

Proposed Legislative 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. Legislative assembly will take place remotely on October 21-22, 2023.

Delegates will vote on one amended legislative issue and one new legislative issue, which, if adopted, will be added to the also supported list of [the 2023-2024 WSPTA Legislative Platform](#).

Delegates will also consider adoption of four new resolutions and two amended resolutions. There are 11 previously adopted resolutions proposed for retirement. There are no new or amended legislative principles for consideration.

Only the parts in **shaded boxes** are open for amendment and debate during legislative assembly.

Amendments are shown as a ~~strikethrough~~ for deletions and as **underlined bold font** for additions.

LEGISLATIVE ISSUES FOR CONSIDERATION

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LEGISLATIVE ISSUES FOR CONSIDERATION

There is one new and one amended legislative issue for consideration. Only the title and description statements (in the shaded boxes) can be amended, if applicable.

Proposed New Legislative Issue #1 (Member Submission)

WSPTA Board of Directors' recommendation: Adopt [\[back to top\]](#)

Multi and Heritage Language Education for All

Washington State PTA shall advocate for legislation and/or policies that advance and fund opportunities for all K-12 students to access the myriad benefits of being multilingual and multiliterate; expand dual, immersion, and heritage/tribal language education programs, including American Sign Language; and increase the number of multilingual educators working in all schools state-wide.

Persuasive Statement from submitter

Research shows young learners who receive dual language (DL) education demonstrate increased literacy development, cognitive flexibility, attention control, memory, problem-solving skills, cross cultural awareness, and information integration. Dual Language programs, where classroom content is taught partly in English and partly in a partner language, are optimized to start in preschool or kindergarten and continue throughout high school. With the need to provide accelerated learning to address pandemic-related learning loss, the many documented benefits of dual language education make its implementation more urgent than ever.

Further, decades of studies demonstrate that DL education is the "only program model that prevents and closes opportunity gaps for multilingual/English learners, as well as for other historically underserved student groups in the U.S." DL programs also overlap with OSPI, SBE and WSPTA goals related to DEI, mastery-based learning, student family engagement, performance-based graduation pathways and workforce development.

On August 24, 2022, the Superintendent of Public Instruction, Chris Reykdal, announced a plan to expand multi and heritage language education across Washington state to all students by 2040 as one of the main pillars of his transformational budget and policy proposal, "Washington State Innovates."

Subsequently, during this year's 2023 legislative session, a diverse and bi-partisan group of legislators, in partnership with Superintendent Reykdal, sponsored multi and heritage language education bill SHB1228. Although not passed, funds were awarded in budget proviso in support of the bill's goals.

In supporting the issue for dual and heritage language education, the WSPTA is simultaneously supporting a multitude of educational goals for all students, families, and society.

Proposed Amended Legislative Issue #2 (WSPTA Advocacy Committee Submission)

WSPTA Board of Directors' recommendation: Adopt [\[back to top\]](#)

Preventing and Reducing Gun Violence and Suicide

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

- Addressing the disproportionate impact on BIPOC and LGBTQ+ youth'
- Funding community-based prevention and intervention programs.
- Promoting safe storage of medication and firearms.
- Prohibiting the sale or transfer of military-style assault weapons.
- **Expanding existing law to prohibit firearms where families and youth congregate in public places, such as parks, zoos, and libraries.**
- **Restoring local government authority to enhance state firearm regulations to protect children and youth.**

Persuasive Statement from submitter

Firearms are the leading cause of death for American children and adolescents killing nearly 5 a day. In Washington we lose a youth to firearm violence or suicide every other day. This is a public health problem that disproportionately impacts communities of color.

Mass shootings are increasing in our country, placing our families and children at risk. As of the 174th day of the year, there have been 320 mass shootings (three or more dead in a single incident) reported and 764 unintentional shootings. Prohibitions on weapons in sensitive places help prevent accidental deaths and may prevent mass shootings as well. Washington law already prohibits weapons in schools and daycare centers as well as public courts, airports, and permitted demonstrations. It is time to protect other areas where our children and families congregate, such as parks and libraries, while ensuring any such action specifically benefits communities of color.

In certain areas (including King and Spokane County) dozens of young people die yearly from firearms and suicide. Leaders from these regions have asked our legislature to grant them the ability to address their unique challenges in ways that fit their community. Our state currently prohibits local government from enacting the additional protective measures they believe are needed. Let's enable local jurisdictions to address the epidemic of gun violence in their communities and protect our families.

One more lost child is too many. One more devastated family is unacceptable. All students deserve the right to live their lives without fear of gun violence.

RESOLUTIONS FOR CONSIDERATION

There are four new resolutions and two existing resolutions with proposed amendments for consideration. **Only titles and resolved clauses that are in shaded boxes can be amended.** The *whereas* clauses are not open for amendment by delegates. 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. If a *resolved* clause of a resolution is amended by delegates during legislative assembly, the resolutions committee shall edit the *whereas* clause(s) as necessary.

Provisos are provided when the action of the delegates might cause 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. There are a total of 11 resolutions proposed for retirement within provisos.

Proposed New Resolution #1 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt [\[back to top\]](#)

Supporting a Diverse and Effective Education Workforce

Whereas, the Washington state legislature has recognized that “excellent, effective educators* are essential to the state’s ongoing efforts to establish a world-class, globally competitive education system” and effective educators are the most influential in-school factor contributing to student success; and

Whereas, research shows that establishing a diverse workforce is one way to close the opportunity gap, and that all students benefit when diversity is increased. However, there continues to be an extreme shortage of educators who reflect the diverse demographics of K-12 students in Washington, and closing this gap is a critical step in making public education more equitable; and

Whereas, in Washington, educator shortage areas persist in classrooms serving some of the state’s most vulnerable students, such as those receiving special education services and multi-language learners. Shortage areas also exist in science, technology, engineering and math (STEM) and substitute teachers, school counselors, speech and language pathologists and school psychologists, and especially in rural areas and high-poverty schools; and

Whereas, educator shortages have effects across the entire education system and harm students farthest from educational justice; and

Whereas, paraeducators provide the majority of instruction in programs designed by the legislature to reduce the opportunity gap. By setting common statewide standards, requiring training in the standards, and offering career development for paraeducators, as well as training for teachers and principals who work with paraeducators, students in these programs have a better chance of succeeding; and

Whereas, educator shortages have multiple causes, but there are promising practices that have been identified to address them, including increasing access to preparation programs, reducing the financial barriers to enter and stay in preparation programs, programs that increase retention of beginning educators, policies that facilitate the portability of certifications between states, increasing public support for the profession, improving school climate, and market-rate compensation that is reflective of regional economic conditions.

**“Educator” means a paraeducator, teacher, principal, administrator, superintendent, school counselor, school psychologist, school social worker, school nurse, school physical therapist, school occupational therapist, or school speech-language pathologist or audiologist.*

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils shall support efforts that reduce barriers to creating and maintaining a more diverse, culturally responsive, and effective educator workforce, including expansion of and funding for:

- recruitment programs, including grow-your-own district programs and alternative routes to certification, especially those that focus on shortage areas
- conditional scholarships and paid residencies
- equitable access and reduced barriers to entry into preparation programs
- interstate portability of certifications
- inclusive district policies and hiring practices
- preservice and ongoing in-service training in addressing the unique needs of every student in the school system, universal design for learning, effective family and community engagement, development of positive school climate, and social emotional learning
- mandated and fully funded paraeducator training, including the fundamental course of study and additional professional development to attain the general paraeducator certificate; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall support programs and policies that positively impact educator retention, including:

- expansion of programs designed to mentor and retain early career educators, paraeducators, and administrators, including the Beginning educator Support Team grants and programs specifically to support educators of color
- positive school climate
- appropriate workload by implementation of the recommendations of the School Day Task Force

- adequate staffing levels by implementation of the Staffing Enrichment Workgroup recommendations; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall support market-rate compensation that is reflective of regional economic conditions, and sufficient to attract and retain a multi-cultural, multi-lingual educator workforce; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall advocate for policies and programs that support all educators, including:

- access to diverse and inclusive curricula and professional learning opportunities
- staff mental health supports
- activities that strengthen respect and support for educators as trained and dedicated professionals.

Persuasive Statement from submitter

WSPTA recognizes that in order to support the whole child and ensure that every student reaches their full potential, we must advocate for effective and diverse paraeducators, classroom teachers, librarians, administrators, counselors, school nurses, psychologists, social workers and other support personnel at every school.

Washington state is not only currently experiencing an educator shortage in key subject areas and in rural and high poverty areas, but our educator workforce does not reflect the diversity of the students it serves. These conditions affect all students but increase already large opportunity gaps.

While there are many factors that have led to the persistent educator shortage, there are evidence-based solutions that we can and must advocate for: increasing the pipeline of students entering preparation programs by increasing recruitment and lowering the financial barriers; increasing access to traditional and alternate-route to certification programs; hiring and retention bonuses in shortage areas; mentoring and support programs for all educators in their early careers; and ensuring all educators have the training, working conditions, and competitive compensation they deserve in order to stay and thrive.

Having effective educators is the most influential in-school factor in determining student outcomes. Please add this important resolution to our platform so we can do everything we can to ensure that every student has well-trained, diverse, and effective educators to help prepare them for career, college and life.

PROVISO TO PROPOSED NEW RESOLUTION #1

If delegates at legislative assembly adopt this new resolution, the following resolution would be retired:

[4.3 Excellence in Our Education System](#)

Proposed New Resolution #2 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt [\[back to top\]](#)

High-Quality Preschool to Third Grade Early Learning

Whereas, preschool to third grade (P-3) early learning refers to the period from birth to 8 years old, the developmental period when much foundational growth and development happens in the brain, when we have a great opportunity to impact positive developmental gains; and

Whereas, quality early learning supports the whole child and includes the six areas of development and learning: social-emotional, physical, cognitive, language, literacy, and mathematics; and

Whereas, when parents, informal community programs, and professionally staffed early childhood services pay attention to young children's emotional and social needs, as well as to their mastery of literacy and cognitive skills, it has maximum impact on the development of sturdy brain architecture and preparation for success in school; and

Whereas, the legislature found that high-quality childcare and early learning are critical to a child's success in school and life and recognized that high-quality, inclusive classroom settings are shown to reduce the opportunity gap for low-income children, children with disabilities, children of color, and other at-risk children while consistently improving outcomes for all children both inside and outside of the classroom; and

Whereas, the American Academy of Pediatrics states that high-quality early learning experiences and childcare for young children improves physical and cognitive outcomes and can result in enhanced kindergarten readiness, especially for at-risk children. Preschool education can be viewed as an investment and studies show a positive return on that investment; and

Whereas, investments in high-quality early learning programs can contribute to a stronger economy, increased caregiver job stability, and a reduction in the cost for special education, healthcare, and criminal justice spending later in life; and

Whereas, early learning is an opportunity for early disability identification and intervention services with the goal of enabling young children with disabilities to be active and successful participants during their early childhood years and in the future. Research shows the earlier a disability is identified, the greater impact the intervention has; and

Whereas, students and families have a variety of needs requiring a continuum of programs and services. How a family chooses early childhood education and care is influenced by family values, affordability, and availability; and

Whereas, many children and families in Washington do not have access to high-quality early learning opportunities. As a result, many children arrive at kindergarten less prepared with respect to both social and academic skills that are important for school success, with higher percentages of low-income and at-risk children starting behind. These gaps persist as children continue their education. Data from the Washington Kindergarten Inventory of Developing Skills (WaKIDS) and Smarter Balanced Assessments (SBA) indicate a correlation between kindergarten-readiness and meeting 3rd-grade math and English Language Arts (ELA) standards; and

Whereas, Washington State’s children of color, children in some tribal communities, children with disabilities, and children who speak a language other than English as their first language continue to experience inequitable educational opportunities and outcomes. There are also pronounced gaps in access to high-quality early learning programs for children in migrant families and families who are experiencing homelessness, and there are geographic regions within the state that have significant shortages of services and supports for families — particularly in rural and remote communities. These disparities are compounded when children have an Individualized Education Program (IEP) and/or do not meet income eligibility thresholds for early learning programs or childcare programs.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will advocate that the legislature, executive branch, including OSPI and the Department of Children, Youth & Families, and school districts and Educational Service Districts make P-3 early learning a priority to improve student outcomes; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for a continuum of accessible and high-quality public and private early learning models, services, and interventions to meet the varied needs of all students and families, including students with disabilities, multi-lingual learners, and students from all socioeconomic groups, including but not limited to:

- Head Start
- Early Childhood Education and Assistance Program (ECEAP)
- Public school preschool
- Early childhood special education programs
- Transition to Kindergarten programs
- Community and non-profit based programs
- Co-op preschool
- Licensed childcare
- Faith-based early learning and childcare
- Tribal nations early learning programs
- Drop-in programs

- Play and Learn programs; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate to increase the number of effective and diverse P-3 early learning staff including:

- Expanding access and removing barriers to higher learning early childhood education, child development, and apprenticeship programs
- Encouraging all programs to ensure high-quality instructional and/or experienced staff are leading early learning programs
- Advocating for professional development and continuing education, mentorship, collaboration, and support for early learning educators; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for expanded state and federal funding for high-quality early learning so that all school districts can provide a continuum of services to meet the needs of their communities including:

- Regionalizing or increasing income eligibility for public early learning programs
- P-3 early learning models, programs, and services to meet the varied needs of their students and families, prioritizing investments in areas with the lowest levels of accessibility and offerings
- Collaboration with other programs in the community
- Effective and diverse educators, instructors, and support staff that represent the school communities they serve for all public-school programs - large and small, urban and rural - in all parts of the state
- Required compliance and regulatory frameworks to ensure high-quality standards for early learning programs.

Persuasive Statement from submitter

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), “The period from birth to eight years old is one of remarkable brain development for children and represents a crucial window of opportunity for education. When children are healthy, safe and learning well in their early years, they are better able to reach their full developmental potential as adults and participate effectively in economic, social, and civic life. Providing early childhood education is regarded as a means of promoting equity and social justice, inclusive economic growth and advancing sustainable development.”

In addition, the National Institute of Child Health and Human Development states that “early learning paves the way for learning at school and throughout life. What children learn in their first few years of life—and how they learn it—can have long-lasting effects on their success and health as children, teens, and adults.”

Studies show that supporting children’s early learning can lead to:

- Higher test scores from preschool to age 21
- Better grades in reading and math

- A better chance of staying in school and going to college
- Fewer teen pregnancies
- Improved mental health
- Lower risk of heart disease in adulthood
- A longer lifespan

Every child in Washington deserves access to high-quality early learning with a variety of options that meet the needs of students and families. Please vote **YES** to add this resolution to WSPTA's platform.

Proposed New Resolution #3 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt [\[back to top\]](#)

K-12 Education Funding

Whereas, Washington State PTA has been advocating to redefine and amply fund public education since at least 1982, in addition to a longstanding history of support for health and welfare legislation and programs for our children and youth; and

Whereas, the Washington State Constitution provides that "it is the paramount duty of the state to make ample provision for the education of all children residing within its borders..." (Article IX, Section 1); and

Whereas, in a case originally filed in 2007, the Washington State Supreme Court ruled the state was not amply funding the costs of basic education for public-school students as part of the McCleary decision in 2012. In response, the legislature began phasing in additional funding for transportation and smaller class sizes and, in 2017, revamped various statutes and funding associated with the state public K-12 school system to provide additional funds for districts and staff, including increasing the share of state property taxes and changing how local levy revenues are calculated and their allowed uses; and

Whereas, the legislature adopted a new basic education funding formula in 2009 that created a prototypical school model (PSM). Under the PSM, funding is based not on actual costs, but on a complicated allocation formula based on staffing ratios using a prototypical size elementary, middle, and high school, and class size ratios. In addition, there is a separate formula for transportation; separate funding for materials, supplies, and operating costs (MSOC); and categorical funding (which has its own set of formulas) for special education, transitional bilingual instruction programs, learning assistance programs (LAP), and programs for highly capable students; and

Whereas, despite updates to the PSM formula and positive legislative intent, significant gaps in what it costs to operate schools and the level of state funding still exist. Districts continue to face funding shortfalls due to inequitable funding around the state; funding fluctuations due to

changing student enrollment; and state and federal funding not matching the actual costs of staffing, transportation and funding for programs such as special education, which continues to fall short of what it costs to provide the services; and

Whereas, Local Effort Assistance (LEA) funding and local voter approved levies are important supplements to Washington state funding and are intended to provide districts the means to enrich their school programs and staffing ratios beyond the state-defined minimum of basic education; and

Whereas, levy dollars are not to be used to pay for basic education, but are for enrichment, staffing and programs beyond basic education. However, a high percentage of levy dollars continues to be spent on compensation for staffing above basic education allocations, and for programs including special education, transportation, and other basic education programs. The current levy formula is capped, is inequitable, and results in widely varying levy funds per student across the state. Further funding inequities result when voters in some districts do not approve local levies; and

Whereas, property-poor districts would need to levy very high property tax rates in order to raise significant local revenues, but are statutorily capped or cannot afford a higher property tax. LEA is funded by the state, however the total of LEA plus levies in property-poor districts is still much lower than the local revenues other, property-rich districts can raise, resulting in inequitable levels of dollars among school districts available for enrichment; and

Whereas, Washington state is recognized as having one of the most regressive tax systems in the United States.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will advocate to ensure all school districts have ample federal and state funding to support 21st century skills and learning, and to meet the needs of all students, including, but not limited to funding for:

- Appropriate staffing levels that meet the operational costs of providing services to students in our public schools, including an equitable staff salary that considers regional differences in cost of living and the education and years of experience of educators
- Actual costs of providing student transportation
- Actual costs of educational services and tools for all students with disabilities, including Special Education and accommodations as described in 504 plans, as well as the cost of identifying disabilities
- A meaningful high school diploma, including sufficient class periods for students to meet the 24-credit requirement, while maintaining student ability to participate in desired electives
- Categorical funding to support highly mobile student populations (students in foster care, students facing homelessness or housing instability, incarcerated students, students in migrant families, and students in military families)

- Funding to remove the financial barriers to access dual credit programs such as Running Start, College in the High School, and Advanced Placement (AP)/International Baccalaureate (IB)/Cambridge International (CI)
- 10 state-funded staff professional learning days (professional development), providing a balance between state-directed and district-directed topics
- Resources for students needing additional academic, physical, and social emotional supports
- LAP supplemental instruction and services for students who are not yet meeting academic standards in basic skills areas
- Transitional Bilingual Instructional Education (TBIP) program for multi-language learners
- Equitable access to highly capable programs
- Sufficient funding for MSOC costs to include age-appropriate technology, textbooks, library books, curriculum, and other supplies
- Title I funds to provide financial assistance to schools with high numbers or percentages of children from low-income families to help ensure all students meet challenging state academic standards
- Full-day kindergarten and quality early learning programs
- Class sizes that support student academic and social-emotional success
- Family engagement funding that addresses costs related to accessible engagement with all our families, including the cost of high-quality interpretation and translation
- School construction funding that meets the needs of 21st century schools and learners; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for a levy and LEA funding system that:

- Provides all districts the means to enrich their programs and meet the unique needs of their students
- Equitably addresses district needs no matter their size, demographics, or location in the state
- Assures school districts do not need to fund basic education services using enrichment levy dollars; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for legislation or policies that amply fund K-12 public education to close gaps and address inequities with predictable, progressive, and sustainable revenue sources, while avoiding unfunded mandates or negatively impacting other programs that support children, youth, family and community well-being; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will work to ensure there is transparency, oversight, and meaningful family and community engagement in education funding and budgets so that:

- Schools or districts are not asking for, or allowing, PTAs to pay for basic education programs, including staff
- Education programs and funding formulas are transparent and revised regularly
- When funding formulas are revised, they include a “do-no-harm” provision to ensure districts do not receive less funding than previously provided
- Families and the local community have a voice in school district and school-site budgets and are meaningfully engaged in budget discussions at the state and local level
- Elected officials at all levels are held accountable for all public education spending and funding.

Persuasive Statement from submitter

Washington State PTA has been advocating to redefine and amply fund public education since at least 1982. That is over 40 years! And yet, despite the McCleary case, updates to the prototypical school model formula, and positive legislative intent, there are still significant gaps in education funding. There is more work to be done!

We must continue to advocate for the resources required to provide all students the academic, physical, and emotional supports they need, as well as to address critical funding gaps and inequities for our students with disabilities, students in highly mobile populations, and students furthest from educational justice. We must also advocate for a levy and LEA funding system that provides all districts the means to meet their unique needs and enrich their programs, no matter their size, demographics, or location in the state, and assures school districts do not need to fund basic education services using enrichment levy dollars.

If new state revenues are pursued, we support progressive initiatives and do not support regressive sales tax increases that hurt the very people who need financial assistance the most.

PTA members must stand together ensuring that students - all students - have the resources they need to meet their academic, physical, and emotional needs.

Adopting this new resolution will allow Washington State PTA to have one all-encompassing K-12 education funding resolution (see proviso for list of resolutions to be retired if this resolution is adopted). Please **VOTE YES** to adopt this critical new resolution!

PROVISO TO PROPOSED NEW RESOLUTION #3

If delegates at legislative assembly adopt this new resolution, the following resolutions would be retired:

- [18.5 Funding for Basic Education](#)
- [18.9 Participation and Oversight in Education Budgets](#)
- [18.18 Reduction in Class Size](#)
- [18.26 Levies and Local Effort Assistance](#)
- [18.28 Increasing Revenue to Support Our Legislative Principles](#)

Proposed New Resolution #4 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt [\[back to top\]](#)

Traumatic Brain Injuries

Whereas, the Centers for Disease Control and Prevention (CDC) defines a traumatic brain injury (TBI) as an injury that affects how the brain works and can include short-term effects such as loss of consciousness, seizures, blurred vision, headaches, or lethargy, and/or long-term effects such as organ damage, coma, or even death; and

Whereas TBIs are a significant public health problem that can cause temporary problems with normal brain function or can lead to severe and permanent disability or death. Some TBIs are primary, meaning the damage is immediate, but others are secondary, meaning they can occur gradually over the course of hours, days, or even weeks; and

Whereas, data show that TBIs are a major cause of death and disability in the United States with approximately 1.7 million TBI related deaths, hospitalizations, and emergency department visits occur each year; and

Whereas, some of the common causes of TBIs are falls, motor vehicle crashes, sports injuries, child abuse (most common cause in children under age 4), suicide, and being struck by an object; and

Whereas, children have the highest rate of emergency department visits for TBI of all age groups. TBIs affect children differently than adults and may disrupt a child's development and/or limit their ability to participate in school and other activities. As a result of a TBI, children may experience changes in their health, thinking, and behavior that affect learning, self-regulation, and social participation, all of which are important to becoming a productive adult; and

Whereas, amongst American children and adolescents, sports and recreational activities contribute to over 21% of all traumatic brain injuries. These activities include cycling, football, baseball/softball, basketball, soccer, skateboards, skating, hockey, rugby/lacrosse, swimming/diving, boxing, snow skiing/snowboarding, cheerleading, horseback riding, power recreational vehicles, exercise equipment, playground equipment, trampolines, and more. In 2019, about 15% of all U.S. high-school students self-reported one or more sports or recreation-related concussions within the preceding 12 months; and

Whereas, there is frequently an incomplete understanding about the effects of TBI beyond the initial injury among parents, healthcare professionals, and educators. Many students who sustain a TBI will need post-injury support at school, ranging from informal academic support specific to their symptoms to longer-term formalized support; and

Whereas, in May 2009, the State of Washington passed the "Zackery Lystedt Law" to address concussion management in youth athletics. This was the first state law to require a "removal

and clearance for Return to Play” among youth athletes. Now all 50 states have a Return to Play law. Similar guidance does not exist to guide students to “Return to Learn” and schools are responsible for their own concussion management; and

Whereas, the Traumatic Brain Injury Reauthorization Act of 2014 directed the CDC to compile a Report to Congress on the management of TBI in children and the Washington State Traumatic Brain Injury Strategic Partnership Advisory Council (TBI Council) in collaboration with the Department of Social and Health Services (DSHS) developed the TBI Comprehensive Statewide Plan to strategically partner with, and advise, DSHS and other state agencies on resources, services, and systems that impact people with TBI, caregivers, service providers, and the residents of the state; and

Whereas, research strongly supports that helmets can reduce mild and severe TBI, and the Center for Disease Control and Prevention recommends wearing a helmet to reduce TBI when riding a bike, motorcycle, scooter skateboard, or horse; when playing football, hockey, baseball or softball; or when skiing or in-line skating.

Therefore be it

Resolved, that Washington State PTA and its local PTAs and councils will advocate for the “opportunities for action” in the CDC’s Report to Congress “The Management of Traumatic Brain Injury in Children” to improve TBI care in children and youth:

- Enhancing Healthcare Services to Improve the Management of TBI in Children (during and post-injury)
- Improving Children’s Return to School, Activity, and Independence After a TBI (models of care, monitoring and service delivery, school transitions)
- Improving the Transition to Adulthood for Children with TBI (models of care and evidence-based approaches)
- Improving Professional Training for those Involved in the Management of TBI in Children (health professionals and educators)
- Filling Knowledge Gaps (research); and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for a statewide helmet law for children and youth aged 18 and under for bikes, scooters, skateboards, and skates; and it be further

Resolved, that Washington State PTA and its local PTAs and councils will advocate for mandated statewide “return to learn/school” guidelines and protocols for students who have experienced a TBI; and

Resolved, that Washington State PTA and its local PTAs and councils educate families, coaches, athletes, and school personnel on the seriousness of head injuries, prevention strategies, the importance of wearing helmets, the importance of school personnel being trained to recognize TBIs, and the need to immediately contact families if a head injury occurs in the school setting.

Persuasive Statement from submitter

Each year, there are several thousand TBI-related deaths and hospitalizations in Washington. These injuries can have long lasting effects, particularly for our children and youth. According to the CDC, “Children have the highest rate of emergency department visits for traumatic brain (TBI) injury of all age groups. TBI affects children differently than adults. An injury of any severity to the developing brain can disrupt a child’s development and may result in restrictions in school and participation in activities (e.g., sports). As a result of TBI, children can experience changes in their health, thinking, and behavior that affect learning, self-regulation, and social participation, all of which are important in becoming a productive adult.”

It is critical that we improve the TBI care for our children and youth. There is so much more to this issue than simply bike helmets! We must also advocate for a mandatory helmet law for children and youth age 18 and under and statewide “return to learn” guidelines. Another key area is education about the seriousness of head injuries, prevention strategies, and the importance of helmets.

Please vote **YES** to adopt this important resolution!

PROVISO TO PROPOSED NEW RESOLUTION #4

If delegates at legislative assembly adopt this new resolution, the following resolution would be retired:

[2.8 Bicycle Helmet Safety](#)

Proposed Amended Resolution #5 (Member Submission)

WSPTA Board of Directors’ recommendation: Adopt [\[back to top\]](#)

11.31 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 **state and federal funding for full** school district implementation of Washington SEL standards **and curricula** 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 **that prioritize funding** 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 pathologists, behavior specialists, and nurses.

Persuasive Statement from submitter

Washington State PTA reaffirmed commitment to advocating for positive Social and Emotional Learning outcomes in 2020 by passing resolution 11.31 titled Social Emotional Learning and Student Success. While the resolution advocates for a comprehensive roadmap for implementing effective SEL and highlights positive findings associated with developing competencies in the SEL area, it now feels timely to emphasize and advocate for prioritized funding in the resolution.

The national youth mental health crisis has been well documented in the last year by recent, alarming post pandemic CDC data and Washington state alone saw a 33.6% increase in youth depression and anxiety between 2016 and 2020. While social isolation during the pandemic played a part, the lack of access to a supportive environment fostered by successful implementation of SEL based behavioral supports that most Washington schools had grown to rely on pre pandemic may have also contributed to the decline in youth mental health. A year after schools reopening, across Washington state these SEL based programs are now on the chopping block for budget related considerations but also because they are viewed as expendable and inconsequential.

Evidence based research has shown that these programs can play a vital and preemptive role in addressing the student mental health crises and provide much needed support at a critical time. Adopting the addition of prioritized funding in resolution 11.31 would signal the importance of financing SEL based curriculums and not just stop at affirming core values. Please vote **YES** to adopt this amendment to resolution 11.31.

Proposed Amended Resolution #6 (WSPTA Resolutions Committee Submission)

WSPTA Board of Directors' recommendation: Adopt [\[back to top\]](#)

1.8 Substance Use Disorder Education and Prevention

Whereas, Washington State PTA recognizes that substance use disorders will continue to be a significant threat to the well-being of families, children and youth, and that the use of multiple substances during adolescence increases the likelihood of substance use disorder and health risks in adulthood; and

Whereas, the energy drink market in the United States is over \$20 billion annually and growing, and the potential dangers to adolescents who consume energy drinks include dehydration, heart complications, liver damage, kidney failure, dental erosion, anxiety, insomnia, and more, and research has shown that teens who consume energy drinks are more likely to use alcohol, tobacco, amphetamines, prescription stimulants, and other illegal drugs; and

Whereas, children and youth in homes with substance use disorders are commonly involved with child welfare and foster care systems, creating long-term challenges; and

Whereas, Healthy Youth Survey data continue to show that substance use can start in middle school ~~and that up to 20% of high school seniors regularly use more than one substance (alcohol, marijuana, tobacco products, prescription or non-prescription drugs)~~ **and as students get older, it becomes more common for them to use multiple substances, with the most common combination being alcohol and cannabis;** and

Whereas, since legalization in 2012, the perception of harm of cannabis use among high school students in Washington state has decreased significantly; according to the National Institute on Drug Abuse, up to thirty percent of people who use cannabis may have some degree of cannabis use disorder; youth who begin using cannabis before the age of 18 are four to seven times more likely to develop a cannabis use disorder than adults; and because hemp-derived tetrahydrocannabinol (THC) products, the primary mind-altering chemical in cannabis, are available for youth to purchase online with limited restriction; and

Whereas, many teens believe prescription drugs are safe **for recreational use** because they are prescribed by a doctor, **and many** individuals over the age of 12 who misuse prescription opioids get them from family or friends; and

Whereas, evidence-based substance use disorder education programs based in schools and communities have been successful at decreasing substance use in youth; and

Whereas, an American Psychological Association study on zero-tolerance school discipline policies concluded that zero-tolerance policies did not deter future substance use, but did have

negative effects on child development, decreased student education outcomes and increased racial disparities and referrals into the juvenile justice system; and

Whereas, to help prevent fatal opioid overdoses among children and youth, overdose-reversal medication is now required in high schools in districts with more than 2,000 students; and

Whereas, Washington State PTA supports alternatives to expulsion and suspension, including restorative justice and other programs that focus on prevention, treatment and rehabilitation.

Therefore be it

Resolved, that Washington State PTA **and its local PTAs and councils shall continue to support the allocation of tobacco settlement funds to health programs aimed at prevention, intervention, and control of tobacco product use by children and youth and shall advocate for legislation, policies and funding for:**

- **to increase funding for evidence-based education, and abuse-prevention, and harm reduction programs for students, families, caregivers, and community members regarding the methods, symptoms, effects and dangers of alcohol, tobacco/vaping nicotine products, marijuana/edibles cannabis products, and any drug abuse, including “off-label” use of prescription and non-prescription drugs**
- **school staff training for early identification, intervention, and follow-up care for students**
- **availability of overdose-reversal medication in all schools**
- **protections for children and youth from being exploited by advertising/marketing campaigns, labeling and packaging, and youth-appealing products among industries that sell energy drinks, alcohol, stimulants, tobacco/nicotine products, cannabis products, and other addictive drugs**
- **reduction in youth access to unregulated hemp-derived THC products**
- **resources and education for families, schools, and school districts about the dangers of energy drink consumption by children and youth; and be it further**

Resolved, that Washington State PTA and its local PTAs and councils work for increased awareness of existing regulations and laws that protect children and youth from these hazards to their health and well-being, including prohibitions on advertising, marketing or knowingly providing to minors any information that would be harmful, or selling **or providing** materials to minors that are illegal, including, but not limited to alcohol, tobacco and vaping products, **cannabis products,** drugs and other substances; and be it further

Resolved, that Washington State PTA ~~advocates~~ **and its local PTAs and councils advocate** for programs and projects that offer positive alternative activities to drug use and abuse for children and youth; for collaborative and holistic services that support families, children, and youth; for school districts to review their policies and procedures around disciplinary consequences of alcohol and substance use by students; and for expansion of alternatives to

suspension, expulsion or incarceration, including alternative discipline and restorative justice programs, for students with substance use disorders; and be it further

Resolved, that Washington State PTA ~~continues to~~ **and its local PTAs and councils** work in cooperative relationships with school districts, state and local government agencies, child welfare organizations, education support organizations, professional medical and advocacy organizations and the general public to deliver the most current evidence-based research curriculum regarding substance use disorders, promote substance and drug use disorder education, outreach, prevention and treatment; and to expand programs that reduce access of children and youth to prescription drugs, such as safe storage and take-back programs, and restrictions on internet pharmacy sales of opiates and other addictive prescription drugs.

Persuasive Statement from submitter

Alcohol, tobacco/nicotine, cannabis, drug abuse, and other substance use disorders negatively impact many children and youth in our state. According to Mental Health America, 4.08% of youth in the United States and 4.84% of youth in Washington State reported have a substance use disorder in the past year.

The proposed amendments to this resolution are to incorporate key parts of existing resolutions about energy drinks, furnishing alcohol to minors, adolescent cannabis use prevention, and tobacco settlement money, which are all related to substance use and substance use disorders. Incorporating them into one resolution puts our entire position in one place, making it easier for our advocates to understand and use our position. If delegates at legislative assembly adopt this new resolution, 1.9 Furnishing Alcohol to Minors, 1.10 Adolescent Marijuana Use Prevention, 11.17 Tobacco Settlement Money, and 11.20 Energy Drinks the following resolutions would be retired. Please vote **YES** to amend this important resolution.

PROVISO TO PROPOSED AMENDED RESOLUTION #6

If delegates at legislative assembly adopt the amendments to the resolution, the following resolutions would be retired:

- [1.9 Furnishing Alcohol to Minors](#)
- [1.10 Adolescent Marijuana Use Prevention](#)
- [11.17 Tobacco Settlement Money](#)
- [11.20 Energy Drinks](#)

With the retirement of 1.9 and 1.10, Substance Use Disorder Education and Prevention would be the only resolution left in resolution "Section 1 Alcohol and Drugs." The Resolutions Committee plans to delete Section 1 and move this amended resolution to "Section 11 Health and Nutrition".