

Proposed Legislative Principles, Issues, and Resolutions

During the annual Washington State PTA (WSPTA) Legislative Assembly, delegates decide the public policy positions that guide state and local advocacy work for WSPTA and its associated local PTAs and councils.

The legislative assembly will take place on October 24-25, 2020. Delegates will vote on one new legislative principle, eight new legislative issues, eight new resolutions, and one amendment to an existing resolution. Only the parts in **shaded boxes** are open for amendment and debate. Changes are shown as a ~~strike through~~ for deletions and as **underlined bold font** for additions. Legislative issues will also be ranked by delegates to determine a Top 5 for the 2021 and 2022 legislative sessions.

LEGISLATIVE ISSUES FOR CONSIDERATION

There are eight new proposed legislative issues for consideration. **Only the title and description statements (in the shaded boxes) can be amended.**

Proposed New Legislative Issue #1 (Member Submission)

WSPTA Board of Directors' recommendation: Adopt

Safe School Plans and Emergency Preparedness

Washington State PTA shall support legislation or policies that support emergency preparedness in schools through:

- Funding the regional school safety centers to provide training and technical assistance for the development, annual updating and implementation of comprehensive safe school planning including continued operations plans.
- Providing resources to districts for emergency supplies and equipment.
- Verifying compliance of emergency planning coordination between districts, local and regional emergency management, including first responders.

Persuasive Statement from the Submitter

Safe School Plans and Emergency Preparedness should be in the Top 5 supported issues for WSPTA as proper emergency planning in our schools will save lives.

Many school districts in Washington state do not have adequate emergency equipment and supplies as well as response and continued operations plans. Emergency plans may not be communicated properly to local emergency management and first responder groups or families. The RCW 28A.320.125 requires districts to have plans in place but no updates are required unless funds are available. Lack of funding for regional school safety centers is one roadblock to proper emergency planning. Emergency planning is ever changing, and schools must evaluate their plans yearly with detailed guidance the regional school safety centers, local emergency management and first responder groups to meet federal standards.

With the recent crisis of COVID-19, it is evident that our schools are not adequately prepared for response and recovery for this type of emergency. This is likely the case for many medium to large-scale emergencies. Our communities rely heavily on schools for continuation of services after emergencies, including education and food services.

Proper emergency planning will save lives and support our communities.

Proposed New Legislative Issue #2 (Member Submission)

WSPTA Board of Directors' recommendation: Adopt

Increase Access to Nursing, Mental Health, and Social Emotional Learning Staff

Washington State PTA shall support legislation or policies that support the medical and mental health of all students P-12 with innovative funding solutions for increased non-teaching staff including but not limited to nurses, counselors, psychologists, and social workers in schools, provided in-person or according to the best practices in telehealth access.

Persuasive Statement from the Submitter

Washington state urgently needs to address the insufficient funding for mental health, nursing, and social emotional learning staff in our schools. The recommended ratio for school nurses is one for every 750 students, but state funding only allows for a ratio of one to every 5,200 students. This leaves districts and PTAs to bridge the gap, causing significant inequities across our state.

We rely on school health professionals to care for our children through everyday bumps and bruises. We also rely on them for students who need regular medical attention, many of whom have to travel outside of their neighborhood to attend schools that have a full-time nurse. School health professionals are key in early detection of child abuse and suicidal behavior, the rates of which have been on the rise among our youth for several years. Every student deserves access to these services, and we are not meeting those needs.

The COVID-19 crisis has only further illustrated the urgency of this issue. We rely on school nurses to implement public health guidelines to keep our children safe and healthy. In this time of extreme transition, those guidelines are evolving, and so consistent nursing staff is paramount. This also means that social emotional learning staff, such as school counselors, psychologists, and social workers are crucial in meeting the evolving mental health needs of all students.

Proposed New Legislative Issue #3 (Member Submission)

WSPTA Board of Directors' recommendation: Adopt

Equitable Identification and Services for Highly Capable Students

Washington State PTA shall support legislation or policies that:

- Achieve equitable representation in highly capable (HiCap) programs via universal screening, including students who are low-income, Black, Indigenous and People of Color (BIPOC), highly

mobile, ELL, and students with disabilities; and expand OSPI reporting to include all subgroups at the school district level.

- Expand the identification and services for students who qualify in one academic area (math/reading) to all districts.
- Ensure that HiCap curriculum and professional development (academic and SEL) are provided to all identified students and the staff that serves them.

Persuasive Statement from the Submitter

State law already requires districts to provide “accelerated learning and enhanced instruction” for highly capable (HiCap) students. These five words are in law, but this isn’t enough guidance. It’s led to wide disparities and inequitable implementation between districts, leading to inequitable outcomes. We need to start laying the groundwork to define this phrase, so that students get the services they need.

Current law also specifies that districts must “prioritize equitable identification of low-income students,” but doesn’t mention any other groups, including BIPOC students, students with disabilities (“twice exceptional”), English Language Learners, or highly mobile students. These students are also seriously under-represented in HiCap programs statewide.

Identification problems stem from districts using outdated, biased identification practices.

A major step forward would be “universal screening” using unbiased assessment tools, for all students in both early and late elementary school, with all assessment happening during the regular school day. Universal screening is already being done successfully in some Washington districts and has very strong local and national research behind it.

OSPI should be reporting identification by subgroups to measure statewide progress on equity. However, district data hasn’t been published since 2015, which is unacceptable.

Educators rarely receive even one hour of professional development about the academic and SEL needs of HiCap students. HiCap programs should ensure that schoolwork is challenging enough so that every student develops a solid work ethic and tolerance for frustration. Highly capable students, like all students, deserve to be prepared to deal with the challenges of career and life.

Proposed New Legislative Issue #4 (Member Submission)

WSPTA Board of Directors’ recommendation: Adopt

Prevent and Reduce Gun Violence and Suicide

Washington State PTA shall support legislation or policies that prevent and reduce gun violence and suicide including:

- Address and mitigate the impact on communities of color, LGBTQ+ and other marginalized groups
- Fund community-based prevention strategies
- Fund school mental-health supports and a statewide anonymous reporting system
- Prohibit the sale or transfer of military-style assault weapons.

Persuasive Statement from the Submitter

Firearms are the second leading cause of death for American children. In Washington, suicide (primarily by firearm) is the second leading cause for youths 10-24. This is a public health problem that disproportionately impacts communities of color. Black people comprise 4% of Washington's population but 20% of the homicide victims. Similar disproportions exist for Indigenous and Latinx communities. Indigenous youths have triple the suicide risk of white youths. WSPTA should call on legislators to address these issues and support solutions requested by leaders of color and student groups, such as community-driven strategies and a shift from policing to mental-health counselors.

Banning the sale or transfer of military-style assault weapons is a National PTA position statement and a step towards preventing mass shootings. In most documented active shooter events, threatening communications were made in advance, often to a schoolmate. Anonymous tip reporting systems empower students to report concerning information and get help with bullying and suicidal ideation. School-based interventions can reach high-risk youth and provide resources to students considering suicide or traumatized by gun violence.

These solutions are actionable and expected to be introduced in the upcoming legislative session. WSPTA should advocate for community-driven approaches that can save lives. All students deserve the right to live their lives without fear of gun violence.

Proposed New Legislative Issue #5 (Member Submission)

WSPTA Board of Directors' recommendation: Adopt

Mitigating the Adverse Impacts of Climate Change

Washington State PTA shall support legislation or policies that build a socially, economically and environmentally sustainable climate for our children that:

- Adopt and enforce legislation that mitigates the effects of climate change,
- Provide funding and technical assistance to jurisdictions to develop, and implement Strategic Climate Action Plans that reduce school district, community and regional greenhouse gas emissions, and
- Equitably address adverse impacts to communities disproportionately affected by climate change.
- Acknowledge that climate change is a health crisis that disproportionately and adversely impacts children and youth.

Persuasive Statement from the Submitter

At the September 2019 Youth Climate Strike (YCS) in Seattle, 14-year-old Lilah Amon-Lucas said, "My life expectancy could be shortened because of how rapidly the climate is warming." The Intergovernmental Panel on Climate Change reported that a 1.5 °C rise in global temperatures will result in increased climate-related health risks. Paris Agreement targets won't limit warming. Washington state must do more to reach its greenhouse gas emissions (GHGE) reduction targets of net zero by 2050. All jurisdictions can acknowledge that climate change is a health crisis that disproportionately impacts children and youth and focus efforts to reduce CO2. Market-based policies can discourage the use of carbon-based products and encourage sustainable resource use.

PTA pledged to mitigate the health effects of climate change (Resolution 11.28) because climate change threatens children by increasing dangerous air quality, extreme heat and insect-borne disease. King County has a voluntary plan for cities to reduce GHGE. School districts must reduce their GHGE. Bus CO2 emissions threaten children’s respiratory and cardiovascular health. Schools and district policies must protect children from environmental threats (flooding, sea level rise, extreme heat, fire, dangerous air quality, insects) while reducing GHGE. Climate change will negatively impact some communities more than others. “Minority groups and people of lower socioeconomic status are more likely to live in environmentally hazardous areas and experience asthma, heart attacks and premature death,” said Parisa Harvey, a 15-year-old YCS organizer. “They’re directly feeling the effects of climate change more than their white counterparts. Black and brown lungs matter.” Let’s create safe schools and livable communities for all children!

Proposed New Legislative Issue #6 (Member Submission)

WSPTA Board of Directors’ recommendation: Adopt

Supports and Funding for Students with Disabilities and Their Families

Washington State PTA shall support legislation and policies that uphold the following for students with disabilities and their families:

- Make resources, program services, parent education, and training accessible including:
 - o Local resource centers
 - o Implementation of a statewide online portal
- Ensure that a range of appropriate devices and assistive technology is available
- Provide access to multi-tiered systems of support (MTSS)
- Remove barriers and increase flexibility within categorical funds to meet the greatest needs
- Remove the 13.5% cap on funded enrollment for districts
- Fully fund and implement the federal government’s obligations under the Individuals with Disabilities Education Act (IDEA).

Persuasive Statement from the Submitter

Vast inequities exist within Washington’s education system, public health, and the justice system. These gaps between our dream for a world that both sets children with disabilities up for success and allows them to thrive; and what we currently have, will continue to widen without consistent support and funding.

Washington state performance data does not reflect the aspirational potential that all children with disabilities can achieve or deserve. Meanwhile, students with disabilities and their families continually face many barriers to free and appropriate public educational services.

It’s time to reimagine a fully-funded education model for students with disabilities in the highest-quality framework; where parents and families are supported as essential partners in the education and transition to adult life of their children, so that EVERY child can reach his or her full potential.

Proposed New Legislative Issue #7 (WSPTA Advocacy Committee Submission)

WSPTA Board of Directors' recommendation: Adopt

Support Students and Preserve Education Funding

Washington State PTA shall advocate for legislation or policies that support students during and after COVID-19:

- Protect pre-school, K-12, post-secondary, and child-related programs especially:
 - o Resources for students needing additional supports (academic, physical, or emotional)
 - o Local effort assistance funding
- Authorize flexibility within transportation and categorical allocations to allow districts to meet students' needs, retroactive to 3/1/2020 through 8/31/2022.
- Address the state budget deficit without creating or increasing funding inequities:
 - o With progressive, sufficient, sustainable, and equitable revenue sources
 - o Avoid mid-year budget cuts and/or redistribution of existing education funds
- Allocation of new state or federal funding to support:
 - o Students who receive special education services or are furthest from educational justice
 - o Meals for children and youth facing food insecurity
 - o COVID-19-related childcare and school-age-student care needs
 - o Social and emotional health of students and staff

Persuasive Statement from the Submitter

COVID-19 wreaked havoc in Washington, and K-12 education was hit especially hard. When schools first transitioned to online learning, districts were not prepared and students suffered, lacking much needed education and supports.

They cannot afford cuts in K-12 education but instead, funding is needed to support students' health, education and welfare – the very DNA of PTA activity since its inception.

PTA members must stand together ensuring that students have the resources they need to make up for lost learning, lost emotional supports and to continue their education.

If new state revenues are pursued, we support progressive initiatives and do not support the regressive sales taxes increases that hurt the very people who need financial assistance the most. We also advocate against making any legislative cuts that are retroactive, as contracts and staff have already been committed and paid.

Instead of cuts, we advocate for additional supports for our students with disabilities and those who are furthest from educational justice – those in the opportunity and achievement gaps. We know that food insecurity is all too real for students and that school meals need to be provided to our students. There's also the issue of childcare for essential workers, as well as school-age student care so that parents can work and kids can be safe. And finally, we need to support the social and emotional health of our students and staff.

We need the voice of Washington State PTA to support K-12 funding and vote this issue a TOP 5 PRIORITY.

Proposed New Legislative Issue #8 (WSPTA Advocacy Committee Submission)

WSPTA Board of Directors' recommendation: Adopt

Increasing Educational Equity by Closing the Digital Divide

Washington State PTA shall support legislation, policies, and funding that ensure equitable digital inclusion and access for all students, families, and staff, including:

- Appropriate technology:
 - o Robust, up-to-date, universal broadband infrastructure
 - o Affordable broadband internet service
 - o Developmentally appropriate internet-enabled devices
- Effective engagement in online learning:
 - o District-wide consistency in learning platforms
 - o Professional development for educational staff including social emotional learning, equity and social justice in online environments
 - o Leveraging community partnerships, especially those that serve marginalized communities
 - o Training and technical support for families and caregivers, that are accessible and delivered in a culturally competent context
 - o Consideration for personal privacy issues and adherence to data privacy laws
 - o Identification of and support for sharing of best practices among districts

Persuasive Statement from the Submitter

Even before COVID-19, there was a digital divide: over 280,000 children in Washington had no broadband at home, and over 117,000 had no computers. These students are less able to complete and submit assignments, conduct research, or video chat with peers or teachers.

The digital divide is widespread: 68% of districts report that at least some of their students had no access to broadband or smartphone data. Worse, double the percentage of Native American, Black, Latinx, rural or low-income students lack access to computers and broadband compared to their white, metropolitan, or middle-class peers. These groups already have lower academic outcomes based on test scores, dual-credit course enrollment, graduation rates, and college enrollment. With many school districts using distance learning, the lack of access to appropriate technology for these students further risks their opportunities for academic success.

Washington students require digital inclusion - intentional strategies and investments to eliminate the historical, institutional, and structural barriers to access and use technology.

This is a fundamental social justice goal, and as our Superintendent of Public Instruction has recognized: access to digital technology should be part of basic education for all.

To make distance learning safe and effective, districts must have the resources to address privacy concerns, share best practices, choose a single learning platform, provide training and support to students and families, and provide educators with training on adapting their content delivery and creating equitable and welcoming learning environments for each student. If our students can't be in buildings, they must still have meaningful, engaging and rigorous learning opportunities.

LEGISLATIVE PRINCIPLE FOR CONSIDERATION

There is one new proposed legislative principle for consideration. **Only the language in the shaded box can be amended.**

Proposed New Legislative Principle #1 (WSPTA Advocacy Committee Submission)

WSPTA Board of Directors' recommendation: Adopt

Category: Safe and Nurturing Environments for Children and Youth

WSPTA shall identify and initiate education and action on public policy that provides safe and supportive settings and climates for children and youth. The association shall support:

- Anti-bullying and anti-harassment
- Multi-cultural education
- Student and parent education regarding internet safety
- Media education
- Traffic and pedestrian safety
- Substance abuse prevention
- Safe and healthy schools, which reduce environmental hazards
- Consistent, age-appropriate, unstructured play opportunities
- Prevention of trafficking, sexual exploitation and abuse of minors
- Social Emotional Learning
- Integration of internet safety and electronic communications into school curriculums
- **Anti-racism, anti-discrimination, anti-oppression**

Persuasive Statement from the Submitter

Dehumanization of others because of their race, ethnicity, sex or gender identity, disability or socioeconomic status is a systemic problem in American society. This legislative principle contains hard words, and WSPTA takes the same approach by supporting anti-bullying and anti-harassment.

Oppression is defined as “unjust or cruel exercise of authority or power.” As 22-year-old college student Kennedy Mitchum wrote to Merriam-Webster’s editors, racism “is both prejudice combined with social and institutional power. It is a system of advantage based on skin color.” In the U.S. these inequalities, inequities and unjust actions disproportionately affect Black, Indigenous, Asian, Pacific Islander and other peoples of color. Discrimination is “the act, practice, or an instance of discriminating categorically rather than individually,” such as discrimination against Latinx peoples. The Revised Code of Washington contains the state’s “law against discrimination” (RCW 49.60).

Racism, discrimination, and oppression impact our children in education and life. Whether it’s inequitable access to distance learning or preventive or primary care, the school to prison pipeline, biased policing or centuries of systemic injustice, we must stop racism, discrimination and oppression. They have robbed people of their dignity, livelihoods, and lives. WSPTA advocates for every child with one voice. We can eradicate racism, discrimination, and oppression when we unite as a community. We need this principle as part of our permanent platform.

RESOLUTIONS FOR CONSIDERATION

There are eight new resolutions and one amended resolution for consideration. **Only the title and resolved clauses (in the shaded boxes) can be amended.** If a resolved clause of a resolution is amended, the resolutions committee shall edit the *whereas* clause(s) as necessary. The *whereas* clause(s) are not open for amendment. However, the resolutions committee has provided the *whereas* clauses as they would be amended to provide the delegates with additional information to inform their vote for the one amended resolution.

Provisos are provided when the action of the delegates might create another action to occur. For example, the adoption of a resolution may allow another resolution to be retired because those goals have been incorporated into the new resolution. All provisos are clearly marked throughout this guide.

Proposed New Resolution #1 (Member Submission)

WSPTA Board of Directors' recommendation: Adopt

Cultural Access Programs and Expanded Learning Opportunities

Whereas, Cultural Access Programs (CAPs), as defined by the Washington State Legislature will provide and develop equitable educational opportunities in arts, heritage, and science programs in the counties, cities, and municipalities where CAPs are approved; and

Whereas, CAPs increase public access through:

- Reduced or free admission to cultural and scientific educational organizations
- Creation of new or expanded programs for school districts, their students and families
- Increased cultural activities and employment in both rural and urban areas
- Sustaining organizations that provide regional cultural and heritage benefits for families, economies, and schools; and

Whereas, CAPs increase public school student access through:

- Expanded experiences at schools or on-site at cultural and scientific educational organizations
- Leveraged in-school education through curriculum-aligned scientific, heritage, and arts activities with each school district
- Funded access for every public school student to attend or participate in cultural and scientific learning opportunities, every year
- Focusing on schools in economically disadvantaged areas; and

Whereas, Expanded Learning Opportunities (ELOs) are activities offered to students before or after school, during school, during intersession breaks, and during summer. Such opportunities build skills through hands-on, experiential learning, and expand upon, but do not replicate, traditional learning that happens during the school day; and

Whereas, the Office of the Superintendent of Public Instruction's Expanded Learning Opportunities Council (ELOC) established that opportunity gaps (systemic inequity in education that structurally disadvantages certain demographics of students) consistently prevented Black, Indigenous, People of Color (BIPOC) students, students of lower-income status, and students with disabilities from closing academic achievement gaps (the persistent disparity in academic performance between students from different racial and economic backgrounds), and from developing academic and social competencies, preparing every student regardless of background for career, college, and life; and

Whereas, research shows that expanding a school’s CAP and ELO activities and access increases a number of benefits including improved writing scores, reduced disciplinary infractions, and increased compassion for peers and culturally and racially diverse communities; and

Whereas, CAPs and ELOs improve educational outcomes for all students, especially for historically underserved students or youth who have been marginalized by our education system, such as BIPOC students, students of diverse cultural or linguistic backgrounds, students of lower-income status, students of high mobility (e.g. homeless, foster care, migrant, incarcerated, and military families), and students with special needs.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils help to address opportunity and achievement gaps and improve outcomes for all students by advocating for school and community stakeholders to encourage, support, promote, and renew Cultural Access Programs (CAPs), and ensuring all students receive equitable access to Expanded Learning Opportunities (ELOs).

Persuasive Statement from the Submitter

K-12 students’ involvement in Cultural Access Programs (CAPs) and Expanded Learning Opportunities (ELOs) has shown to predict higher than average graduation rates, and improve students’ social and emotional learning, growth mindset, problem-solving skills, and resilience. Sadly, historically underserved students or youth who have been marginalized by our education system have lower participation in CAPs and ELOs, resulting in lower proficiency scores and graduation rates. CAPs and ELOs will address these inequities our students experience through collaboration between local communities, school districts, and local cultural sector educators and community-based organizations.

It is important that we increase Washington’s capacity to provide ELOs to all students, but first and foremost, to provide expanded learning to historically underserved students. Equitably providing ELOs will close opportunity gaps and allow students to develop academic and social competencies, preparing every student—regardless of background— for career, college, and life.

Educational achievement gaps are products of opportunity gaps, and those achievement gaps will continue as long as CAPs and ELOs’ educational opportunities are inequitably distributed. Washington’s CAPs and ELOs will improve educational outcomes and help create a more equitable education for our students. They will grow the economy and quality of life in the counties and communities where they are approved and created. They attract social and economic diversity, promote creative problem solving, growth mindsets, and collaboration amongst their participants. All students deserve access to expanded learning opportunities!

Proposed New Resolution #2 (Member Submission)

School Nutrition, Breakfast and Lunch Policies

Whereas, nutrition is a cornerstone to the health, well-being, development, and academic achievement of children and youth; and

Whereas, children and youth facing food insecurity are at increased risk of falling behind their peers academically and socially; food insecurity is linked to lower reading and mathematics test scores and increased behavioral issues; and

Whereas, children in Washington state that participate in the Breakfast after the Bell program experience reduced disruptive behavior, reduced instances of absence and tardies, and increased academic achievement; and

Whereas, the need to promote healthy eating habits and food choices has intensified with the national epidemic of obesity, and consumption of nutrient-dense foods correlates with the amount of time children and youth have to eat; and

Whereas, the Centers for Disease Control and Prevention and the United States Department of Agriculture recommend that schools ensure sufficient time for students to receive and consume a meal, with at least ten minutes for eating breakfast and twenty minutes for eating lunch after being seated; and

Whereas, scheduling recess before lunch and promoting a positive school lunch environment lead to increased healthy food choices and consumption, and decreased food waste and discipline referrals; and

Whereas, Washington state law, known as the Hunger-Free Students' Bill of Rights, says, "School personnel, school district personnel, and volunteers are prohibited from taking any action that would publicly identify a student who cannot pay for a school meal or for meals previously served to the student, including requiring the student to wear an identifying marker or serving the student an alternative meal." and should apply to all students.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will advocate for policies at all levels regarding school nutrition and lunch policies to:

- expand equitable access to school meals, including Breakfast After the Bell
- include measurable goals and standards regarding child nutrition to include an emphasis in meeting or exceeding the national time standard of 20 seated lunch minutes and implementation of recess before lunch for elementary students; and be it further

Resolved, that Washington State PTA and its local PTAs and councils:

- advocate for the high-nutritional quality of meals served and other food available in schools (such as vending machines, student stores, student fundraising projects, and classroom snacks), in order to ensure the best nutrition for our state's children and youth, and foster good habits that will contribute to a lifetime of good nutrition
- encourage meal providers to review meals in consultation with a nutrition professional, and stakeholders for feasibility of school to farm and/or organic ingredient meal planning
- encourage development of nutritionally complete and palatable components that include whole grains and fresh fruits and vegetables as well as limit the use of excessive additives and preservatives; and be it further

Resolved, that Washington State PTA and its local PTAs and councils work with districts and school staff to develop best practices for:

- mealtime hygiene and nutrition habits
- respectful and supportive mealtime environments, including the elimination of silent lunch periods
- a minimum of the national standard of 20 seated lunch minutes - in addition to the time required for the acquisition of meals; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for the removal of meal debt policies that shame or humiliate students—or prevent children from receiving and consuming a full meal equivalent to their peers.

Persuasive Statement from the Submitter

Schools play a critical role in establishing healthy dietary behaviors in students. Proper nutrition and healthy eating habits are a cornerstone to a child’s growth, development, and learning.

The current regulation, "Time for Meals" (WAC 392-157-125), does not specify a minimum minute count for school lunch. Recent performance audit results of 31 schools found nearly all lacked a minimum of 20 minutes seated lunch time. Guidelines from the CDC, USDA, and University of Washington indicate providing at least 20 minutes of seated mealtime increases consumption of fruits and vegetables, decreases food waste, reduces student discipline referrals, and increases student academic performance.

For many Washington students, meals at school are their only food for the day. Breakfast After the Bell and consistent, thoughtful, lunchroom policies provide vital nutrition for some of our most vulnerable youth. Without adequate time to enjoy a complete and balanced meal, they are prevented from reaching their full potential. Our students cannot afford to wait any longer for nutrition protections as they age through their growth spurt years.

The CDC report “School Health Guidelines” concluded the childhood obesity epidemic and increased chronic diseases associated with poor dietary habits and physical inactivity are unlikely to reverse without a strong contribution from schools.

WSPTA, the oldest and largest grassroots children’s advocacy association in Washington state, aims to improve the quality of our children’s health, welfare, safety, and education. WSPTA should support a research-based healthy lunch period for all students.

PROVISO TO PROPOSED NEW RESOLUTION #2

If delegates at legislative assembly adopt this new resolution, the following resolutions would be retired:
11.19 [School Nutrition](#)

Proposed New Resolution #3 (Member Submission)

WSPTA Board of Directors' recommendation: Adopt

Equitable Access to Recess, Play, Unstructured Time, and Physical Activity

Whereas, according to the Centers for Disease Control and Prevention (CDC), all children and youth ages 6-17, regardless of ability, should engage in at least 60 minutes of moderate to vigorous physical activity each day, and because children and youth spend a large portion of their awake hours at school, and for many students, school is their only opportunity for physical activity; and

Whereas, schools in lower-income neighborhoods and those serving a higher percentage of students of color often schedule significantly less recess than schools in affluent and often white neighborhoods; and

Whereas, elementary school children who have more recess time have been found to have better classroom behavior, and OSPI states that recess should not be viewed as a reward, but as a necessary educational support component for all children; and

Whereas, physical fitness and engagement in physical activity are associated with greater academic achievement and cognitive functioning, and increased physical activity during the school day does not adversely affect student academic achievement; and

Whereas, research on the neuroscience of learning suggests that students of all ages need brain breaks, physical activity, creative movement and unstructured time; benefits include improved mood, conflict resolution, enhanced problem-solving, creative thinking and memory; and

Whereas, recess provides unstructured play opportunities that allow children to engage in moderate to vigorous physical activity and should not replace physical education classes that provide sequential instruction to enhance the development of motor skills, movement concepts, and physical fitness; and

Whereas, more than 30 minutes of recess per day (and ideally more than 45 minutes) provides the most benefit, and longer recess periods (more than 20 minutes in one period) have increased benefits over shorter recess periods; and

Whereas, middle and high school students also benefit from unstructured breaks and physical activity, and teenagers who engage in more physical activity have better physical and mental health and are more likely to have an active lifestyle in adulthood; and

Whereas, although schools are required to comply with the accessibility requirements of the Americans with Disabilities Act (ADA) and provide appropriate physical education and physical activity opportunities for students with disabilities, the CDC reports that only 24% of children and adolescents with disabilities are meeting the recommended time for daily physical activity.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils advocate for equitable access to adequate recess for elementary school students and unstructured physical activity and creative movement throughout the school day for all K-12 students, especially for students of color, students from low-income households, and students with disabilities; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for legislation and policies that provide:

- each elementary student each day - at least one period of recess for a minimum of 30 minutes (45 minutes recommended), or a minimum of five minutes per hour of daily instruction
- each middle and high school student each day - at least one unstructured break in addition to the lunch period; and be it further

Resolved, that Washington State PTA and its local PTAs and councils oppose the practice of the denial of school recess as a disciplinary measure or for additional instruction time and recommend that the practice be abolished; and be it further

Resolved, that Washington State PTA and its local PTAs and councils strongly recommend that school districts provide ADA-compliant new and replacement playgrounds, develop and implement inclusive policies for school recess that include unstructured outdoor play suitable for students with disabilities and unstructured alternative play for inclement weather days, educate students on safe playground rules, and ensure the safety of ADA-compliant playgrounds, by providing staff training and ensuring an adequate adult to student ratio.

Persuasive Statement from the Submitter

Extensive research over decades has demonstrated that recess, physical activity, and unstructured free time are essential to the physical, emotional, and social health of children and youth. Yet in Washington state, recess, a great opportunity for physical activity and unstructured play, is being diminished and deprioritized, often disproportionately affecting students of color, low-income students, and students with disabilities. Many other states and countries have already recognized that the benefits of more recess are irrefutable and have created policies and programs that make recess and physical activity a priority in schools.

The American Academy of Pediatrics states that time previously dedicated to recess has been reallocated toward academics: “Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it. Recess is unique from, and a complement to, physical education – not a substitute for it...it should not be withheld for punitive or academic reasons.”

In the years following the COVID-19 pandemic, the importance of recess, physical activity and unstructured time will be more profound than ever before as schools play a large role in healing students from the trauma of the pandemic. WSPTA should support legislation on minimum recess requirements for elementary schools and policies that protect and advocate for physical activity and unstructured time for all K-12 students.

PROVISO TO PROPOSED NEW RESOLUTION #3

If delegates at legislative assembly adopt this new resolution, the following resolutions would be retired:
11.27 [Best Practices – Recess and Physical Activity](#)

Proposed New Resolution #4 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt

Social Emotional Learning and Student Success

Whereas, Washington state has adopted Social Emotional Learning (SEL) standards, and SEL is broadly understood as a process through which individuals build awareness and skills in managing emotions, set goals, establish relationships, and make responsible decisions that support success in school and in life; and

Whereas, the relationship between positive school climates and social and emotional learning is interactive and reciprocally beneficial, and creates the conditions for safety, respect, engagement, and relational trust at school and in school policies (including disciplinary policies), norms, physical environment and partnerships with families and the community; and

Whereas, Washington state SEL guidelines affirm the following essential elements:

- Supportive Conditions - Create the conditions to support student SEL, maintain a positive school climate and culture, and infuse SEL into school policies and practices inside and outside of the classroom
- Collaboration - Work with the full school community from the outset of planning, through implementation and review; include families, students, youth-serving organizations, educators, and professionals who play critical roles in the life of a school (e.g., school counselors, social workers, and psychologists)
- Adult Capacity - Build capacity and readiness to engage social emotional skills to support and relate with all students, to identify and counter bias, and to create learning environments in which students feel safe enough to stretch their learning; and

Whereas, Washington state SEL is shaped by a commitment to the following four guiding principles:

- Equity: Each child receives what they need to develop their potential
- Culturally responsive: Culture is viewed as a resource for learning, not a barrier
- Universal design: Learning differences are planned for and accommodated
- Trauma-informed: Knowledge of the effects of trauma is integrated into policy and practice; and

Whereas, SEL competencies are necessary for success in academic learning and are associated with increased academic achievement, higher income, better health, and social engagement; and

Whereas, as social and emotional competencies develop, indicators of various health and student success have been shown to improve, such as:

- An increase in regular student attendance and academic achievement
- A decrease in overall behavior referrals in schools
- An increase in student resilience
- An increase in teacher/educator well-being and job satisfaction
- A workforce that meets the needs of employers.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils advocate for school district implementation of Washington SEL standards in schools that are:

- Trauma-informed and healing centered
- Culturally responsive
- Incorporates the principles of equity and universal design; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for legislation, policies, and school district initiatives that facilitate collaboration between educators, students, families, and community members at every stage of SEL implementation and ensure that the voice, cultural background, and assets of all stakeholders are recognized and valued; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for legislation, policies, and school district initiatives that build adult capacity to develop their own and their students' SEL competencies through teacher preparation programs, in-service teacher and administrator preparation and professional development, family and community engagement, as well as the capacity to implement school-wide SEL in an evidence-based cycle of continuous improvement; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for legislation, policies, and school district initiatives to ensure staffing levels that meet the social, emotional and academic needs of all students including but not limited to: psychologists, counselors, family and community engagement coordinators, social workers, speech-language pathologist, behavior specialists and nurses..

Persuasive Statement from the Submitter

Decades of research shows that prioritizing SEL in schools is good for students. SEL competencies are associated with improved academic achievement, better health, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. While SEL benefits all students, it's particularly valuable for students who face challenges due to trauma and adversity. Teachers with well-developed SEL competencies cope with the stress of teaching better and experience lower levels of burnout. In a 2018 study, 81% of parents stated SEL is just as important as academic learning. WSPTA members have prioritized SEL by voting it their top legislative priority for the past four years.

SEL is not a trend; it is an evidence-based approach that recognizes the process of learning is inherently social and emotional, and that emotions and relationships directly affect how students learn and how they apply that learning contextually.

Studies have shown that investing in SEL pays off. A 2015 review from Columbia University found the average return on investment for six evidence based SEL programs is 11 to 1, meaning for every dollar invested, there is an \$11 return.

Students have experienced major disruptions to their education and daily lives, and many have faced significant trauma and adversity. Teaching students to understand and regulate their emotions, express empathy toward others, and build positive relationships can help them cope with stress so they can focus on learning, and it can create school cultures where all students feel cared about, safe, seen, and valued.

Proposed New Resolution #5 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt

Restorative Justice and Improving Student Outcomes

Whereas, Civil Rights Data Collection reports show that students with disabilities and students of color continue to be disproportionately overrepresented in suspension rates at the national level; and a study by the U.S. Government Accountability Office found that discipline disparities for Black students, boys, and students with disabilities continue to be widespread and persistent, irrespective of the type of discipline action or school and the level of poverty at the school; and

Whereas, evidence points to the prevalent use of punitive and zero-tolerance policies as contributing to increased levels of exclusionary discipline and racial disparities, even while failing to improve school learning environments or reduce overall student misbehaviors and producing collateral consequences that negatively impact all students; and

Whereas, every absence is a learning opportunity lost and can have long-term impacts on student success in school. Recent state data shows disproportionate rates of student discipline and exclusion related to race, income, and special need; and

Whereas, in the context of the school system, restorative justice is a set of promising evidenced-based practices that includes preventative as well as responsive strategies to create opportunities for social emotional learning, foster a school-wide culture of relationship-based accountability, and provide alternatives to exclusionary discipline practices, and research indicates that restorative justice practices are most effective when embedded within a school-wide philosophy and approach; and

Whereas, the goals of a restorative approach in schools are accountability, community safety, and competency development; and

Whereas, the three pillars of restorative justice require that we address harms and needs, hold people who harm accountable, and require an obligation to address the harm; and restorative justice programs involve all aspects of the community: students, schools, and the community of parents, guardians and social-emotional support systems; and

Whereas, community-based restorative justice efforts are largely focused on the goal of providing alternative approaches to practices that perpetuate injustices within existing power structures, and eliminating the school-to-prison pipeline seen in incarceration and exclusionary discipline rates; and

Whereas, common outcomes associated with restorative justice initiatives primarily include reductions in suspensions, expulsions, and discipline referrals; additionally include reduction in law enforcement involvement, improved social skills and school engagement; and hold the potential for improving student-teacher relationships, creating positive school climates, and reducing racial disparities in school discipline practices.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will advocate to replace exclusionary discipline and language whenever possible with evidence-based, developmentally appropriate, and culturally responsive behavior best practices and promising strategies such as:

- restorative justice
- multi-tiered systems of support (MTSS) and behavioral frameworks
- positive behavioral interventions and supports (PBIS)
- de-escalation techniques, ongoing training, and follow-up services
- social emotional learning (SEL) instruction
- trauma-informed practices and healing-centered engagement
- professional development on unconscious/implicit bias, cultural competence, social emotional learning, and school-to-prison pipeline impacts of disparities in discipline for educators and administrators, including academic and disciplinary intervention staff; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will support restorative justice initiatives that encourage school leaders to create buy-in by involving students, families, community members, and staff to:

- co-create restorative justice pilots, initiatives, practices, and implementation
- identify specific behaviors represented in exclusionary discipline data that can alternatively be referred to restorative justice practices
- integrate restorative justice language into district discipline policies, office referral policies, and classroom instruction to encourage the systemic adoption of restorative practices
- develop a district-wide restorative justice training program that can support consistent and frequent ongoing training for all staff
- integrate student voice in school-wide implementation
- partner with local law enforcement and juvenile courts to integrate restorative justice into diversion processes; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for consistent statewide collaborative partnerships between trained juvenile justice decision makers, educators and other stakeholders to reduce risk of involvement in the criminal justice system while also increasing student engagement in schools.

Persuasive Statement from the Submitter

As reported by the American Psychological Association, zero tolerance and accompanying suspensions “appear to predict higher future rates of misbehavior and suspension among those students who are suspended.” The impact of such exclusionary methods has revealed startling disparities along lines of race, gender, and disability status. For example, Black students are 3.8 times more likely to be suspended and expelled than white students.

Endorsed by both the U.S. Department of Education and the U.S. Department of Justice, restorative practices are a promising method for reversing these trends. In *Restorative Justice in U.S. Schools: A Research Review* (February 2016), Trevor Fronius and colleagues report on their literature review of 89 reports and studies on U.S. school Restorative Justice programs. They found strong correlations between implementation and decreased exclusionary discipline, harmful behavior, absenteeism, and truancy despite the methodological difficulties, shortcoming, and inconsistencies in much of the research.

When schools promote a non-punitive mindset amongst adults and have an effective alternative to exclusion that addresses the root causes of harmful behavior and teaches social emotional skills, incidents of harm and suspension numbers both drop, and along with it the racial disparities in discipline data. In addition, restorative practices build relationships and a sense of connectedness or belonging, which leads to improved performance, attendance, healthy lifestyle choices, resilience, self-esteem amongst youth and adults.

Proposed New Resolution #6 (WSPTA Resolutions Committee and Seattle Council PTSA Submission)

WSPTA Board of Directors' recommendation: Adopt

Dismantling Institutional and Systemic Racism

Whereas, systemic racism and historical dehumanization of Black, Indigenous, and People of Color (BIPOC) communities is deeply embedded in every aspect of our society, including government, healthcare, our economy, housing, legal and justice systems, and our schools; and

Whereas, in 1970, the National Congress of Parents and Teachers and the National Congress of Colored Parents and Teachers came together as one association, because they understood the power of unity in our efforts; and

Whereas, Washington State PTA recognizes and acknowledges that all children are affected by the wrongful deaths of George Floyd, Ahmaud Arbery, and Breonna Taylor, and too many others to name throughout history, and that we must know and honor their legacies. Washington State PTA's vision is that every child's potential becomes a reality, which can only happen in a just society that places equal value on every person's well-being, education, and safety. Every child means just that, every child; and

Whereas, National PTA "stands firmly against racism in all forms and the culture of oppression that permeates the United States" and "views the systemic harm, abuse and attack on individuals and communities of color and other marginalized groups in the United States reprehensible and as civil rights violations"; and

Whereas, PTA recognizes that it can either be a racist or anti-racist association, as there is no neutral space, and therefore must be committed to dismantling the systemic and institutionalized racism faced by BIPOC students and families and increasing authentic engagement with BIPOC families; and

Whereas, students benefit from educational environments, curricula, and instruction which truly honor and reflect their histories, cultures, experiences, and identities; and

Whereas, according to the U.S. Department of Education's Office of Civil Rights, racial disparities persist in our education system: BIPOC youth have disproportionately lower access to preschool, higher rates of suspension from preschool onward, and limited access to advanced classes and college counselors compared to their white counterparts; and

Whereas, the Educational Opportunity Gap Oversight and Accountability Committee states "gaps are not due to our students' and families' failures, but rather the failed responsibility of our system"; and Washington state report card data shows disparate outcomes for BIPOC students in kindergarten

readiness, meeting math, science, and English language arts standards, dual credit course completion, and graduation rates; and

Whereas, Washington state report card data also shows disparate outcomes by race in the percent of students who are excluded in response to a behavioral violation, as well as in the length of time students are excluded for out-of-school exclusionary discipline actions in schools; and

Whereas, Washington state enrollment data shows a large racial gap in the classroom between student and classroom teacher demographics; and evidence supports that having BIPOC teachers and educational leadership have positive effects on BIPOC students, including boosting overall academic performance, improving reading and math test scores, improving graduation rates, increasing aspirations to attend college, and reducing the number of absences

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils commit to being anti-racist and look within to end practices that adversely affect our BIPOC students, families, and communities by:

- Practicing anti-racism, equity, and inclusion in all decision-making; dismantling discriminatory practices and systems; and individually and collectively recognizing and addressing unconscious bias, belief gaps, and prejudice in our leadership, governing structure, and local PTA and member support
- Prioritizing and partnering with BIPOC consultants and compensating them for their intellectual capital, time, and expertise
- Conducting training and providing resources regarding anti-racism, equity, inclusion, and unconscious bias at all levels of PTA
- Conducting anti-racism and equity audits to review association policies and practices to remove implicit or explicit bias, institutional racism, and discrimination
- Actively recruiting, sharing power, and promoting full participation and authentic engagement of BIPOC families in PTA membership and leadership
- Promoting language access by providing printed and/or digital PTA resources translated in multiple languages; and removing language barriers during meetings (online and in person) and with other oral communication practices
- Creating safe, welcoming, and healing-centered opportunities and environments for courageous conversations and listening sessions with historically marginalized BIPOC families as part of educating ourselves on their histories, cultures, experiences, and identities
- Creating partnerships with BIPOC community organizations, who have trusted relationships with families within our school community, to work with and among PTAs
- Creating and sustaining anti-racism, equity, and inclusion committees; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will collaborate with all district and school staff to end institutional and systemic racism in our schools by prioritizing, implementing, supporting, and sustaining:

- Meaningful and ongoing anti-racist and anti-bias training, including professional development on social emotional learning and healing-centered engagement, for all educators and staff; as well as anti-racist and anti-bias pre-teacher training.

- Explicitly anti-racist curricula, teaching practices, and school library materials that honor the histories, cultures, traditions, identities, and perspectives of BIPOC communities, including ethnic studies content and pedagogy that is student-centered and offers counter narratives to current, Eurocentric curricula
- Anti-racist school district policies, including but not limited to, support of BIPOC student activism and leadership, culturally responsible school building names and mascots, and anti-racism, equity, and inclusion committees
- Recruitment and retention of, and removal of barriers for, BIPOC educators, administrators, and school board members
- School cultures that honor, respect, reflect, and are welcoming to BIPOC students and staff
- Language access by providing printed and digital materials for families translated in multiple languages; and removing language barriers during school and district meetings (online and in person) and with other oral communication practices
- Partnerships with trusted community organizations that work with BIPOC students and families
- Accurate identification of and services and resources for BIPOC students and families that also receive or should receive, special education services
- Authentic student assessment metrics that honor the brilliance of BIPOC students; eliminate potential assessment barriers, biases, and discriminatory practices
- Education and engagement for BIPOC students and families that remove barriers to early learning programs and post-secondary education and pathways; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate at all levels to:

- Identify and dismantle unjust and discriminatory student disciplinary and zero-tolerance policies that perpetuate generational trauma and the school-to-prison pipeline
- Require comprehensive guidelines and anti-racist and anti-bias training for all school staff about when it is, or is not, appropriate to involve law enforcement or child protective services, and about the use of force by school resource officers, other law enforcement officers, security personnel, and staff; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for anti-racist legislation and policies to end systemic and institutional racism, including but not limited to:

- Addressing funding and resource inequities to ensure allocations and supports reflect the needs of BIPOC and other underserved communities.
- Ensuring equity, eliminating discrimination, and combating racism in our government, public health, healthcare, economy, housing, legal and justice systems, and schools.

Persuasive Statement from the Submitter

Systemic racism and historical dehumanization of BIPOC communities is deeply embedded in every aspect of our society.

In July, National PTA adopted a position statement “Say Their Names: Addressing Institutional or Systemic Racism” that states our association stands firmly against racism in all forms and the culture of oppression that permeates the United States. Further, it states our association views the systemic harm,

abuse and attack on individuals and communities of color and other marginalized groups in the United States as reprehensible and as civil rights violations.

In 1970, the National Congress of Parents and Teachers and the National Congress of Colored Parents and Teachers came together as one association because they understood the power of unity in our efforts. In the spirit of that unity, let us come together at all levels—national, state, and local—to examine our policies, procedures and programs and eliminate any practices that disenfranchise or discriminate against BIPOC students and families. We must look within ourselves and also call upon all other institutions to do the same if we are to end the practices that so adversely affect our children and youth.

PTA believes that it is our duty to disrupt the systems that propagate institutional racism. We are calling upon you, our PTA members and leaders, to listen, educate and advocate to demand meaningful change to end institutional and systemic racism. Our efforts must be intentional, purposeful, and relentless until every community and individual enjoys the freedoms guaranteed to everyone within our borders.

Proposed New Resolution #7 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt

Improving Access and Outcomes in Special Education

Whereas, the U.S. Supreme Court in 2017 in a unanimous opinion (hereinafter “Endrew F.”) ruled the legal standard for measuring progress for students with disabilities must be “markedly more. . . than de minimis progress from year to year;” and

Whereas, the U.S. Supreme Court in Endrew F. stated federal law governing special education requires that “every child should have the chance to meet challenging objectives;” and ruled that special education programs must be “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances;” 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, significant and persistent gaps remain between the achievement of students with disabilities and students without disabilities, such as high school graduation rates and post K-12 access to secondary education, training, or job placement, which remain tragically low; and

Whereas, when compared to other states, Washington state’s rates of inclusion and high school graduation rates across categories and/or groupings of disabilities (i.e., mild to moderate to severe) rank near the bottom of the country; and

Whereas, students with disabilities in Washington state continue to experience uneven and inequitable access to enriching extracurricular activities and learning opportunities that are a necessary component of every child’s education; and

Whereas, people with disabilities have significantly lower rates of employment and educational attainment than their non-disabled peers, and, as a result, also experience higher rates of poverty; and

Whereas, there is a crucial relationship between teacher expectations of students with disabilities and higher levels of achievement, and students with intellectual disabilities educated in general education settings have been found to score higher on literacy measures than students educated in segregated settings; and

Whereas, upholding high expectations for all students and promoting cooperative relationships between students of all abilities can reduce the high incidence of stigmatization, and students, in turn, benefit by forming positive relationships and friendships.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils urge all stakeholders in the educational system – teachers (both general and special education), paraeducators, staff, families, administrators, school board directors and members of the community to:

- have and maintain high expectations for students with disabilities with regards to academics, extra-curricular activities, and overall school participation
- create an environment that ensures families of students with disabilities are equal partners in education decision-making
- provide families of students with disabilities information and opportunities for meaningful engagement and participation in their child’s education
- publish consistent data on outcomes for students with disabilities that is accessible to all; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate with all communities to:

- ensure students with disabilities are educated in the Least Restrictive Environment with appropriate supports alongside their typically developing peers
- include students with disabilities in all school-based and school-directed activities
- promote cooperative relationships between students of all abilities through experiences such as peer mentoring, collaborative problem solving, and cooperative working groups, as well as through more casual or unstructured interactions
- support expansion of school-to-work programs such as apprenticeships; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for preservice learning for teachers in training and ongoing professional development for all educators regarding adapting instruction and providing accommodations and modifications to meet the needs of students with disabilities in all settings; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate with all communities for the development of a comprehensive statewide technical assistance system and the implementation of best practices in meeting the needs of diverse learners through such practices as inclusion, Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and any other similar instructional practices to support Core Content instruction, as well as access to

accommodations including assistive technology for students with disabilities, so that they may reach their highest potential.

Persuasive Statement from the Submitter

People with disabilities are ready. They are ready to learn, work, grow, thrive, and lead productive, meaningful lives, just like people without disabilities. But in Washington state we continue to lag behind the nation in basic measures of well-being for people with disabilities:

- Thirty-five percent of Washington’s 147,000 students receiving special education services drop out of high school, a rate among the highest of the 40 states studied in research conducted by the National Center for Learning Disabilities.
- No matter the type of disability, Washington state has some of the lowest rates of inclusion of students with disabilities in general education classrooms in the nation.
- Washingtonians with disabilities experience high rates of poverty relative to people without disabilities. Poverty rates are at their highest during the working years of people with disabilities.

By adopting this resolution, Washington State PTA will formally commit to a systematic cultural shift with the goals of improving education outcomes, preparing for access to meaningful employment, and enhancing community-based opportunities for persons with disabilities.

The aims of this resolution can be accomplished through a variety of means, including better training for teachers and staff, improved access to core curriculum, consistent use of best practices in school and work-based learning, including mentoring and collaborative learning, and expansion of school-to-work programs such as apprenticeships, and consistent publication of data on outcomes for students with disabilities that is accessible to all.

PROVISO TO PROPOSED NEW RESOLUTION #7

If delegates at legislative assembly adopt this new resolution, the following resolutions would be retired: 18.27 [No Child Left Behind and the 1%](#), 18.30 [Access to General Education for Students with Disabilities](#), 18.35 [Improving Outcomes in Special Education](#)

Proposed New Resolution #8 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors’ recommendation: Adopt

Supporting K-12 Career and Technical Education

Whereas, Washington State PTA has a long history of supporting Career and Technical education (CTE). Today’s high-wage jobs require education and training beyond high school and many employers in Washington are unable to find qualified in-state employees. State projections include about 150,000 job openings per year with almost three fourths requiring a credential beyond high school; and

Whereas, CTE includes locally based middle and high school programs that provide 21st century, academic and technical skills for all students. High school students involved in CTE are more engaged, graduate at higher rates and typically go on to postsecondary education. The average high school

graduation rate for students concentrating in CTE programs is 95%, compared to an average national freshman graduation rate of 85%; and

Whereas, the Washington state CTE program definition and funding are based on grades 7-12, missing the critical opportunity for incoming 6th graders to experience CTE classes as they establish their middle/junior high school schedules; and

Whereas, current Washington state graduation requirements (HB1599) require a minimum of one CTE class for graduation and also include a CTE graduation pathway option: completing 2 or more classes that are an approved CTE sequence, industry recognized certificate, or a Core Plus program; and

Whereas, CTE dual-credit classes allow students to earn tuition-free college credits as well as high school credits required for graduation, thereby increasing the rate of students advancing to post-secondary education. In fact, 91% of high school graduates who earned 2-3 CTE credits enrolled in college compared to the average rate of all high school graduates enrolling in college 80%; and

Whereas, nationally and in Washington state, CTE classes introduce students to family-wage job opportunities in high-growth industries. STEM, healthcare, infrastructure, energy and manufacturing all report growth opportunities and shortages in the workforce; and

Whereas, Skills Centers, which are regional secondary schools, serve high school students from multiple schools or districts with specialized and concentrated CTE experiences. Currently there are 14 skill centers in Washington state, but more are planned to increase opportunities for all students in Washington state; and

Whereas, CTE incorporates both school-based and work-based learning business partnerships, which are key to successful programs. Work-based programs can provide student benefits including both a paid stipend and high school credits, but can be cumbersome to administer and discourages business participation; and

Whereas, Washington state has eight recognized Career and Technical Student Organizations (CTSOs) such as DECA, FLA, FBLA, etc. Students who participate in CTSOs in high school demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy and employability skills than other students. However, many clubs and students struggle financially to cover dress requirements, travel, applications, and other expenses, thereby excluding them from these proven, positive opportunities; and

Whereas, OSPI reporting for CTE Concentrations (2 or more CTE classes) shows disproportionate, low enrollment of some demographic groups, including American Indian/Alaska Native, limited English and special education students. It is also imperative that all students are given equal access to CTE concentrations and all graduation pathways.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils shall support policies and programs that increase the awareness among parents, guardians, students, counselors and other educators on the benefits and graduation requirements of K-12 Career and Technical Education (CTE), with an intentional focus to include students with disabilities, students of color and those in the opportunity and achievement gaps; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall advocate for expanding the Washington state definition of CTE education from grades 7-12 to grades 6-12, to increase the awareness and class choices when students transition from elementary to middle/junior high schools; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support expanding funding and student access to:

- CTE Skills Centers, CTE dual-credit, and Certificate-earning courses statewide
- Career and Technical Student Organization (CTSOs) to help offset the financial burdens associated with CTOSs to compete in-state and nationally-recognized opportunities, especially among underserved communities; and be it further

Resolved, that Washington State PTA and its local PTAs and councils encourage improving systems and removing logistical barriers for the business communities to offer more student work-based learning opportunities.

Persuasive Statement from the Submitter

CTE is now part of the high school and beyond plan, one CTE class is required for graduation and an approved CTE sequence or program is now a valid graduation pathway.

Yet school counselors, parents and students often undervalue the benefits of CTE courses. Programs to expand the awareness about CTE courses and pathways must be expanded so all students can benefit.

Opportunities to take CTE courses even start in middle school but leave out 6th graders. There should be more awareness of CTE courses and the benefits of taking them, and the opportunity needs to be expanded to students in 6th grade.

We need to remove the barriers to participation in these programs – expand the regional skills centers, support districts in expansion of CTE dual credit courses, lower the financial burden for students to participate in Career and Technical Student Organizations, and make it easier for the business community to offer more student work-based learning opportunities.

So, while much progress has been made in to help students realize a career opportunity – there’s still more work to be done. Let’s adopt this resolution for the needs of 21st century learners.

PROVISO TO PROPOSED NEW RESOLUTION #8

If delegates at legislative assembly adopt this new resolution, the following resolutions would be retired:
18.21 [Career and Technical Education](#)

Proposed Amendment of Existing Resolution #9 (Member Submission)

WSPTA Board of Directors’ recommendation: Adopt

11.28 Mitigating the Health Effects of Climate Change [*Resolution passed 2018*]

Whereas, a primary focus of PTA is the health and well-being of every child; and

Whereas, Washington State PTA has resolutions addressing the causes of and reducing the effects of external pollutants for asthma, health care for all children **and youth**, mitigating environmental hazards, and increasing access to mental health; and legislative principles that support increased access to health care for children and youth, mental health parity, school nutrition, and effective prevention and intervention programs; and

Whereas, multiple national and international agencies have published scientific research on adverse health effects of climate change **on children (dehydration; heat exhaustion, cramps or stroke; trauma from extreme weather like floods, fire or storms; increased lung disease and illness from infectious diseases; malnutrition)**, including **the American Academy of Pediatrics (AAP)**, the National Institutes of Health (NIH), Centers for Disease Control and Prevention (CDC), World Health Organization (WHO), National Institute of Environmental Health Sciences (NIEHS), and the U.S. Global Change Research Program; and

Whereas, NIH research shows that climate change increases airborne allergens and pollution; affects the ecology and temperature of a region, resulting in increased disease vectors such as mosquitoes, ticks, and flies; may be associated with staple food shortages, malnutrition, and food contamination; affects changes in coastal ecosystem health that could increase the incidence of water contamination with harmful pathogens and chemicals; and

Whereas, the NIEHS reports that, "strategies for mitigating and adapting to climate change can prevent illness and death in people now, while also protecting the environment and health of future generations;" and

Whereas, the WHO reports that, "Today, humankind's activities are altering the world's climate. We are increasing the atmospheric concentration of energy-trapping gases, thereby amplifying the natural 'greenhouse effect' that makes the Earth habitable. These greenhouse gases (GHGs) comprise, principally, carbon dioxide (mostly from fossil fuel combustion and forest burning), plus other heat-trapping gases such as methane (from irrigated agriculture, animal husbandry, and oil extraction), nitrous oxide and various human-made halocarbons;" and

Whereas, the WHO concludes that, "Unprecedentedly, today the world population is encountering unfamiliar human-induced changes in the lower and middle atmospheres and worldwide depletion of various other natural systems (e.g., soil fertility, aquifers, ocean fisheries, and biodiversity in general). Beyond the early recognition that such changes would affect economic activities, infrastructure, and managed ecosystems, there is now recognition that global climate change poses risks to human population health"; and

Whereas, the global urgency to address climate change increased when the Intergovernmental Panel on Climate Change concluded that at the current rate of warming, the global warming will reach 1.5°C between 2030 and 2052, that any risks due to climate change will increase further with a 2°C change, and that the national mitigation goals of the Paris Agreement won't limit global warming to 1.5°C; and

Whereas, uncoordinated and incomprehensive government actions in Washington state addressed greenhouse gas emissions (GHGE) and climate change, with the state of Washington enacting legislation to reduce anthropogenic (manmade) GHGE specifically for state agencies to 95% below 1990 levels and achieve net zero GHGE, and the King County Council, updated its Strategic Climate

Action Plan (SCAP) for cities to voluntarily adapt and reduce regional GHGE and prepare for climate change impacts, especially in communities severely impacted by climate change; and

Whereas, National PTA has had a position statement on Environmental Health, Remediation, Sustainability and Climate Change since 2003, recognizing “the scientific consensus surrounding climate change and the impact of human activities. Children represent a particularly vulnerable group already suffering disproportionately from both direct and indirect adverse health effects of anthropogenic global warming” and that “PTA members have a responsibility to promote environmental health and safety, and to help protect our world’s finite natural resources.”

Therefore, be it

Resolved, that Washington State PTA **and its local PTAs and councils urge** urges national, state and local policymakers **to acknowledge that climate change is a health crisis that disproportionately and adversely impacts children and youth, and** to adopt and enforce legislation that enables people to adapt to climate change and mitigates the effects of climate change, and that uses market forces, incentives, and regulations **to sequester carbon and reduce CO2 and GHGEs** with the goal of slowing, halting, and reversing climate change; and be it further

Resolved, that Washington State PTA encourages and calls for members, policymakers in government, inter-governmental bodies and non-governmental, school and community organizations to raise awareness and advocate for increased research to reduce and mitigate adverse health effects resulting from climate change; and be it further

Resolved, that Washington State PTA promotes utilization of the existing K-12 Integrated Environmental and Sustainability Education Learning Standards, including educating students on climate and energy literacy and human sustainability; and educates its members on how to calculate their carbon footprint, ways they can reduce their carbon footprint, such as green and clean energy changes they can make in their lives; and be it further

Resolved, that the Washington State PTA and its local PTAs and councils **encourage urge** policymakers to take action to make schools and communities more energy-efficient, including the use of renewable, sustainable energy and technologies, **to provide funding and technical assistance to jurisdictions to develop, adopt and implement Strategic Climate Action Plans (SCAP) that focus on reducing school district, city, county and regional GHGE and prepare for climate change impacts, especially those communities severely impacted by climate change,** and **to** enact environmentally healthy land-use policies that take into account the geographic, economic, ethnic, cultural, and other societal factors that influence the incidence, exposure, and effects of environmental health hazards.

Persuasive Statement from the Submitter

The American Academy of Pediatrics focused on adverse effects of climate change on the health of children and youth. We must intensify our position. The Intergovernmental Panel on Climate Change reported that a 1.5 °C rise in global temperatures above pre-industrial levels will result in, “climate-related risks to health, livelihoods, food security, water supply, human security, and economic growth.” Paris Agreement greenhouse gas reduction pledges won’t limit the temperature rise to 1.5 °C by 2030.

Washington state passed legislation to achieve net zero GHGE by reducing GHGE of state agencies. Real progress comes with global and regional action. Scientists, pediatricians, and non-governmental



organizations recognize that climate change is a health crisis that adversely affects children’s health. The United States, Washington state and local jurisdictions must acknowledge that impact and focus efforts on climate change by reducing CO2 and GHGE and sequestering carbon through markets, regulations, and incentives. Bills are pending in Congress, and Governor Jay Inslee has proposed a federal climate action plan.

All jurisdictions can reduce emissions. King County has a Strategic Climate Action Plan (SCAP) for cities to prepare for climate change and help those more heavily disadvantaged by changes. With financial and technical support, school districts must also implement SCAPs. Bus CO2 emissions threaten children’s respiratory and cardiovascular health. School buildings and policies must protect children from environmental threats (heavy rain and winds, floods, high tides, extreme heat, poor air quality, insects) while reducing GHGE.