 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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## **18.27 NO CHILD LEFT BEHIND AND THE 1%**

Resolution passed 2010

**Whereas**, NCLB has determined that the 1 percent 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**, the 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 percent 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 percent 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 judgment, 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 percent is and how big a percent of the total they really are.

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## **18.28 INCREASING REVENUE TO SUPPORT OUR LEGISLATIVE PRINCIPLES**

Resolution passed 2010

**Whereas**, our legislative principles state that “the Washington State PTA shall identify and initiate education and action on public policy affecting tax policies that are fair, equitable, and provide stable, adequate revenues for public education and for programs that benefit children and youth”, and

**Whereas**, the Washington State PTA has long had redefinition of and fully funding basic education for all students as a top legislative and policy priority, and worked to help win approval of the basic education reform legislation and enhanced funding formulas embodied in ESHB 2261 and SHB 2776, in addition to a substantial history of support for health and welfare legislation and policy for our children and youth, and

**Whereas**, the implementation of education reforms approved through ESHB 2261 and SHB 2776 will require substantial additional funding for K-12 education from Washington State, and

**Whereas**, in the 2009 education funding lawsuit McCleary vs. the State of Washington, Superior Court Judge Erlich ruled in favor of the plaintiff, noting that there has been substantial underfunding of public education over many years, and

**Whereas**, despite the Superior Court ruling calling for additional funding, recent revenue shortfalls have caused Washington State to reduce the K-12 education budget, and

**Whereas**, realizing efficiencies in state spending by reducing waste and reprioritizing funding toward education may be possible and desirable, but will not alone be sufficient to avoid cuts and pay for education reform, and

**Whereas**, instead of having fair and equitable tax practices, Washington State is recognized as having one of the most regressive tax systems in the United States.

### **Therefore, be it**

**Resolved**, that the Washington State PTA will encourage reprioritization and efficiency in state spending to increase funds available for education, when these spending changes are consistent with our Legislative Principles, which include protecting and promoting the health, safety and welfare of children and youth; and be it further

**Resolved**, that the Washington State PTA will consider taking public positions in support of fair, equitable and ample revenue increases as a necessary component of fully funding education and meeting other needs of children and youth; and be it further

**Resolved**, that the Washington State PTA will consider all major legislation and initiatives that impact education funding as they emerge and take action consistent with our goal of achieving and maintaining ample education funding, and our Legislative Principles pertaining to protecting and promoting the health, safety and welfare of children and youth.

## 18.29 EQUITABLE EDUCATIONAL OPPORTUNITIES

Board position January 2012; resolution passed May 2012; amended 2013

**Whereas**, nationally PTA advocates for equal opportunity to quality public education for all children, and yet Washington State has entrenched achievement disparities for all subjects tested, at all grades, especially related to race, income and special need; and

**Whereas**, the student populations most at risk are also the ones growing the most rapidly, and

**Whereas**, certain high-performing schools -- including some turnaround schools, innovative programs, drop-out prevention programs and charter schools -- have produced positive effects, and

**Whereas**, gaps in curriculum and instructional implementation disproportionately affect struggling learners, and students who are far below proficiency need adequate and sustained opportunity to accelerate their learning, and

**Whereas**, students benefit from high-quality learning opportunities in which their cultures and experiences are valued and used to guide their learning.

### Therefore, be it

**Resolved**, the Washington State PTA believes great educational outcomes are possible for all students, including students of color, students of diverse cultural or linguistic backgrounds, lower-income status and students with special needs; and be it further

**Resolved**, the Washington State PTA will promote expansion of choice by supporting high-performing schools -- including turnaround schools, innovative programs, drop-out prevention programs and charter schools -- where they are supported by the local community and when they reflect the positions and principles of National and Washington State PTA; and be it further

**Resolved**, the Washington State PTA will support innovative, engaging and rigorous instructional programs and work to spread awareness of the options available to communities; and be it further

**Resolved**, the Washington State PTA will promote equitable educational opportunities that provide research-based instructional support to students enrolled in the state's persistently lowest achieving schools and to students affected by the state's achievement gaps. These will include, but not be limited to, supporting:

- A tiered system of student-focused, academic supports, and identification of research-based interventions for targeted groups of students, and targeted professional development for academic intervention staff.
- The identification and sustained implementation of research-based core reading, writing, math, science and social emotional learning programs that are sequenced K-12.
- Consistently effective home-school communications and family engagement that assists in the instructional development of children; and be it further

**Resolved**, the Washington State PTA will work to implement a funding formula that ensures children with higher needs receive ongoing, adequate support to meet state learning standards.

## 18.30 ACCESS TO GENERAL EDUCATION FOR STUDENTS WITH DISABILITIES

Adopted October 2013

**Whereas**, the Washington State PTA has a mission to be a strong advocate for the education and well-being of all children; and with a particular focus on an inclusive and diverse educational environment; and; Whereas: Federal and State law governing the rights of students with disabilities promote inclusive educational settings. Specifically, the Individuals with Disabilities Education Act (IDEA '04) states "having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom to the maximum extent possible"; and,

**Whereas**, best-practices for inclusive education of students with disabilities result in the primary aims of education, such as "tolerance for diversity, equity, equality, community integration, and achievement for all students." This means that "educators and researchers must focus on ways to ensure that inclusion continues to be fostered and that more effective integration strategies and techniques are developed."

**Whereas**, federal law governing the rights of students with disabilities (IDEA '04) demands inclusive approaches to educating them, specifically requiring that "each state must establish procedures to assure that, to the maximum extent appropriate, children with disabilities...are educated with children who are not disabled." Federal law views removal of students with disabilities from their general education setting as a last resort. This means that schools may remove students "only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily"; and,

**Whereas**, in February 2012, the Washington State OSPI reported that only 50.05% of students with disabilities were educated in the general education setting 80-100% of the time, and only 34.17% for 40-79% of the time with no set targets to meet despite the fact that the US Department of Education has cited that WA is not educating enough students with disabilities in general education classrooms.

**Whereas**, federal law governing the rights of students with disabilities (IDEA '04) strengthens the role and responsibility of parents in determining what constitutes an appropriate education for their child. The law aims to ensure knowledgeable, active, and meaningful parent engagement in their child's education program, school, and their classroom by providing accurate information and opportunities to participate in the decision making process and development of educational plans.

**Whereas**, parental involvement is vital to student success, and the State's goal for parental participation in special education is currently unmet (goal of 28%). Improving parent engagement is vital to improving and reaching educational goals for students with disabilities.

### **Therefore, be it:**

**Resolved**, that the Washington State PTA will advocate for better accountability regarding programs, policies and procedures at the state, educational service district, individual school district, and school building levels that ensure that students with disabilities are educated in the Least Restrictive Environment having access to the general education classroom and curriculum with appropriate supports, and learning alongside their typically developing peers according to the true meaning of the Individuals with Disabilities Act (IDEA '04).

**Resolved**, that the Washington State PTA will advocate at the Federal, State, District and School levels to create an environment that ensures that parents of children with disabilities are equal partners in education. Furthermore, that parents are provided the information and opportunities for meaningful engagement and participation in their child's educational program in school resulting in students receiving appropriate supports and services to be prepared for college, career and life.



## 18.31 FINANCIAL LITERACY

Adopted October 2014

**Whereas**, the National Financial Literacy Test conducted by National Financial Educators Council in 2013 revealed that of the youth in 35 states who completed the exam, 72.2% scored a failing grade; and **Whereas**, according to the 2013 Consumer Financial Literacy Survey published by Harris Interactive, a reputable polling firm, that many adults (40% 2013, 42% 2012, 41% 2011) now give themselves a grade of C, D or F on their knowledge of personal finance, marking a statistically significant change from 2010, when as many as nearly 2 in 3 adults (65%) gave themselves an A or B; and

**Whereas**, Washington State ranks as one of the worst states in the nation for financial literacy requirements as reflected in a study by Champlain College; and

**Whereas**, members of congress in 2013 sponsored HR 2920 which would create incentive grants to states that agree to provide financial literacy education in Title 1 public elementary and secondary schools; and

**Whereas**, states like California, which also ranked low by the Champlain College Survey, are making strides in the last legislative session to improve educational opportunities for financial literacy;

### Therefore, be it:

**Resolved**, that the Washington State PTA will work with other advocates and legislative partners to increase opportunities for Washington's children to have access to financial literacy courses and materials.

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## 18.32 DYSLEXIA, DYSGRAPHIA, DYSCALCULIA, DYSPRAXIA \*NEW\*

Resolution passed 2016

**Whereas**, Language based learning disorders including but not limited to dyslexia, dyspraxia, dyscalculia and dysgraphia, impacts 1 in 5 students, approximately 20% of the population or more than 200,000 students in Washington's public schools; and

**Whereas**, Language based learning disorders have been defined to include a variety of neurological conditions that interfere with a person's ability to store, process or produce information which may interfere with learning. The Brain Balance Achievement Center provides specific definitions as follows:

- **Dyslexia** is a reading disorder characterized by difficulty recognizing letters, learning letter sounds, and identifying rhyming words.
- **Dysgraphia** is a learning disability characterized by distorted and incorrect handwriting as well as issues with fine motor skills.
- **Dyscalculia** is a disorder characterized by problems with learning fundamentals that include one or more basic numerical skills.
- **Dyspraxia**, also called Apraxia, is a condition characterized by a significant difficulty in carrying out routine tasks involving balance, fine-motor control, and kinesthetic coordination. Verbal Dyspraxia describes a difficulty in the use of speech.

**Whereas**, Language processing disorders are currently addressed in state and federal law. The term dyslexia is included in the Revised Code of Washington under the Office of the Superintendent of Public Instruction and in Federal law under the individuals with Disabilities Education Act (IDEA) within the broad eligibility category of a specific Learning Disability (SLD). IDEA states: specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculation, including conditions such as perceptual disabilities, brain

injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Despite these references in law, many public school have historically avoided the term identification of these language based disabilities in evaluation, when determining special education eligibility, and in Individual Education Program (IEP) documents; and

**Whereas**, There is compelling scientific evidence that early identification and intervention using an evidence-based multisensory, direct, explicit, structured and sequential approach to instructing students with language processing disorders, known as multisensory structured, language, teaching, improves literacy outcomes for most students with symptoms of dyslexia; and

**Whereas**, In 2009 the Washington Legislature provided guidance and funding for pilot intervention programs and to develop a dyslexia handbook for educators along with a few additional resources for parents which have been available on the website of the Office of the Superintendent of Public Instruction, however funding has not been continued and was limited to only dyslexia; and

**Whereas**, Most teacher preparation programs provide no training regarding language processing disorders, appropriate accommodations or evidence-based multisensory structured language teaching, leaving most teachers unprepared to adequately address the learning needs of students with language processing disorders; now

**Therefore, be it**

**Resolved**, that Washington State PTA and its constituent bodies support early screening for signs and symptoms of language processing disorders including but not limited to dyslexia, dysgraphia, dyscalculia, dyspraxia, with parental notification; and be it further

**Resolved**, that Washington State PTA and its constituent bodies support legislation for funding to support training of parents, teachers and other school personnel in early identification of language processing disorders including but not limited to dyslexia, dysgraphia, dyscalculia, dyspraxia, and use of evidence-based programs that provide explicit instruction including Multisensory Structured Language Teaching, with appropriate accommodations to provide students with equitable access to the general education curriculum.

## Legislative Program

### 19.3 SUPPORT FOR CHILDREN WITH ECONOMIC DISADVANTAGES

Board Position 1986; Resolution passed 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 that 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 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 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 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.

## Retired Resolutions

Retired resolutions are kept on the books to indicate association positions. Typically they are retired because the objectives have been met. (A rescinded resolution is taken off the books; it no longer reflects an association position.)

### **2.7 SEXUALLY EXPLICIT PHONE SERVICES/CHILD SAFETY AND PROTECTION**

Resolution passed 1988; retired 2013

Note: The objectives have been achieved.

**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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### **4.5 NON-CUSTODIAL PARENT RIGHTS TO SCHOOL RECORDS/Cooperative Role of Parents and Educators**

Resolution passed 1986; retired 2013.

Note: This issue has been addressed by federal Family Educational Rights and Privacy Act

**Resolved**, that 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 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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### **11.14 COMPREHENSIVE SCHOOL HEALTH EDUCATION/Health and Nutrition**

Resolution passed 1979; revised 2007; retired 2013

Note: Objectives have been accomplished.

**Resolved**, that 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.

### **11.13 HIV/AIDS EDUCATION/Health and Nutrition**

Resolution passed 1993; retired 2013

Note: Objectives have been achieved. Topic is addressed as part of comprehensive health education

**Resolved**, that 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 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 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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### **11.14 PEOPLE LIVING WITH HIV/AIDS/Health and Nutrition**

Resolution passed 1993; retired 2013

Note: Objectives have been achieved.

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

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### **11.18 FOOD SAFETY/Health and Nutrition**

Resolution passed 2000; retired 2013

Note: Objectives have been achieved.

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

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

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### **14.2 TELEVISION PROGRAMMING/Mass Media**

Resolution passed 1984; retired 2013

Note: Objective has been achieved.

**Resolved**, that Washington State PTA and 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.

### **18.17 EDUCATION REFORM: DEFINING OUR ROLE** / *In Support of Public Education*

18.17; resolution passed 1995; retired 2013

Note: Objectives have been achieved or are addressed in other resolutions

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

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### **18.23 THIRD CREDIT OF MATH GRADUATION REQUIREMENT** / *In Support of Public Education*; resolution passed 2008; retired 2013

Note: Objectives have been achieved.

**Resolved**, that 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.