

## 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 23-24, 2021. There are no new or amended legislative principles or issues for the 2021 legislative assembly. Delegates will vote on three new resolutions, and two existing resolutions with proposed amendments. 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.

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### RESOLUTIONS FOR CONSIDERATION

There are three new resolutions and two existing resolutions with proposed amendments for consideration. **Only titles and resolved clauses that are in 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 two amended resolutions.

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.

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#### Proposed New Resolution #1 (Member Submission)

*WSPTA Board of Directors' recommendation: Adopt*

##### Improving Literacy and Educational Outcomes

**Whereas**, a student's ability to read is the foundation of all learning and is a critical predictor of educational and lifelong success, affording the best opportunity for students to thrive, fully contribute to society, and meet their potential; and

**Whereas**, Washington state law regarding basic education declares that school districts "shall provide opportunities for every student to develop the knowledge and skills essential to read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences"; and

**Whereas**, low literacy rates are correlated with low graduation rates, high juvenile incarceration rates, underemployment, and lifelong disadvantage, creating profound financial, cultural, and social implications; and

**Whereas**, on average, over two out of three students who fail to reach the “proficient” reading level by third-grade dropout or finish high school unprepared for college or the workplace; as a result, they are significantly more dependent on taxpayer funded healthcare, public safety, and welfare than their successful peers; and

**Whereas**, the 2019 National Association of Education Progress data for Washington reveals no growth in reading for over 20 years with Washington state only at the national average, and currently sitting at our low point; and

**Whereas**, Washington state data from the Office of Superintendent of Public Instruction (OSPI) indicates 40% of students, many of whom face systemic barriers, test below standard on English language assessments; and

**Whereas**, comprehensive literacy instruction includes five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension, as defined by the National Reading Panel over 20 years ago), and this instruction should be “age-appropriate, explicit, systematic and intentional” as defined by the 2016 Every Student Succeeds Act (ESSA); yet these essential components are not included in all classroom literacy curricula in Washington state; and

**Whereas**, students are more successful when families and caregivers are informed of their child’s strengths and needs and are given the information, data, and tools to understand how best to address those needs (at home and school) and are aware of the school and district plan to capitalize on strengths and address needs; and

**Whereas**, the science of reading (an extensive body of cognitive and educational research collected for decades) has determined the most effective way to teach and assess early literacy skills with evidence-based practices, but data reveal that educator preparation programs in Washington state do not adequately prepare pre-service teachers with this essential knowledge; and

**Whereas**, in January 2021, the Washington State Superintendent of Public Instruction declared literacy a priority for the state and recognized the need to “completely overhaul early literacy using proven strategies that are grounded in the science of reading.”

**Therefore, be it**

**Resolved**, that Washington State PTA and its local PTAs and councils shall collaborate with educational entities, interest groups, and communities to advocate for policies, practices, and curriculum that improve literacy and educational outcomes for all students by:

- Ensuring all Washington students receive explicit, systematic, evidence-based instruction and assessments in all five essential literacy components, with attention to oral and written literacy development and sound-symbol instruction, provided by highly trained teachers
- Removing systemic barriers that delay assessment and intervention regarding literacy, language, spelling, and writing skills, with an intentional focus on early identification and intervention for students of color, indigenous populations, English Language Learners, and students with disabilities
- Supporting family engagement policies using best practices regarding literacy development to include purposeful communication about assessment, instruction, intervention, progress

monitoring, and the methods, tools, and strategies families and caregivers can use to support struggling students at home

- Ensuring families and caregivers are provided the information, assistance, appropriate supports, and materials (in an accessible format and the home language or dialect) to understand and effectively address and redress literacy and oral language skill gaps
- Providing learning opportunities for school board members, families, and communities about evidence-based instruction related to foundational reading skills; and be it further

**Resolved,** that Washington State PTA and its local PTAs and councils shall advocate for curriculum, instructional policies, and pre-service and in-service educator training that ensure all teachers are highly trained and effective at using evidence-based literacy instruction, including, but not limited to:

- Requiring pre-service educators to meet minimum competency requirements that includes mastery of foundational reading skills and knowledge of instruction aligned with the science of reading
- Requiring minimum yearly clock hours to maintain licensure, that includes foundational reading skills, teaching strategies, and instructional curricula that align with the science of reading
- Offering opportunities for educators to specialize in literacy through expanded credentialing options
- Requiring OSPI to collect and share district data regarding the type of literacy screening instruments, type of intervention, related progress data, and identification of those specific populations at most risk
- Providing educators with instructional materials that allow for the explicit teaching of foundational literacy skills
- Requiring teacher preparation programs to provide instruction for teachers-in-training regarding comprehensive literacy instruction that is aligned with ESSA and the science of reading, and includes the five foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Providing opportunities for professional development for pre-K-12 educators, administrators, and educational support staff; and be it further

**Resolved,** that Washington State PTA and its local PTAs and councils shall advocate for state and federal funding to improve literacy and educational outcomes for all students, including, but not limited to, support for:

- Districts with their effort to effectively train in-service teachers in evidenced-based literacy practices
- OSPI's data collection and efforts to offer, produce, or curate in-person and web-based professional development in the science of reading, evidence-based literacy practices, and the five components of reading
- The alignment of classroom instruction with evidence-based practices and reading science
- The purchase and distribution of curriculum and reading materials that align with the science of reading.

## Persuasive Statement from the Submitter

Learning to read is not guaranteed in Washington state schools. Forty percent of our students are not meeting standard on state reading measures. Studies suggest that students who read poorly by third grade dropout of school or graduate high school unprepared for college or the workplace, and are significantly more dependent on taxpayer funded healthcare, public safety, and welfare.

Research confirms students must be explicitly and systematically taught phonemic awareness, phonics, vocabulary, fluency, and comprehension, but they are not receiving the comprehensive reading instruction they need. The science of reading has determined the most effective way to teach early literacy skills with evidence-based practices. However, teacher preparation programs in Washington state do not adequately prepare pre-service teachers with this essential knowledge. The first step in addressing Washington's reading problem is to integrate the science of reading with teaching practices. Bringing the science of reading into Washington's classrooms will require a systems-focused lens, and change is needed to translate science-informed practices into pre-service teacher programs, professional development courses, teacher credentialing, and universal screening for struggling readers. Communication with families about reading should be guided by best practices and include information about assessment, instruction/intervention, and ways families can support students at home.

Through its strong student-focused advocacy, Washington State PTA is uniquely positioned to support the needed change with current educational practices to better serve the literacy needs of Washington state's diverse population of learners.

Please vote yes!

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## **Proposed New Resolution #2 (Member Submission)**

***WSPTA Board of Directors' recommendation: Adopt***

### **Increasing Access and Affordability of Post-Secondary Education**

**Whereas**, society must grant every student opportunities and wraparound supports to graduate from high school and adequately prepare and encourage them to pursue some type of post-secondary education; and

**Whereas**, tuition and associated housing, fees, and transportation costs continue to increase, making post-secondary education out of reach for too many students; and

**Whereas**, in Washington state, nearly 70% of all jobs require some type of post-secondary education or credential, but overall student credential attainment falls drastically short of this need. In addition, the demand for BA/BS degree graduates exceeds Washington state's capacity to meet employer needs, especially in STEM fields. These trends are leaving students without appropriate training/education and employers without qualified employees; and

**Whereas**, in Washington state, the credential attainment for Black students, Hispanic and Latinx students, Native American and Indigenous students, students with disabilities, students from low-income backgrounds, and potential first-generation college students are concerningly far below the state average; and

**Whereas**, there are established state programs and scholarships, such as the College Bound Scholarship, Washington College Grant, and Passport to Careers Program to help low to middle-income students, foster students, homeless students, and adults defray some or all tuition costs at eligible public and private colleges and career training programs. But for too many students, fees, books, housing, and wraparound services to ensure graduation or post-secondary certificate attainment remain a challenge; and

**Whereas**, more and more states are offering tuition-free programs for two-year community and technical colleges. For example, the City of Seattle has the Promise Program, which is open to all Seattle’s high school graduates regardless of income, GPA, ability, or country of birth and includes counselor supports to ensure college admission plus college readiness support. While College Bound scholarships include tuition for both two and four-year degrees, there are many eligibility restrictions. Nationwide, over 20 states offer some type of free post-secondary tuition; and

**Whereas**, dual credit opportunities during high school, both onsite and offsite, expand access to post-secondary credits/certificates. However, enrollment and obtaining college credit from some dual-credit programs is complicated and can be cost-prohibitive. Plus, access is not equitable among Black, Indigenous, and People of Color (BIPOC) students, rural or low-income students; and

**Whereas**, in 2011, Washington state passed, but did not fund, the “Launch Year Act” encouraging districts to expand options, particularly for historically underrepresented groups, to earn at least one year of post-secondary credit towards a CTE certificate, apprenticeship, or BA/BS degree, thereby “launching” students’ careers while still in high school. Additional legislation (Academic Acceleration) mandates that all students who just pass the state assessments (Math, English, or Science) are automatically enrolled in more rigorous, dual credit classes unless a guardian opts the student out. However, no legislative provisions were made for family communication, student supports, adequate credentialed staff, or assistance with students’ fees and other costs associated with receiving post-secondary credit. These shortcomings may create vast inequities in participation and unrealized credit opportunities.

**Therefore, be it**

**Resolved**, that Washington State PTA and its local PTAs and councils shall advocate for policies and programs that:

- Expand access and eliminate inequitable or punitive restrictions to scholarship programs
- Increase opportunities for all students (especially low-income, high mobility, BIPOC and LGBTQ+, rural, potential first-generation post-secondary students, students with disabilities, and other under-represented post-secondary groups) to achieve a post-secondary credential or degree

**Resolved**, that Washington State PTA and its local PTAs and councils shall advocate for policies and programs that outreach to families, guardians, and students to:

- Specifically reach low-income, high-mobility students, BIPOC and LGBTQ+, rural, potential first-generation post-secondary students, students with disabilities, and other under-represented post-secondary groups to ensure they can realize a post-secondary degree/credential and earn a living wage

- Provide ongoing communication about the many options and logistics of receiving post-secondary credit (dual credit) in high school
- Provide communication on post-secondary scholarships, grants, and options with trained or certified post-secondary career counselors in our high schools
- Assist families with the process to enroll and obtain credit for dual credit classes; and be it further

**Resolved**, that Washington State PTA and its local PTAs and councils shall advocate for policies and programs that make post-secondary education within reach for all Washington state students, including but not limited to:

- Increasing state funding to:
  - Cover all dual-credit fees, thereby allowing all students to participate without financial implications and ensures that all students who receive a qualifying grade can receive the dual credit earned
  - Fund high school “career counselors” that are specifically trained in post-secondary options and logistics
  - Cover costs for tuition, books, counseling, mentorships, and affordable student housing both on and off-campus
  - Offer state-wide “Free Community and Technical College for All” and include wrap-around support services in high school and college to ensure post-secondary graduation success
- Increase access to BA/BS degrees by expanding the number of regional campuses of our state universities and also expanding the number of Community and Technical colleges that can offer Baccalaureate degrees
- Increase revenues to support post-secondary access that is not from regressive funding sources, nor take funds away from other education, social, or health programs.

### **Persuasive Statement from the Submitter**

Our 21st century economy is knowledge based and family wage jobs require about 70% of adults to have a post-secondary education. But only 41% of Washington state’s class of 2017 is expected to earn a credential by age 26. Plus, estimated credential attainment for our BIPOC, low-income students, and other marginalized groups falls very short.

Despite recent increases to college scholarships, housing, fees, and transportation costs remain burdens for many students. Students lack career guidance support both in high school, as well as, in post-secondary colleges/universities to ensure certificate/degree attainment.

Seattle offers free Community and Technical college to all Seattle high school graduates regardless of income, GPA, or ability which also includes counselor supports. Preliminary data is very encouraging making this program a potential model for the rest of the state to increase post-secondary credential attainment for all students.

High school students who now pass state assessments will automatically be enrolled in more rigorous classes. This eliminates gatekeepers on dual-credit classes that prevent students receiving both high school and college credit. But not all students will receive credit either due to fees or logistics and communication to parents/guardians is sorely lacking.

While many recent accomplishments were made, there's still more work to be done to realize the potential of our students without the financial or logistical burdens that still persist. Employers need qualified employees -- will they be our Washington state graduates or other candidates?

Help WSPTA advocate for our students and our state's prosperity. A win-win for all.

### **PROVISO TO PROPOSED NEW RESOLUTION #2**

*If delegates at legislative assembly adopt this new resolution, the following resolutions would be retired: [18.19 High School Graduation, College Preparation and Access](#) and [18.33 Increasing Access and Affordability of Post-Secondary/Higher Education and Certificates](#).*

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## **Proposed New Resolution #3 (WSPTA Resolutions Committee Submission)**

**WSPTA Board of Directors' recommendation: Adopt**

### **Improving Outcomes for Children and Youth in Highly Mobile Populations**

**Whereas**, highly mobile populations include, but are not limited to, students in foster care, students facing homelessness or housing instability, incarcerated students, migrant students, and students in military families, and Washington State Report Card Data shows gaps evident in kindergarten readiness, high school graduation rates, and state assessment scores for most of these groups; and

**Whereas**, highly mobile populations face systemic racism and other systemic challenges that negatively impact outcomes for these children and youth, and while these situations can be different, all of these children and youth have opportunities for success if support can be made available; and

**Whereas**, highly mobile student populations face educational challenges to complete on-time grade level progression and graduation as well as be college- and career-ready because they face significant hurdles such as access to transportation, adequate food, educational supports, consolidating credit for work completed between schools and consistent advice from academic counselors; and

**Whereas**, each year, more than 9,000 young people enter foster care in Washington state. For the majority, entering the system leads to poor outcomes, with one in four becoming involved in the criminal justice system within one year, two in four not finishing high school, only 3% achieving a bachelor's degree, and one in three experiencing homelessness within one year of exiting the foster care system; and

**Whereas**, students involved in the juvenile justice system are less likely to graduate, more likely to drop out or obtain a GED, less likely to enroll in a 4-year college, and earn less on an hourly and annual basis; and

**Whereas**, the purpose of the Migrant Education Program through the Office of the Superintendent of Public Instruction (OSPI) is to meet the unique educational needs of migratory children and their families. Specifically, to design programs based on the comprehensive needs assessment (that shows inequities in math, English Language Arts, preschool/kindergarten readiness, graduation rates, and other educational barriers) to help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors inhibiting migratory children from doing well in school and making the transition to post-secondary education or employment; and

**Whereas**, it is difficult to capture the true number of homeless/houseless as many youth/families experience a fluid state of homelessness, cycling from sleeping in cars or parks to a shelter to a friend's home and back again to a shelter in which improvements in income, housing, health, safety, and education are hard to achieve and maintain; and

**Whereas**, statewide, there are more than 40,000 students experiencing homelessness, both accompanied and unaccompanied. The academic outcomes for those students are much lower than those for students who are housed, including lower attendance rates, increased suspensions, and lower rates of English language and math proficiency; and

**Whereas**, there are 3,000 – 15,000 unaccompanied young people in Washington state who are surviving homelessness on their own, and youth and young adults of color and those who identify as LGBTQ+ experience homelessness at disproportionately high rates; and

**Whereas**, the causes of housing instability and homelessness typically stem from the impact of several factors over time, such as structural factors (e.g., lack of adequate income, affordable housing, and affordable health care, as well as discrimination and inequitable policies and practices throughout systems of care), system failures (e.g., inadequate transitioning from child welfare, foster care, hospitals, immigrant/refugee, corrections, mental health, addiction support or facilities), and individual factors (e.g., job loss, family breakup, pregnancy, domestic violence, and addiction).

**Therefore, be it**

**Resolved**, that Washington State PTA and its local PTAs and councils advocate for equitable, anti-racist public policies and legislation that improve outcomes and graduation rates for all highly mobile children and youth such as students experiencing foster care, housing instability, incarceration or who are in migrant or military families by:

- Providing the needed educational and social-emotional supports;
- Removing barriers to on-time grade level progression and graduation;
- Addressing their medical, dental, and mental health needs;
- Protecting their right to a healthy, safe, stable, and crisis-free environment;
- Preventing homelessness and reducing housing instability and food insecurity for children, youth, and families;
- Continuing to ensure that the provisions of the McKinney-Vento Homeless Assistance Act of 1987 are improving homelessness equitability and increasing access to education;

- Encouraging collaboration between the state legislature, relevant state agencies and departments, other groups, school districts, teachers, and families; and be it further

**Resolved**, that Washington State PTA and its local PTAs and councils advocate for equitable, anti-racist school district policies that improve outcomes and graduation rates for all highly mobile children and youth including, but not limited to:

- Ensuring adherence to the laws providing protection and access to education;
- Supporting research-based instructional supports and best practices shown to close gaps;
- Removing barriers to on-time grade level progression and graduation;
- Encouraging deficit-based dropout prevention, intervention practices, and alternative pathways;
- Addressing food insecurity;
- Requiring 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;
- Creating authentic family and community engagement;
- Fostering collaboration and partnership among school districts, parents, government organizations, partner organizations, and other relevant groups; and be it further

**Resolved**, that Washington State PTA and its local PTAs and councils advocate for robust state and federal funding to support education and other services that improve outcomes for Washington state's highly mobile students and their families so that all students may reach their highest potential.

### **Persuasive Statement from the Submitter**

Many children and youth in our state are “highly-mobile,” meaning their circumstances may force them to change schools multiple times throughout a school year. This resolution is needed to ensure that Washington State PTA advocates for all students experiencing high mobility. High mobility can come from a variety of experiences, including entering foster care and/or being homeless, but also from facing housing instability, being part of a migrant community, being incarcerated, or belonging to a military family. These situations are all different, but they have in common the need for additional supports and resources to ensure personal and academic success. With the exception of military family populations, these groups show gaps evident in kindergarten readiness, on-time grade level progression, high school graduation rates, post-secondary accessibility and success, and state assessment scores.

This proposed new resolution will allow WSPTA to speak for all students across the state, including those who may suffer invisibly as they move from school to school. It allows us to support the whole child by addressing the specific needs and challenges these groups face by advocating for equitable and anti-racist legislation and policies at the state and school district level, as well as the funding needed to accomplish these goals. Every child deserves to have a safe place to live, food to eat, and their personal and educational needs met. Please vote yes!

**PROVISO TO PROPOSED NEW RESOLUTION #3**

*If delegates at legislative assembly adopt this new resolution, the following resolution would be retired:  
2.20 Improving Outcomes for Foster and Homeless Youth.*

**Proposed Amendment of Existing Resolution #4 (WSPTA Resolutions Committee Submission)**

***WSPTA Board of Directors' recommendation: Adopt***

**18.20 School Construction Bond Election Reform**

**Whereas**, a purpose of Washington State PTA is to advocate for laws and further **legislation that furthers** the education, physical and mental health, welfare, and safety of children and youth; and

**Whereas**, the constitution of the State of Washington states **says** that the “paramount duty” of the state is to provide “ample funds” for schools, **yet school constructions funds were not part of the 2012 McCleary case on basic education funding**; and

**Whereas**, **Washington state’s constitution, ratified in 1889, required a simple majority to pass a ballot measure authorizing school construction bonds. Legislation passed in 1943 to provide wartime tax relief changed the threshold to a supermajority of 60 percent to pass all bonds including school construction bonds; and**

**Whereas**, **in Washington state, school construction bonds are the primary means for funding school construction. A bond is a long-term investment that authorizes the district to purchase property for schools, construct new schools, or modernize existing schools. Bonds are sold to investors who are repaid with interest over time from property tax collections, generally between 12-20 years; 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 **(40% of the total voters credited with voting in the last General Election)** and 60 percent supermajority requirements that apply **to school construction bonds lead to some district bonds failing by a small margin of votes, narrowly missing the supermajority of 60 percent but exceeding 50 percent. In other words, a minority number of voters prevented the ballot measure from passing. This leaves districts unable to complete critical school construction projects (including safety measures, renovations and expansions) across the state exceeding hundreds of millions of dollars annually; and** 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.

**Whereas**, **districts struggling to pass school construction bonds leads to further inequity, overcrowding, and unsafe buildings. Some school districts can pass measures to build, modernize, or expand schools to accommodate growth and smaller class sizes or improve safety and security of school buildings while others cannot, resulting in inequitable learning environments for students; and**

**Whereas, simple majority for school levies is the current law which removed both the 40 percent validation and supermajority requirements**

Therefore, be it

***Resolved***, that Washington State PTA **and its local PTAs and councils advocate for** support legislation that would lead to a constitutional amendment to **reform school construction bond requirements to:**

- Remove the 40 percent validation requirement ~~and replace~~
- **Lower** the 60 percent supermajority **to no more than 55 percent with a strong preference for** with a simple majority **of 50 percent.** ~~requirement for passage of school bond elections~~

**Persuasive Statement from the Submitter**

School construction bonds are a critical way to pay for school construction projects, including the purchase of property, constructing new schools, modernizing and expanding existing schools, and increasing safety measures. When the McCleary case on basic education funding was decided in 2012, it did not address school construction funding. Therefore, most school districts must either pass school construction bonds to do large projects - or only do small projects by using capital levies.

Each year hundreds of millions of dollars in school construction projects are not completed because although they have the support of the majority of voters, they fail the 60% supermajority. These bond failures impact school districts across the state – both large and small – both urban and rural.

From 2017-2020, 40-70% of bonds on the ballot each year failed. Of those bonds that failed, on average:

- 41% failed between 55-59%
- 37% failed between 50-55%
- 22% failed below 50%

WSPTA has been advocating to remove the supermajority for school construction bonds since 1987. We have known for over 30 years that the requirements for school construction bonds need to be revised. WSPTA was instrumental in passing simple majority for levies back in 2007, and we must continue to advocate about school construction bonds as well. While we strongly prefer a true simple majority for school construction bonds, this amendment allows WSPTA to address recent legislation to move the requirement from 60% to 55% - and still push our strong preference for a true simple majority. Please vote yes!

## Proposed Amendment of Existing Resolution #5 (WSPTA Resolutions Committee Submission)

**WSPTA Board of Directors' recommendation: Adopt**

### 18.13 Student Assessment and Testing

*(title is not open for amendment)*

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

**Whereas**, several well-respected education organizations including, the American Educational Research Association, urge that, "Decisions that affect individual students' life chances or educational opportunities should not be made based on test scores alone. Other relevant information should be taken into account to enhance the overall validity of such decisions"; and

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

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

**Whereas, according to the Office of the Superintendent of Public Instruction (OSPI), the intent of state and federal standardized tests is to assess student learning growth and to test the progress of the educational system as a whole. However, testing often includes bias, which can create inequitable outcomes for certain demographics, including but not limited to gender, race, ethnicity, English as a second language, socioeconomic/community status, high-mobility, culture, and students with disabilities; and**

**Whereas, the four-year public baccalaureate institutions in Washington state are "test-optional" and will not require students to submit test scores during admissions or to be eligible for institutional supported scholarships, course placement, or admissions to honors programs; and**

**Whereas, the COVID-19 pandemic disrupted two years of state testing and increased stress for students, parents/guardians, teachers, and the public schools community as they wrestled with testing requirements.**

**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 Washington State PTA **and its local PTAs and councils** will ~~work to enact~~ **advocate for culturally relevant and responsive state and district-level** policies that create a ~~balanced~~ **an equitable** assessment system with high standards and multiple ways for students to demonstrate learning **proficiency**, providing students with wide access to multiple forms of state-wide assessments; and be it further

**Resolved**, that Washington State PTA **and its local PTAs and councils** 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; **and be it further**

**Resolved**, that Washington State PTA **and its local PTAs and councils** **advocate for all Washington colleges and universities to use test-optional approaches for admissions, scholarships, course placement, and admissions to honors programs; and be it further**

**Resolved**, that Washington State PTA **and its local PTAs and councils** **advocate for flexibility in the requirements and delivery, or temporary suspension of, national and statewide assessments in the event of a national or state emergency/crisis that disrupts the public education system.**

### **Persuasive Statement from the Submitter**

The purpose of federal and state testing is to assess student learning growth as well as the progress of the educational system as a whole. However, this is not being done in an equitable way. Decades of research demonstrate that Black, Latin(o/a/x), and Native students, as well as students from some Asian groups, experience bias from standardized tests administered from early childhood through college. Washington State PTA can address this problem by advocating for culturally relevant and responsive state and district policies that create assessment tools and systems “that don’t replicate racial and economic inequality.”

We must also advocate for changes in practices related to admissions, scholarships, and honors programs. Effective fall 2021, Washington state public baccalaureate institutions will permanently make SAT and ACT test-optional during their admissions process. While this is a positive step in the right direction, we must continue to support policies like this in all Washington state colleges and universities.

COVID-19 exposed the challenges that the state and nation had with trying to administer standardized tests. In order to meet these challenges, Washington State PTA must advocate for flexibility in the requirements and delivery, or temporary suspension of, these state and nationwide assessments during times of national or state emergencies/crises when the public education system is disrupted.

Standardized testing must be made more equitable and offer additional flexibility in the use of test-optional approaches and ways to administer tests during times of exceptional circumstances so every child can reach their potential. Please vote yes!