Board Positions and Resolutions

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 Resolutions are reviewed annually; they may be combined, amended, retired or rescinded.

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Board Positions

Washington State PTA (WSPTA) Board Positions are initiated and approved by the board of directors. They must be submitted as a resolution at the WSPTA annual meeting or legislative assembly within one year of adoption. Any board position not ratified by membership within a year will expire and be removed from this document.

Resolutions

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 Resolutions are reviewed annually; they may be combined, amended, retired or rescinded.

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

Retired Resolutions

Resolutions are retired because the objectives have been met or an updated resolution is adopted. The resolved statements of resolutions that have been retired remain on the books to indicate association positions. Resolutions that have been rescinded are taken off the books because they no longer reflect association positions.

Details on resolutions that have been retired are located in the *WSPTA Retired Resolutions* document located on the Resolutions webpage.

CHILD SAFETY AND PROTECTION

2.1 Safe Travel Routes and Parking Lots

Resolution passed 1980; amended 2019

Whereas, Washington State PTA advocates for all children and youth to have the opportunity to travel safely to and from school and in and out of the school parking lot; and

Whereas, Washington state has the third fastest-growing traffic volumes of any state in the nation, growing at a rate of 3.4% annually across all roads; and

Whereas, Safe Routes to School (SRTS) is an approach that promotes walking and bicycling to school through infrastructure improvements, enforcement, tools, safety education; 10%–14% of car trips during morning rush hour are for school travel. SRTS initiatives improve safety by removing cars from the road and also increase levels of physical activity for students.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils advocate to ensure all children and youth have safe routes to and from school, accommodating all modes of travel such as walking, biking, scootering, driving, busing, etc., that include, but are not limited to:

- Safe, visible, and adequately lit sidewalks, crosswalks, and walking paths in compliance with all ADA requirements
- Street signage, signals, paint striping, safety devices, and traffic enforcement as needed
- Parking lot designs, plans and procedures to safely accommodate buses, cars, and pedestrians; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for existing school facilities to regularly review their current routes to and from school and their parking lot designs, plans, and procedures and improve safety and remove potential dangers as needed; and that new and remodeled school facilities be designed and built with these safety concerns in mind; and be it further

Resolved, that Washington State PTA and its local PTAs and councils work actively with their local government involved in the urban planning of housing and business developments and the location of schools to help ensure safe routes to and from school areas; and be it further

Resolved, that Washington State PTA encourages its local PTAs and councils to research and pursue Safe Routes to School and Healthy Lifestyle grants in collaboration with their school districts and community agencies.

2.2 Child Identification Programs

Resolution passed 1984; amended 2019

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

Whereas, many children are never reported missing; there is no reliable way to determine the total number of children who are actually missing in the U.S.; and

Whereas, when a child is reported missing to law enforcement, federal law requires that child be entered into the FBI's National Crime Information Center (NCIC). The NCIC's Missing Person File contained 85,459 active missing person records as of 2018, with juveniles under the age of 18 accounting for 29,758 (34.8%) of the records and 38,561 (45.1%) of the records when juveniles are defined as under 21 years of age; and

Whereas, the National Center for Missing & Exploited Children (NCMEC) assisted law enforcement with more than 25,000 cases of missing children in 2018 with 92% being endangered runaways, 4% family abductions, 3% critically missing young adults ages 18-20, less than 1% nonfamily abductions, and 1% lost, injured or otherwise missing children. Of the runaways reported to NCMEC in 2018, one in seven were likely victims of child sex trafficking; and

Whereas, vital current information will be helpful to school administrations and law enforcement agencies in finding/identifying a missing child; and

Whereas, families may have incomplete or outdated records of their child's vital statistics and other necessary identifying information.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will partner with programs and/or provide information to families encouraging healthy conversations about trusted adults and personal safety awareness for children; and be it further

Resolved, that Washington State PTA and its local PTAs and councils work with school administrations and law enforcement to promote child identification programs which include, but are not limited to:

- Up-to-date child information including a written description with measurements and identifying markers
- Current photos
- Medically important information
- And other pertinent information.

2.9 Emergency Preparedness

Resolution passed 1992; amended 2009; amended 2019

Whereas, one of the purposes of Washington State PTA is to advocate for laws that further the education, physical and mental health, welfare, and safety of children and youth; and

Whereas, numerous public school districts throughout Washington State lack adequate infrastructure and preparation for emergency conditions that can result from natural disasters (e.g., earthquake, volcanic activity, lahar, flooding, wildfire, avalanche, drought, landslide, tsunami, and severe weather); human-made disasters (e.g., civil disturbance, terrorism, active shooter, bomb threat); and unintended disasters (e.g., dam failure, release of hazardous material, pipeline failure, and urban fires) any of which may expose children and youth to grave hazard; and

Whereas, many existing school structures, having been built before the development of the statewide building code (established in 1975), are especially at risk to seismic effects which, in the event of an earthquake, may render buildings structurally unsafe and too dangerous to occupy or result in collapse; and

Whereas, school buildings are public assets and may be required to support communities after disasters as temporary mass shelter facilities or resource centers during times of crisis; and

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

Whereas, first responder resources may be overwhelmed in a large-scale emergency, delaying aid to schools and school personnel may be called on to provide emergency assistance to students until traditional First Responders arrive, or students are reunited with their families; and

Whereas, schools need to have on-hand essential emergency supplies and equipment; and

Whereas, being prepared will reduce fear, anxiety, and losses during disasters; and

Whereas, preparedness drills and emergency response exercises help reinforce skills and knowledge needed during an actual emergency and can also enhance response effectiveness when schools work in collaboration with emergency response agencies, including fire, police, and trained community volunteers.

Therefore, be it

Resolved, that Washington State PTA its local PTAs and councils urge the legislature to strengthen laws, education and funding to fully implement comprehensive safe school and emergency preparedness plans and a means for verifying compliance with minimum standards at all public schools; and be it further

Resolved, that Washington State PTA shall promote and encourage cooperation and collaboration between all public schools, OSPI, regional school safety centers, and emergency management authorities in the development, implementation and regular updating of comprehensive safe school and emergency preparedness plans, which shall include provisions for emergency supplies and equipment, age-appropriate drills, and hands-on training for staff in accordance with best practices and guidelines from leading governmental and non-governmental organizations and healthcare providers; and be it further

Resolved, that Washington State PTA shall support legislation and funding for school building seismic hazard mitigation. This includes structural (i.e., buildings) and non-structural (i.e., falling objects)

considerations for all public schools to reduce injuries/fatalities during earthquakes and to help ensure that buildings can serve as safe shelter areas after an event; and be it further

Resolved, that Washington State PTA shall encourage local PTAs and councils to promote public awareness about comprehensive safe school plans and emergency preparedness.

2.11 Promoting the Safety and Well-Being of Children Through Decreased Exposure to Violence

Resolution passed 1994

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

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

Whereas, there is increasing gang activity in all communities in Washington state; and

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

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

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

Whereas, the safety and well-being of our children is jeopardized by the prevalence and accessibility of dangerous weapons.

Therefore, be it

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

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

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

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

2.13 Youth Suicide Prevention

Resolution passed 2005; amended 2013; amended 2019

Whereas, an increasing number of Washington youth report feeling sad, hopeless, or anxious, or having suicidal thoughts; and

Whereas, suicide is the second leading cause of death for people aged 15-19 nationally, with American Indian and Alaskan Natives at the highest risks for suicide. In addition, LGBTQ+ are at an increased risk for suicide, with the transgender suicide rate the highest of that population; and

Whereas, adolescents with access to firearms are 2.6 times as likely to die by suicide as adolescents without access to firearms; and

Whereas, the detection of the warning signs of suicide and the reduction and restriction of suicide means can make the difference between life and death.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils advocate to ensure staffing levels in schools are funded to meet student need and to support student learning and well-being, and encourage the Office of the Superintendent of Public Instruction to emphasize the importance of knowing the warning signs of suicide among youth with our Washington state education service districts, school and district administrators, educators and staff, students, families and caregivers; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support culturally and linguistically appropriate programs, projects and training for youth suicide prevention, including awareness of the warning signs of suicide and risk factors like anxiety, depression, stress, and destructive behaviors; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for the creation of funding for suicide prevention and intervention programs, including support services for survivors of suicide attempt and for families that have lost someone to suicide; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support youth suicide prevention research, programs, and policies that include the reduction of access to the methods for attempting and completing suicide, including firearms and prescription and non-prescription medication.

2.14 Child Abuse Prevention Supports

Resolution passed 2007; amended 2019

Whereas, RCW 26.44.020 defines child abuse or neglect as sexual abuse, sexual exploitation or injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety; and

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

Whereas, child abuse crosses all boundaries of economics, race, ethnic heritage, religious faith, or geographic location; and

Whereas, child abuse is associated with lower school achievement, juvenile delinquency, substance use disorders, and mental health problems.

Therefore, be it

Resolved, that Washington State PTA will assist local PTAs, councils, and regions statewide in creating, acquiring and implementing programs that emphasize the vital role of community, early intervention services, and caregiver education to help keep children safe from abuse, both physical and emotional; and be it further

Resolved, that Washington State PTA will partner and provide voice, advocacy and resources to legislators, the Office of the Superintendent of Public Instruction, the Department of Children, Youth and Families, Indian Child Welfare, Kinship Care services, local agencies, school districts, schools, local PTAs and councils to advocate for the necessary services and resources with the required funding needed to support and educate families and communities.

2.15 E-911 Safety Training for Youth

Resolution passed 2014

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

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

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

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

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

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

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

Therefore, be it

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

2.16 Water Safety and Instruction

Resolution passed 2015

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

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

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

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

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

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

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils promote education of parents, students, school personnel and communities regarding the risks associated with water and water activities and the benefits of water safety and swimming instruction; and be it further

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

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

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

2.17 Child Sex Trafficking

Resolution passed 2016

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

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

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

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

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

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

Therefore, be it

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

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

Resolved, that Washington State PTA encourages and calls for members, policymakers in government, inter-governmental bodies and non-governmental, school, and community organizations to raise awareness and to address those conditions and situations that contribute to child trafficking.

2.18 Trauma Informed Care

Resolution passed 2017

Whereas, a positive school climate improves students' ability to learn and grow; and children should come to school excited to learn in a safe and nurturing school environment, without the fear of bullying, hunger or violence; and

Whereas, an estimated 46 million American children will be affected by violence, crime, abuse or psychological trauma in a given year – referred to as an adverse childhood experience (ACE); and

Whereas, ACEs significantly harm a child's brain development; and are the root cause of most chronic and mental illnesses and future violence in their adult years; and

Whereas, research shows that childhood exposure to ACEs significantly impacts both mental and physical health through adulthood, and early research highlights the promise for family and community-based interventions to reverse the negative impact of ACEs.

Therefore, be it

Resolved, that Washington State PTA will support public policy that advocates for all schools to be trauma-informed or sensitive schools; providing resources and supports so that all adults within the school community can respond to trauma and chronic stress, so that the school can provide evidence-based interventions and access to necessary services for students affected by ACEs; creating connected communities, positive school climates that keep students healthy and in school; and be it further

Resolved, that Washington State PTA supports continued efforts to research and promote evidence-based systemic prevention and intervention programs that enhance youth development, growth, and safety. Furthermore, Washington State PTA will continue to call attention to the importance of family engagement in the development and implementation of school policies, positive school climate, family-focused inventions for youth involved in the juvenile justice system and mental health services and delivery to maintain a safe and healthy environment for all students; and be it further

Resolved, that Washington State PTA urges state and local jurisdictions to seek a comprehensive approach to addressing the needs of children exposed to violence and trauma.

2.19 LGBTQIA2S+ Safety and Inclusion*

Resolution passed 2017; amended 2025

Whereas, all children, youth, and teens are entitled to attend school in a safe, accepting, inclusive, and respectful learning environment - free from discrimination - with full access to school campuses, facilities, and community spaces, and the ability to fully participate in school and community programs; and

Whereas, all staff, families, guardians, and foster parents should have the right to be safe, included, and free to participate in schools and community programs; and

Whereas, Washington state law prohibits discrimination in public schools on the basis of sexual orientation, gender expression, and gender identity; and

Whereas, explicit federal statutory protections currently address discrimination on the basis of race, color, national origin, sex, disability, and sexual orientation, but not gender identity. However, Washington state law prohibits discrimination against any person based on his or her sexual orientation or gender identity; and

Whereas, youth who identify as LGBTQIA2S + are at greater risk of harassment, intimidation, and bullying (HIB) and discrimination, which can lead to lower academic achievement, higher absenteeism, lower graduation rates, and higher rates of isolation, depression, drug and alcohol use, and suicidal ideation and attempts; and

Whereas, education regarding LGBTQIA2S+ issues increases understanding, cultivates acceptance of and respect for LGBTQIA2S+ children, youth, teens, families and staff; and

Whereas, inclusive policies, programs, and practices that address the needs of LGBTQIA2S + students, staff, and families have been shown to improve school climate, academic achievement, and emotional well-being for all students; and

Whereas, harassment and bullying policies that specifically mention sexual orientation, gender identity, and gender expression are associated with: students feeling safer, lower levels of bullying, decreased incidents of harassment related to sexual orientation, increased teacher/staff intervention, and greater reporting of incidents.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils support the right for all children, youth, teens, families, guardians, and foster parents to be safe, included, and free to participate equitably in schools and community programs; and be it further

Resolved, that the Washington State PTA and its local PTAs and councils advocate for the adoption and enforcement of policies and practices that create and maintain safe, affirming, and inclusive school environments for LGBTQIA2S+ students, families, and staff, including but not limited to:

- Policies that prohibit harassment, intimidation, bullying (HIB), and discrimination on the basis of sexual orientation, gender identity, and gender expression, and prompt and thorough investigation of all complaints;

• Dress codes that are gender-neutral, based on educationally relevant considerations, and consistently applied to all students;

• Engagement of LGBTQIA2S+ families as valued members of the school community;

• Staff professional development and training on LGBTQIA2S+ inclusion, bias reduction, students' rights, and creating safe school climates;

• Age- and developmentally appropriate, medically accurate, and culturally responsive curricula and library collections that are inclusive and reflect the diversity of the student population, including LGBTQIA2S+ people and issues;

• Student support programs, including gender and sexuality alliances (GSAs), that promote respect and acceptance;

• Access to facilities that correspond to a student's gender identity;

• Use of preferred names and pronouns that reflect a student's identity in all educational settings and appropriate student records;

• The collection of data on school climate and incidents of harassment and discrimination, disaggregated by sexual orientation and gender identity, to inform continuous improvement efforts;

• Protection from unwanted disclosure to third parties of students' personal information that constitute confidential medical or educational information, such as gender identity, legal name, or gender assigned at birth, consistent with state law; and be it further

Resolved, that Washington State PTA will work with the Office of the Superintendent of Public Instruction to incorporate standards regarding age-appropriate, medically accurate and culturally sensitive information on LGBTQIA2S+ issues into existing health and other appropriate curricula; and be it further

Resolved, that Washington State PTA and its local PTAs and councils seek and support state and federal legislation that ensure LGBTQIA2S+ individuals are part of a protected class, with equitable access to affirming health care and suicide prevention programs.

*LGBTQIA2S + definitions:
L = Lesbian
B = Bisexual
T = Transgender
Q = Queer or Questioning
I = Intersex
A = Asexual
2S recognizes Two-Spirit people, a term used by some Indigenous communities in North America to describe indigenous individuals who embody both masculine and feminine energies; a specific identity within some Indigenous cultures, not applicable to non-Indigenous individuals.
+ acknowledges there are other diverse sexual orientations and gender identities and the need for flexibility and inclusion in groupings

2.21 Sexual Violence and Harassment Prevention and Survivor Supports

Resolution passed 2018

Whereas, Washington State PTA is a strong advocate for the well-being and education of all children; and

Whereas, national surveys of adults suggest that between 9-32% of women and 5-10% of men report that they were survivors of sexual abuse and/or assault during their childhood. Eighty percent of Washington state women's sexual assault experiences occurred prior to the age of 18; and

Whereas, underserved populations such as LGBTQ, Native Americans, and the developmentally disabled experience sexual assault rates up to at least twice that of the general population; and

Whereas, twenty percent or more of college-age students report being survivors of sexual harassment and sexual violence; and

Whereas, research further indicates that educational institutions are the most common location of peer sexual victimization; and

Whereas, sexual violence or sexual harassment have devastating effects on students by negatively impacting their emotional and physical well-being, and can become a barrier to equal and free access to public education; and

Whereas, Title IX of the Education Amendments of 1972, 20 U.S.C. Sec. 1681 et seq., prohibits discrimination on the basis of sex (including sexual harassment or sexual violence) in any federally funded education program or activity without, however, requiring prevention strategies or support services for victims; and

Whereas, WAC 392-410-140 allows local school boards to opt-out of including sex education curricula in their districts, and RCW 28A.300.475 lacks a requirement that adopted sex education curricula include discussions of consent, affirmative or otherwise.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils urge and support the strengthening of Title IX and other federal, state and local laws that identify, address the effects of, and prohibit sexual harassment and sexual violence impacting students; and be it further

Resolved, that Washington State PTA and its local PTAs and councils collaborate with school administrations, institutions of higher learning, and community partners to ensure that every school:

- Provides support services for survivors of sexual harassment and sexual violence; and
- Presents awareness and prevention programs that address sexual harassment and sexual violence affecting students; and
- Includes training on the responsibilities of educational institutions, as well as the rights of sexual violence and sexual harassment survivors under Title IX and other laws and regulations; and
- Promotes inclusive education about mutual respect and affirmative consent for students of all abilities, gender identities/expressions, and sexual orientations; and
- Provides equitable and confidential reporting mechanisms for survivors of sexual harassment or violence and their families.

2.22 Artificial Intelligence and Digital Technologies; Use and Safety

Resolution passed 2007; amended 2013; amended 2019; amended 2025

Whereas, artificial intelligence (AI) technologies are becoming increasingly integrated into education tools and daily life, and students must be equipped not only to use AI productively and responsibly but also to understand its risks and ethical implications; and

Whereas, 95% of teens now report they have a smartphone or access to one. Between computers and mobile devices, children have more access to the internet than ever before, with 45% of teens now saying they are online on a near-constant basis, with AI algorithms influencing much of their online experience; and

Whereas, there are growing concerns about the impact of digital technologies, AI, the internet, online gaming, video streaming, and social media on children's and youth's emotional and physical well-being, particularly regarding fear, anxiety, and depression, and online exposure to inappropriate material, child exploitation, harassment, and privacy risks; and

Whereas, school districts must annually review their policy and procedures on electronic resources and internet safety, per RCW 28A.650.045, including the consideration of best practices, resources, and models for instruction in digital citizenship, internet safety, and media literacy, including methods to involve parents.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will work with school districts, educators, families, students, partners, and the community to heighten technological awareness and skills to promote responsible, safe and ethical use of AI and digital technologies, ensuring that youth are prepared for both the opportunities and risks of these tools; and be it further

Resolved, that Washington State PTA will work with digital service providers, platforms, lawmakers, and law enforcement in developing and dedicating resources to programs that will ensure the safety of youth online; and be it further

Resolved, that the Washington State PTA and its local PTAs and councils will advocate for the creation and adoption of model policies to increase students' and educators' digital, media, and artificial intelligence literacies, promote academic integrity, enable responsible use of AI, and safeguard students and educators from potential harms associated with AI and digital technologies including privacy violations, impersonation, fraud, manipulation, exploitation, algorithmic bias, and misinformation.

2.23 Gun Violence Prevention and Safety – Students and School Staff

Resolution passed 2019; amended 2020, amended 2022

Whereas, one of the purposes of Washington State PTA is to advocate for laws that further the education, physical and mental health, welfare, and safety of children and youth; and

Whereas, firearms are the leading cause of death for American children and teens nationally, with nearly 1,600 children and teens dying by gun homicide every year; and over 950 children and teens dying of suicide by gun every year; and the rate of firearm suicide is up by 61 percent in the past 10 years; and

Whereas, children exposed to gun violence, crime and abuse are more likely to abuse drugs and alcohol; suffer from depression, anxiety and posttraumatic stress disorder; fail or have difficulties in school and engage in criminal activity; and

Whereas, due to its tremendous impact on the health and wellbeing of our youth, the Centers for Disease Control and Prevention's, National Center for Injury Prevention and Control has declared gun violence a public health problem which must be dealt with using many multidisciplinary strategies and approaches; and

Whereas, recent research strongly supports that safe storage of firearms reduces the risk of suicide, domestic violence homicide, and unintentional injury; and

Whereas, the lethality, and severity of injury to the wounded is greatly increased by the shooters' use of semi-automatic assault weapons, including both pistols and rifles; and

Whereas, possession of firearms on school premises is not permitted by law, except by persons engaged in military, law enforcement, or school district security activities under the direction of a school administrator; and some school districts employ commissioned law enforcement as school resource officers (SROs) or other armed school security personnel; and

Whereas, if a school district chooses to have an SRO program, the school district must confirm that every SRO has received specified training and engage in specific community outreach and accountability actions specified in RCW 28A.320.124.

Therefore, be it

Resolved, that Washington State PTA encourages its local PTAs, councils, and members, as well as its fellow state PTAs, to support and advocate for legislation and policies that aim to prevent gun violence and reduce youth suicide; and be it further

Resolved, that Washington State PTA advocates for legislation and policies that reduce dangerous gun access, including:

- Enforce all existing gun violence prevention laws
- Strictly regulate civilian ownership of firearms and non-sporting ammunition, including high-capacity magazines holding more than 10 rounds
- Restrict dangerous access to all firearms, especially by children and by people with a history of violence including, but not limited to, domestic abusers, violent criminals, and/or people with histories showing a pattern of threatening behavior
- Require the best available background checks on all firearm sales
- Mandate safety training for firearms ownership

- Hold legally accountable those corporations, businesses, and individuals who facilitate dangerous access to firearms
- Oppose the defensive arming of teachers and school staff, other than:
    - Properly trained and uniformed school resource officers (SROs)
    - Properly trained persons performing school security activities under the direction of a school administrator with equivalent training and community accountability as SROs; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for legislation and policies that aim to reduce the likelihood, lethality, and trauma of school shootings, including:

- Prohibitions on the sale or transfer of military-style assault weapons
- Family engagement in, and regular communication about school safety policies and procedures
- Robust education programs to teach students, families, caregivers, and community members about gun safety and violence prevention.

2.24 Furniture Tip-Over Prevention

Resolution passed 2020

Whereas, in the U.S. furniture tip-over incidents result in a child visiting the emergency room every 37 minutes, and one child dying every 11 days per the United States Consumer Product Safety Commission; and

Whereas, use of tip restraints or furniture anchors is an effective way to prevent tip-overs, but only 27% of Americans anchor their furniture per Consumer Reports; and

Whereas, the current federal furniture manufacturing standard for clothing storage units is voluntary and insufficient to prevent child injuries and death as shown by research conducted by Kids in Danger and Shane's Foundation; and

Whereas, state legislatures can pass laws regulating furniture safety and New York state passed laws in 2019 prohibiting the sale of new clothing furniture units that do not meet the voluntary standard and requiring all heavy furniture and televisions to be anchored in public spaces for children, including daycare facilities, foster care homes, and schools; and

Whereas, current federal legislation, the STURDY Act (Stop Tip-overs of Unstable, Risky Dressers on Youth), has been introduced in the U.S. House and Senate and would require new mandatory safety standards for all free-standing clothing storage units, and testing that more closely simulates real world use including to account for impact on clothing storage unit stability of carpeting, drawers with items in them, multiple open drawers, dynamic force and use by children up to 72 months of age and 60 pounds.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils shall support child safety through advocacy for the STURDY Act and other applicable federal legislation; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall support and advocate for state legislation to require sale of anchoring kits with new furniture units, to require anchoring of furniture and televisions in public spaces including, but not limited to, childcare/daycare facilities, schools, and foster care facilities, and to prohibit sale of new furniture that does not meet anti-tip safety standards; and be it further

Resolved, that Washington State PTA encourages its local PTAs and councils to educate families and the community about the dangers of unanchored furniture in their homes and public spaces.

2.25 Restorative Justice and Improving Student Outcomes

Resolution passed 2020

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

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

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

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

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

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

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

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

Therefore, be it

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

- Restorative justice

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

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

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

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

2.26 Dismantling Institutional and Systemic Racism

Resolution passed 2020

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

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

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

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

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

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

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

Whereas, the Educational Opportunity Gap Oversight and Accountability Committee states "gaps are not due to our students' and families' failures, but rather the failed responsibility of our system"; and Washington state report card data shows disparate outcomes for BIPOC students in kindergarten readiness, meeting math, science, and English language arts standards, dual credit course completion, and graduation rates; and

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

Whereas, Washington state enrollment data shows a large racial gap in the classroom between student and classroom teacher demographics; and evidence supports that having BIPOC teachers and educational leadership has positive effects on BIPOC students, including boosting overall academic performance,

improving reading and math test scores, improving graduation rates, increasing aspirations to attend college, and reducing the number of absences.

Therefore, be it

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

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

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

- Meaningful and ongoing anti-racist and anti-bias training, including professional development on social emotional learning and healing-centered engagement, for all educators and staff, as well as anti-racist and anti-bias pre-teacher training.
- Explicitly anti-racist curricula, teaching practices, and school library materials that honor the histories, cultures, traditions, identities, and perspectives of BIPOC communities, including ethnic studies content and pedagogy that is student-centered and offers counter-narratives to current, Eurocentric curricula
- Anti-racist school district policies, including but not limited to support of BIPOC student activism and leadership, culturally responsible school building names and mascots, and anti-racism, equity, and inclusion committees
- Recruitment and retention of, and removal of barriers for, BIPOC educators, administrators, and school board members
- School cultures that honor, respect, reflect, and are welcoming to BIPOC students and staff

- Language access by providing printed and digital materials for families translated in multiple languages; and removing language barriers during school and district meetings (online and in-person) and with other oral communication practices
- Partnerships with trusted community organizations that work with BIPOC students and families
- Accurate identification of and services and resources for BIPOC students and families that also receive or should receive special education services
- Authentic student assessment metrics that honor the brilliance of BIPOC students; eliminate potential assessment barriers, biases, and discriminatory practices
- Education and engagement for BIPOC students and families that remove barriers to early learning programs and post-secondary education and pathways; and be it further

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

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

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

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

2.27 Improving Outcomes for Children and Youth in Highly Mobile Populations

Resolution passed 2021

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, homelessness, 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 rights 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, especially those that create authentic family and community engagement that centers the voices of the communities that represent highly mobile students groups listed above, 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 that centers the voices of the communities that represent highly mobile students;
- 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.

2.28 Traumatic Brain Injuries

Resolution passed 2023; amended 2024

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), some suicide attempts, 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, and 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, with training to ensure equitable enforcement, programs to support distribution of helmets at free or reduced cost, and a public awareness campaign about the need to wear a helmet while riding 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 be it further

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.

2.29 Safe Siting for Battery Energy Storage Systems

Resolution passed 2026

Whereas, one of the purposes of Washington State PTA is to advocate for laws that further the education, physical and mental health, welfare, and safety of children and youth; and

Whereas, battery energy storage systems (BESS) are large-scale, grid-connected facilities that store electricity in lithium-ion batteries and are being proposed and sited with increasing frequency in Washington state, including in residential zones immediately adjacent to schools, childcare facilities, and other institutions serving children; and

Whereas, BESS incidents can result in thermal runaway, producing chemical fires that release toxins, notably hydrogen fluoride; and emergency response modeling for various emerging hazards typically uses a 175-pound adult as the exposure baseline, which does not account for children's smaller body mass, higher respiratory rates, and developing lungs and organ systems, with the result that current risk assessments may systematically underestimate the severity of toxic exposure for children in nearby schools and childcare settings; and

Whereas, BESS facilities in Washington state are permitted through a patchwork of local land use processes that vary by jurisdiction and apply no uniform siting standard, so that the safety protections afforded a school community depend on which county or city conducts the review rather than on any consistent statewide requirement; and

Whereas, schools are responsible for safety and evacuation planning children enrolled in public schools near BESS facility sites face uncertain and poorly documented risks; no statewide agency known to WSPTA tracks all BESS facilities proposed or permitted through local review in Washington State, leaving affected school communities to discover such proposals independently; and

Whereas, existing rules applicable to BESS facilities do not address proximity to schools, require community notice or consent, or mandate site-specific risk analysis for neighboring populations, and no county siting code closes this gap; and

Whereas, no law in Washington state requires centralized notice to school communities when a BESS facility is proposed nearby, requiring each school and school district to independently discover such proposals through its own monitoring of regulatory proceedings, a burden that falls most heavily on communities with limited technical, legal, and financial resources; and

Whereas, siting decisions for commercial facilities using BESS may disproportionately affect communities with fewer economic and political resources, which may lack access to technical expertise, face barriers to legal representation or independent safety review, and already bear cumulative environmental and public health burdens, creating a heightened risk that BESS facilities will be placed where residents are least able to evaluate risk, advocate for protective measures, or effectively participate in regulatory proceedings; and

Whereas, effective fire service response to a BESS incident depends on responders having manufacturer emergency response guidelines and site-specific pre-incident plans available before an incident occurs, because standard guidance directs crews at commercial and utility installations to follow the pre-plan

rather than enter the structure and to operate emergency disconnects only where those are identified in advance, so that absent such documentation and site-specific hazard and evacuation plans, local departments cannot safely pre-plan response or protect nearby school populations; and

Whereas, with the emerging technology of BESS and subsequent incidents, there are exposure risks, local fire departments are not necessarily equipped or trained to manage large scale incidents and such firefighting efforts require hazmat firefighting techniques and equipment.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils urge the Washington State Legislature to establish statewide siting and safety standards for facilities using 5 megawatt (MW) or larger Battery Energy Storage Systems (BESS) that establish minimum setbacks from schools and educational settings and require a site suitability analysis for proposed sites near schools or residential areas before a project enters the permitting process, ensuring consistent procedural safeguards regardless of the permitting authority; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for mandatory early and meaningful public notification and structured community engagement processes when facilities using 5 MW or larger BESS are proposed near schools, educational settings or residential areas, including clear disclosure of project details, public meetings, and opportunities for community comment before siting decisions are finalized; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for adequate funding and preparation requirements ensuring that local fire departments and emergency response agencies are fully informed, trained, and equipped to respond to incidents involving facilities using 5 MW or larger BESS, including access to safety documentation, emergency shutdown procedures, and site-specific hazard and evacuation plans before siting decisions are finalized.

COOPERATIVE ROLE OF PARENTS AND EDUCATORS

4.13 Subsidizing Certificated and Classified Staff Salaries

Resolution passed 2012

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

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

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

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

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

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

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

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

Therefore, be it

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

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

4.14 Vital Impact of Membership on PTA's Sustainability

Resolution passed 2019

Whereas, Washington State PTA and its local PTAs and councils rely on advocacy at all levels to further the PTA mission, vision, and purposes; and

Whereas, decision-makers at the school building, school district, city, county, state, and national levels provide time and preference to the priorities of their largest constituent bodies; and

Whereas, the larger the PTA membership, the louder and more influential the collective PTA voice to effectively advocate at all levels (school building, school district, city, county, state, and national).

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will raise awareness of the importance of membership at all levels of PTA (local PTA, council, region, and state); and be it further

Resolved, that Washington State PTA and its local PTAs and councils will actively participate in year-round membership recruitment that includes all potential PTA members (families, students, staff, community members, and anyone who supports the mission of PTA) to amplify our collective voice; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will provide and recommend participation in and use of membership training, materials and resources for all leaders at every level of PTA; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will prioritize communicating the relevancy and mission of the PTA and membership recruitment as the most critical components of our association's sustainability.

4.15 Mission-Focused Fundraising

Resolution passed 2019

Whereas, the mission of Washington State PTA is to be (1) a powerful voice for children, (2) a relevant resource for families, schools and communities, and (3) a strong advocate for the well-being and education of all children; and

Whereas, as a child advocacy association, there are many challenges facing today's children and youth that need PTA's focus and advocacy; and

Whereas, the National PTA Standards for Family-School Partnerships are a tool for empowering people to work together with an end goal of building family-school partnerships and student success, and they focus on advocacy and family and community engagement; and

Whereas, Washington State PTA advises affiliated local PTAs to use their resources to best serve and enhance the educational experience of every child through the funding of programs, events and activities that support the PTA mission and their local PTA goals, as those that are heavily focused on fundraising are frequently exclusionary; and

Whereas, it is an adopted position of Washington State PTA that local PTAs should help eliminate and not contribute to the problem of inequities within a school district by engaging in excessive fundraising; and

Whereas, the Washington State Constitution states that it is the "paramount duty to make ample provision for the education of all children without distinction or preference on account of race, color, caste or sex" and further directs the legislature to "provide for a general and uniform system of public schools"; and

Whereas, over twenty years of Washington State PTA legislative priorities have focused on holding the state accountable for the funding of basic education.

Therefore, be it

Resolved, that Washington State PTA will educate its local PTAs and councils about fundraising best practices; and be it further

Resolved, that Washington State PTA encourages its local PTAs to evaluate their current fundraising practices and budgets to focus on the mission of PTA, and for councils to advocate for reasonable and equitable fundraising policies for all parent organizations in their school districts; and be it

Resolved, that Washington State PTA strongly advises its local PTAs and councils not to fund certificated and classified staff, school operations, and programs that are included in the definition of basic education; and be it further

Resolved, that Washington State PTA and its local PTAs and councils continue to advocate to the state legislature to amply fund education per our state constitution.

4.16 Equitable and Impactful Family Engagement in Education

Resolution passed 2022

Whereas, according to the OSPI Family Engagement Framework 2021 Report to the legislature, family engagement is a full and equitable partnership among families, educators, providers, and communities to support learners' development from birth through college and career; and

Whereas, it is a core value of National PTA, and therefore WSPTA, to commit to supporting strong family engagement by promoting an environment in which families are valued as primary influences in their children's lives and essential partners in their children's education and development; and

Whereas, families - particularly low-income and limited-English-proficient families - face multiple barriers to engagement, often lacking access to the social capital and understanding of the school system necessary to take effective action on behalf of their children; and

Whereas, equitable family engagement amplifies educational success for all learners by acknowledging the myriad of family types, including multi-generational, cultural, same-gender, single-parent, and linguistically diverse families; and

Whereas, unless there is intentional work to break down barriers to participation, low-income families, migrant families, families of color, families with students with disabilities, families with parents with disabilities, and non-traditional families can feel unwelcome and unprepared to play active roles in schools; and

Whereas, National PTA's Center for Family Engagement, which publishes standards for family engagement, asserts that "Developing an inclusive approach helps all families understand that their perspective matters. PTAs need to intentionally build trusting relationships with families in order to ensure they feel comfortable and welcome in the community."; and

Whereas, the National PTA School of Excellence recognition program opens the lines of communication and critical thinking within school communities to make data-driven decisions that yield positive, long-term results. School of Excellence is committed to supporting and recognizing partnerships between local PTAs and schools to enrich the educational experience and overall well-being for all students.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils advocate for the full adoption and implementation of the OSPI Family Engagement Framework and National PTA Standards for Family Engagement and work to support schools, PTAs, and families as these recommendations are implemented, including:

- Funding at least one family engagement coordinator at every school in our state
- Increasing the amount and availability of professional learning in family engagement for educators
- Participating in the development and implementation of new National PTA Family Engagement Standards
- Conducting an internal examination of our own policies and practices related to equitable family engagement to ensure alignment with state and national frameworks; and be it further

Resolved, that Washington State PTA and its local PTAs and councils increase local PTA participation in the National PTA Schools of Excellence program to ensure that families are engaged and supported, consistent with the core beliefs and standards of our National PTA; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for models of site-based decision making which provide for equitable participation among families, students, community members, principals, teachers, and other staff and which promote an environment in which families are valued as essential partners in their children's education and development.

HEALTH AND NUTRITION

11.1 Students with Diabetes

Resolution passed 1974; amended 2013; amended 2019; amended 2020

Whereas, diabetes is one of the most common chronic diseases of childhood in which the body does not produce insulin (type 1 diabetes) or does not produce enough insulin or properly use it (type 2 diabetes); and

Whereas, according to the American Diabetes Association (ADA), type 1 diabetes accounts for 5 to 10% of all cases of diabetes and is the most prevalent type of diabetes among children and adolescents; and type 2 diabetes is seeing an increase in diagnoses among children and adolescents; and

Whereas, according to the ADA and the Endocrine Society, the cost of insulin to patients has nearly tripled in the past fifteen years, making it difficult for many families to afford this medication and effectively manage the disease. This has put patient safety in jeopardy, as some families ration their insulin or forego other medical care; and

Whereas, multiple federal laws protect children with diabetes and consider it a disability, making it illegal to discriminate against students with diabetes. Federal law requires an individualized assessment of any child with diabetes, and these required accommodations should be documented in a written individualized health plan (IHP) developed under the applicable federal law and added to a Section 504 Plan or Individualized Education Program (IEP); and

Whereas, diabetes must be managed 24 hours a day, 7 days a week and effective diabetes management is crucial for (1) the immediate safety of students with diabetes, (2) for the long-term health of students with diabetes, (3) to ensure that students with diabetes are ready to learn and to participate fully in school activities, and (4) to minimize the possibility that diabetes-related emergencies will disrupt classroom activities; and

Whereas, there are many important aspects to properly managing diabetes at school, as younger and newly diagnosed students depend on school staff to monitor blood sugar and administer insulin, other students need support as they self-manage, and all students need trained school staff who can recognize and treat high and low blood glucose and administer emergency glucagon; and

Whereas, in a supportive school environment, school personnel understand the needs of students with diabetes and can respond appropriately in emergency situations, young people can manage their diabetes effectively throughout the school day and at school-sponsored activities; and

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

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils advocate for equitable access to affordable quality healthcare, medical supplies and medications (including insulin and all necessary monitoring supplies) for all children and youth; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for training for school staff, including pump training skills and the use of continuous glucose monitors (CGMs), as recommended by the American Diabetes Association:

- Level 1 training for all school staff members, which includes a basic overview of diabetes, typical needs of a student with diabetes, recognition of hypoglycemia and hyperglycemia, and whom to contact for help in an emergency
- Level 2 training for school staff members who have responsibility for students with diabetes, which includes all content from level 1 plus treatment of hypoglycemia and hyperglycemia and required accommodations for those students (IHP/504/IEP, emergency care plans, what to do in a schoolwide emergency, legal rights of students with diabetes in the school setting, etc.)
- Level 3 training for a small group of school staff members who will perform or assist the student with diabetes care tasks as allowed by law, such as blood glucose monitoring, insulin administration, and glucagon administration when a school nurse is not available to perform these tasks, which includes all content from level 1 and level 2 training.

11.11 Indoor Air Standards

Resolution passed 1989; amended 2013; amended 2019

Whereas, two of the purposes of Washington State PTA are to "advocate for laws that further the educational, physical and mental health, welfare, and safety of children and youth;" and to "promote the collaboration and engagement of families and educators in the education of children and youth"; and

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

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

Therefore, be it

Resolved, that Washington State PTA supports implementation of legislation that provides specific minimum standards for indoor air quality/ventilation in all public schools and portable structures housing students and staff, protecting the health of children and staff; and be it further

Resolved, that legislation should include directives, timelines, and funding for remediation to bring non-complying schools up to minimum standards; and be it further

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

Resolved, that parents and teachers be notified of the nature, location, and dates of testing seven days prior to testing and be advised of the results within 14 days of completion of such tests.

11.21 Alignment of Sleep Requirements for Optimum Health With School Start Times

Resolution passed 2012

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

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

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

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

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

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

Therefore, be it

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

11.22 Allergies and Asthma

Resolution passed 2013; amended 2019

Whereas, allergies among youth continue to increase every year, with more than half of the over 5.6 million youth with food allergies developing the food allergy in the last 12 months; and

Whereas, one out of 25 children have a food allergy, and hospitalization of children for food allergies has also increased, and children with food allergies are two to four times more likely to have asthma or other allergic diseases; and

Whereas, children with both food allergies and asthma are at greater risk to suffer a near-fatal or fatal anaphylaxis reaction, and their airways are more sensitive to allergic triggers; and

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

Whereas, twenty-five percent of anaphylaxis reactions in schools occur among students without a previous food allergy diagnosis and the FDA confirms that symptoms first presenting as mild upon ingesting food allergen, if not treated promptly, can quickly become severe and lead to anaphylaxis; and

Whereas, asthma is one of the most common chronic disorders in childhood, with more than 6.2 million children suffering an asthma attack or episode with the odds of having asthma increasing by 23% for children in low-income families; and

Whereas, many schools do not have a full-time nurse or licensed healthcare professional available on-site to handle medical emergencies, and nursing duties are often performed by other school personnel, and this impacts the timely development of appropriate Section 504 plans which impacts a student's ability to access school; and

Whereas, according to the primary manufacturer, the prices of some prescribed epinephrine auto-injectors (EpiPen) have increased 400% since invented in 2007; and

Whereas, Washington state now allows schools to keep their own supply of epinephrine injectors provided and maintained at the school's expense that can only be administered by the school nurse, but no physicians statewide will write a standing-order prescription for the injectors.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils urge all school districts across the state to develop model policies and follow an indoor air quality management plan that protects the health of the students and staff occupants, and also to develop teacher and staff training on signs and symptoms of asthma and allergic reactions; and be it further

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

Resolved, that Washington State PTA and its local PTAs and councils promote awareness of allergy and asthma care, anaphylaxis emergency protocols to include the use of epinephrine delivery, and identification and treatment of symptoms, of allergy, asthma, and anaphylaxis, and development of timely Section 504 plans; and be it further

Resolved, that Washington State PTA and its local PTAs and councils advocate for equitable access to affordable quality healthcare, medical supplies, and medications for all children and youth.

11.23 Access to Health and Dental Care

Resolution passed 2014

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

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

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

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

Whereas, Washington State PTA is the largest child advocacy organization in the state; and

Whereas, Washington State PTA supports the promotion of the safety and well-being of all children.

Therefore, be it

Resolved, that Washington State PTA works with health care and child advocates to advocate in Olympia and Washington, D.C., to expand access to medical and dental care options for all of Washington state's children.

11.24 Paid Sick and Family Leave

Resolution passed 2014

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

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

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

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

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

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

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

Therefore, be it

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

11.25 Mitigating Environmental Hazards and Contaminants in Schools

Resolution passed 2016

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

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

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

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

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

Whereas, state laws and district policies mandating safer chemicals in cleaning and pest management programs provide a clear framework to ensure healthy school environment standards. Washington state should follow the lead of the more than 12 states that have adopted green cleaning legislation or safer chemical legislation in schools. A summary of those laws can be found here. In some cases, districts have adopted broad guidelines for safer chemical use, for example, in the Palo Alto Unified School District. Integrative Pest Management (IPM) in schools has been mandated in Oregon, Arizona, California, and Illinois, among others (see EPA strategic plan: https://www3.epa.gov/pestwise/ipminschools/strategicplan.pdf); and

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

Therefore, be it

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

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

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

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

11.26 Supporting the Mental and Behavioral Health Needs of Children and Youth

Resolution passed 2017; amended 2020

Whereas, the Centers for Disease Control and Prevention (CDC) defines mental health disorders, as "serious deviations from expected cognitive, social and emotional development" – including, but not limited to anxiety, attention-deficit/hyperactivity disorder, alcohol or substance use disorder, and depression; and

Whereas, research also shows that most mental health disorders will emerge or begin to manifest symptoms by age 14 and the prevalence of mental health disorders among children and youth is a critical issue due to the effects on the child/youth, their family, and the community; and

Whereas, Washington State Healthy Youth Survey data show more than half of students in grades 8-12 report feeling anxious and one-third report being depressed for more than two weeks in the last year; and

Whereas, mental health disorders for children and youth are often misdiagnosed or never identified; and

Whereas, early intervention and prevention can help to address mental and behavioral health needs before symptoms exacerbate into more detrimental social, emotional or academic behaviors or activities; and

Whereas, many children and youth do not to receive treatment because of stigma and negative perceptions of mental health disorders; consequently, they may develop behavioral problems resulting in disciplinary action such as suspension, which increases risk for dropping out of school and contact with the criminal justice system; and

Whereas, even as access to mental and behavioral health care for children and youth has been increased, the lack of mental and behavioral healthcare providers and of treatment facilities remain significant barriers; and

Whereas, schools are uniquely situated to provide mental health prevention and intervention models and provide appropriate connections to mental health services and providers, as they have daily contact with children and youth and their families; and

Whereas, National PTA's position is that it is imperative that parents and families are part of any school-based or medical decision-making team that provides early intervention, preventive programs and/or mental health services; and that a strong and trusting relationship among the providers, school, school-based mental health professionals, school leadership, educators, and parents is essential to support positive mental, behavioral, interpersonal, and academic outcomes for children and youth.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils support and promote an environment of well-being throughout all schools that does not stigmatize mental health disorders but encourages addressing mental health as proactive, positive, and necessary in order for everyone in the community to thrive;

Resolved, that Washington State PTA and its local PTAs and councils support mental health education for school staff, and professional development to assist with addressing mental health disorders with emphasis on early detection and early intervention; and be it further

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

- State and local policies which prioritize the funding and availability of mental health professionals for school-based mental health interventions and services—pre-kindergarten through grade 12—including adequate access to school psychologists, school counselors and school social workers
- Equitable access to integrated and culturally competent community-based services
- And funding to expand residential treatment facilities; and be it further

Resolved, that Washington State PTA and its local PTAs and councils promote education about the importance of mental health professions as a critical career option for students and adults who wish to have a vital and positive impact on society.

11.28 Mitigating the Health Effects of Climate Change

Resolution passed 2018; amended 2020

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

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

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

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

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

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

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

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

Whereas, uncoordinated and incomprehensive government actions in Washington state addressed

greenhouse gas emissions (GHGE) and climate change, with the state of Washington enacting legislation to reduce anthropogenic (manmade) GHGE specifically for state agencies to 95% below 1990 levels and achieve net zero GHGE, and the King County Council, updated its Strategic Climate Action Plan (SCAP) for cities to voluntarily adapt and reduce regional GHGE and prepare for climate change impacts, especially in communities severely impacted by climate change; and

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

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils urge national, state and local policymakers to acknowledge that climate change is a health crisis that disproportionately and adversely impacts children and youth, and to adopt and enforce legislation that enables people to adapt to climate change and mitigates the effects of climate change, and that uses market forces, incentives, and regulations to sequester carbon and reduce emissions of CO_2 and GHGs with the goal of slowing, halting, and reversing climate change; and be it further

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

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

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

11.29 School Nutrition, Breakfast and Lunch Policies

Resolution passed 2020; amended 2025

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

Whereas, 1 in 6 households with children in Washington face food insecurity and struggle to buy enough food for their families; and

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

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

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

Whereas, studies by the United States Department of Agriculture measured that students who eat school lunches are more likely to consume milk, fruits, and vegetables than students who ate meals from home or other places; and

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

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

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

Whereas, Universal Free Meal programs decrease stigma and increase student participation in school meal programs; decrease school districts' resources expended on tracking and collecting meal debts and reduce negative interactions between families and schools.

Therefore, be it

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

- Expand equitable access to school meals, including Breakfast After the Bell, with the goal of providing Universal Free Meals for all students

- Include measurable goals and standards regarding child nutrition to include an emphasis in meeting or exceeding the national time standard of 20 seated lunch minutes and implementation of recess before lunch for elementary students; and be it further

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

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

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

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

Resolved, that Washington State PTA and its local PTAs and councils will advocate for the removal of meal debt policies that:

- Shame or humiliate students
- Prevent students from receiving and consuming a full meal equivalent to their peers
- Withhold diplomas, graduation experiences, or other privileges extended to their peers
- Result in punitive financial or other consequences for students or families

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

Resolution passed 2020

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

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

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

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

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

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

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

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

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

Therefore, be it

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

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

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

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

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

11.31 Social Emotional Learning and Student Success

Resolution passed 2020; amended 2023

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 pathologist, behavior specialists, and nurses.

11.32 Substance Use Disorder Education and Prevention

Resolution passed 1990; amended 2019 and 2023

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 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 advocate for legislation, policies and funding that prevent the use of harmful substances through, but not limited to:

- Evidence-based education, abuse-prevention, and harm reduction programs for students, families, caregivers, and community members regarding the methods, symptoms, effects and dangers of alcohol, tobacco/nicotine products, cannabis products, and any drug abuse, including “off-label” use of prescription and non-prescription drugs
- The allocation of tobacco settlement funds to health programs aimed at prevention, intervention, and control of tobacco product use by children and youth
- 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 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 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.

SUPPORT FOR PUBLIC EDUCATION

18.6 Uninterrupted Operation of Public Schools

Resolution passed 1986; amended 2006; amended 2024

Whereas, Washington State PTA has among its purposes to "promote the collaboration and engagement of families and educators in the education of children and youth;" and to "engage the public in united efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth;" and

Whereas, quality education for all students is a high priority for Washington State PTA; and

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

Whereas, Washington State PTA believes that a disruption to the educational system in the form of work stoppages and/or strikes is often not in the best interest of the students and families affected by those actions, while also acknowledging and actively advocating that more state resources must be committed to education in the State of Washington.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils shall advocate for conditions with regard to the collective bargaining process which will consistently produce, in a timely manner, labor agreements negotiated and fully embraced by all parties, and which will not cause disruption to the school calendar; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall stay neutral during work stoppages and/or strikes which interrupt or disrupt the educational day, but can

- Suggest appropriate action by parents and guardians, community agencies, and volunteer groups that will protect children and youth during the period the school is closed
- Urge immediate and continuous negotiations to get schools open as soon as possible
- Encourage open and transparent communications to inform the community on issues of disagreement and progress of negotiations
- Work for restoration of community understanding and support of school needs following the settlement of any work stoppage and/or strikes.

18.11 Common School Construction Funding

Resolution passed 1991; amended 2019

Whereas, all Washington state children and youth need school facilities that can support the technological, scientific, cultural, social, and other educational programs that will prepare them for the challenges and opportunities of the 21st century; and

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

Whereas, the benefits for school facility investments include increased attendance, improved student performance, and reduced truancy and suspension rates; and

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

Whereas, the School Construction Assistance Program (SCAP) does not cover the cost of portables, contributes only a small part of the cost to build safe and healthy schools that support learning, and the SCAP median space allocation formula is below the national median and has not been updated since 2006; and

Whereas, eligibility for SCAP assistance is dependent on school districts securing local funds, usually through school construction bonds, and less than 45% of school construction bonds have obtained the required 60% supermajority since 2006; and

Whereas, Washington state's current capital budget does not ensure the construction of classrooms to meet state policies of all-day kindergarten and smaller K-3 and career and technical education class sizes, and the burden of underfunding falls harder on property-poor districts, in the form of higher property tax rates on school construction bonds.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will support efforts that will provide stable and timely financing for permanent school construction, to address capacity, growth, class size reduction, modernization, and safety needs; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate to update the School Construction Assistance Program formulas to provide an updated construction cost allocation and square footage allocation that recognize modern educational needs and alternative facility usage.

18.13 Student Assessment and Testing

Board position 1991; resolution passed 2006; amended 2013; amended 2021

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, 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.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will advocate for culturally relevant and responsive state and district-level policies that create 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.

18.20 School Construction Bond Reform

Resolution passed 1986; amended 2010; amended 2021

Whereas, a purpose of Washington State PTA is to advocate for 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 says that the "paramount duty" of the state is to provide "ample funds" for schools, yet school construction 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, the 40 percent validation (40% of the total voters credited with voting in the last General Election) and 60 percent super-majority 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

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 legislation that would lead to a constitutional amendment to reform school construction bond requirements to:

- Remove the 40 percent validation requirement
- Lower the 60 percent super-majority to no more than 55 percent with a strong preference for a simple majority of 50 percent.

18.31 Financial Literacy

Resolution passed October 2014

Whereas, the National Financial Literacy Test conducted by National Financial Educators Council in 2013 revealed that of the youth in 35 states who completed the exam, 72.2% scored a failing grade; and

Whereas, according to the 2013 Consumer Financial Literacy Survey published by Harris Interactive, a reputable polling firm, that many adults (40% 2013, 42% 2012, 41% 2011) now give themselves a grade of C, D or F on their knowledge of personal finance, marking a statistically significant change from 2010, when as many as nearly 2 in 3 adults (65%) gave themselves an A or B; and

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

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

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

Therefore, be it

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

18.34 Universal Design for Learning

Resolution passed 2018

Whereas, Washington state schools are made up of diverse learners with a wide variety of skills, needs and interests; and

Whereas, learning is unique and varied for each individual, and therefore, for optimal learning to occur, a variety of methods and materials to implement, support, and measure learning is needed; and

Whereas, Universal Design for Learning (UDL) provides a framework for curriculum design, instructional processes, and assessment that gives all students equal opportunities to learn and to demonstrate what they have learned; and

Whereas, all learners benefit from UDL, including students who are gifted and talented, students who are English language learners, and students with disabilities; and

Whereas, UDL is nationally recognized and embedded in the 2008 Higher Education Opportunity Act, the 2015 Every Student Succeeds Act, and the 2016 National Education Technology Plan.

Therefore, be it

Resolved, that Washington State PTA will advocate for the principles of Universal Design for Learning to be incorporated into the policies, practices, and curriculum of the education systems and learning settings in Washington state, and be it further

Resolved, that Washington State PTA will engage in deliberate efforts to reduce barriers in classroom instruction, allow for meaningful access through multiple pathways for learning and multiple pathways to show what a student has learned while maintaining high achievement expectations for all students.

18.36 Equitable Access to Highly Capable Services

Resolution passed 2018; amended 2022

Whereas, Washington State PTA is a strong advocate for the social and emotional well-being and academic needs of all children, so that they may reach their highest potential; and

Whereas, the Washington state legislature has recognized highly capable education as part of basic education for grades K-12 in all Washington public schools since 2011; and

Whereas, highly capable students often have unique needs and vulnerabilities, including social and emotional challenges, delayed executive function, asynchronous intellectual, social, and motor development, different developmental timelines, and a need for accelerated academics; and

Whereas, successful student outcomes (positive self-image as well as academic achievement) are more likely when student needs have been met, and suffer when they have not been met; and

Whereas, students of color, multi-language learners, low-income students, students with disabilities, and twice-exceptional ("2e") students (highly capable students with disabilities) are 250% less likely to be identified and served in and have access to highly capable education; and

Whereas, best practices for equitable access and identification of highly capable students have been published by the Washington Highly Capable Program Technical Working Group (2010), as well as in national research; and

Whereas, pre-service teacher training programs rarely cover the characteristics and needs of highly capable students and how disability impacts highly capable students. As a result, teachers are not always equipped to recognize when a student should be referred for timely evaluation of their cognitive ability and/or for evaluation of their suspected disability.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils support using best practices to remove barriers to the identification of ALL students who would benefit from highly capable services in every demographic group, regardless of gender or prior academic achievement, including students of color, multi-language learners, students from low-income families, students experiencing homelessness, students in foster care, migrant students, students with disabilities, and twice-exceptional ("2e") students. Best practices include, but are not limited to, the use of appropriate universal screening in early elementary grades, and again before secondary school, conducting all screenings and assessments during the regular school day, and other best practices known to improve equity of access; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support access to highly capable services for ALL students who qualify for highly capable education using expanded equity promoting criteria, and expressly objects to limiting access to highly capable education based on space constraints, logistical considerations, lack of transportation, waitlists, disability-related educational needs, holding appeals to a higher standard than narrow general identification criteria, or any form of quotas; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support teachers, counselors, principals, and administrators receiving meaningful pre-service training and ongoing professional

development about the unique characteristics and social, emotional, and academic needs of highly capable and twice-exceptional ("2e") students; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support legislation and policies that create systems of accountability for school districts that fail to equitably identify or serve highly capable students.

18.37 Arts in Education

Resolution passed 2005 (combined Resolutions 5.1 and 5.2); amended 2012; amended 2019 (formerly 5.3 Arts Education in Public Schools and Washington State)

Whereas, PTA believes that the arts are central to learning and that infusing the arts into elementary, secondary, and continuing education curricula is key to the development of students; and

Whereas, the arts (dance, media arts, music, theatre, visual, and tactile arts) are recognized as a core academic subject in Washington state, and under the federal Elementary and Secondary Education Act (ESEA), and are also considered part of a well-rounded education under the Every Student Succeeds Act (ESSA); and

Whereas, students succeed academically in schools (better grades and score higher on standardized tests and the SAT) with arts integration. At-risk students see the same benefits, helping to close the opportunity gap. Low-income students who receive an arts education are twice as likely to attend college as those who receive no arts education; and

Whereas, data support that the populations who could benefit the most from the arts are seeing a decline in availability. Low socioeconomic status students have lower participation rates due to the lack of equitable access to quality arts instruction; and

Whereas, students succeed in social emotional learning with an arts education. The arts are critically needed for students to safely find their own voice through gender and cultural identity; and

Whereas, arts in education helps our society succeed. Studies show that students who are exposed to an arts education exhibit greater understanding of cultures other than their own and engage more in civic opportunities around them; and

Whereas, arts education helps students of all abilities succeed. Arts education provides students with disabilities increased academic, social and functional skill development and knowledge, which can play a crucial role in their overall success. All students of diverse abilities can be successful through the arts; and

Whereas, creativity is one of the top five applied skills sought by business leaders, an arts education fosters creativity and can help students become more employable adults, no matter their career choice; and

Whereas, arts education needs ample funding to be successful. Washington state is 46th in the nation in state arts funding. Washington is a local-control state, which means districts and schools make their own choices about arts education, with little consistency across the state; and

Whereas, arts education needs accountability to be successful. Arts education is not currently tracked on the OSPI State Report Card and is not currently offered in every school in the state.

Therefore, be it

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

- Ample state funding for arts education
- Equitable access for all students to receive a quality and diverse arts education
- Integration of the arts in school curricula as a core subject of basic education
- Collection of statistically viable data related to arts education; and be it further

Resolved, that Washington State PTA and its local PTAs and councils encourage their school districts to:

- Apply for available arts grants
- Provide professional development for educators about arts integration
- Hire certified teachers in the arts
- Have clear and measurable arts education goals and educational standards
- Collect statistically viable data related to arts education for their school district; and be it further

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

18.38 Equitable Education Opportunities to Close Gaps Across the Achievement Spectrum

Resolution pass 2019

Whereas, the term opportunity gap (the inputs) refers to the ways in which the education system continues to provide disparate outcomes for students when their educational experience intersects with race, ethnicity, socioeconomic status, English language proficiency, community wealth, familial situations, or other variables, and the term achievement gap (the outcomes) refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students; and

Whereas, Washington state has opportunity and achievement gaps evident in kindergarten readiness, high school graduation rates, and state assessment scores across all subjects and grades, especially related to race, income and special need. These gaps impact a large percentage of students based on the statewide student enrollment as of the 2017-18 school year which consists of 30% students of color, 46% students of low-income families, 11.7% English Language Learners (ELL), 7.5% highly mobile students (homeless, foster, migrant, and military), and 14.6% special education students; and

Whereas, PTA advocates that every child must be provided with a well-rounded, high-quality education, which will ensure that all children have the opportunity to reach their full potential and become productive members of society and that access to a free public education is the most effective method of securing this opportunity and should not be denied to any child; and

Whereas, PTA is committed to removing systemic inequities, institutionalized racism, and disparate educational opportunities faced by students of color, students with socioeconomic disadvantages, and students with special needs; and

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

Whereas, students benefit from high-quality learning opportunities in which their cultures and experiences are valued and reflected in their learning, families who are engaged in their educational experiences, and quality expanded learning opportunities to complement the school day to help build lifelong skills and achieve academic goals; and

Whereas, when social emotional learning (SEL) and trauma-informed care and healing centered engagement are used in public schools, students do better academically and emotionally, and school climate improves; and

Whereas, the Washington State Constitution states that it is the "Paramount duty to make ample provision for the education of all children without distinction or preference on account of race, color, caste or sex" and further directs the legislature to "provide for a general and uniform system of public schools."

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils believe great educational outcomes are possible for all students, including, but not limited to:

- Students of color

- Students of diverse cultural or linguistic backgrounds
- Students of lower-income status
- Students of high mobility (e.g. homeless, foster care, migrant, incarcerated, and military families)
- And students with special needs; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall spread the awareness of and support equitable access to high quality:

- Health care
- Preschool and early learning
- K-12 schools
- Post-secondary and higher education
- Effective and diverse educators that represent the students and communities they serve
- And expanded learning opportunities; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall support research-based instructional supports and best practices shown to close gaps, including, but not limited to:

- Multi-tiered systems of support (MTSS)
- Positive behavioral interventions and supports (PBIS)
- Professional development on unconscious bias, cultural competence, social emotional learning, and school to prison pipeline impacts of disparities in discipline for educators and administrators, including academic and disciplinary intervention staff
- Culturally relevant and responsive curriculum, instruction, policies, attendance policies and school calendars
- Meaningful language access and dual language programming
- Social emotional learning (SEL) instruction
- Trauma-informed care and healing centered engagement
- Deficit-based dropout prevention and intervention systems and practices and alternative pathways
- Metrics based on adult accountability rather than student achievement
- And authentic family and community engagement; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall advocate for allocation of funding for education and other services that close opportunity and achievement gaps for Washington's most vulnerable students so that they may all reach their highest potential.

18.39 Cultural Access Programs and Expanded Learning Opportunities

Resolution passed 2020

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

Whereas, CAPs increase public access through:

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

Whereas, CAPs increase public school student access through:

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

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

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

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

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

Therefore, be it

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

18.40 Equitable Access and Improved Outcomes for Students with Disabilities

Resolution passed 2020; amended 2022

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

Whereas, the U.S. Supreme Court in Endrew F. stated federal law governing special education requires that "every child should have the chance to meet challenging objectives;" and ruled that special education programs must be "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances;" and

Whereas, federal and state law governing the rights of students with disabilities promote inclusive educational settings. Specifically, the Individuals with Disabilities Education Act (IDEA '04) states "having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom to the maximum extent possible;" and

Whereas, significant and persistent gaps remain between the achievement of students with disabilities and students without disabilities, such as high school graduation rates and post K-12 access to secondary education, training, or job placement, which remain tragically low; and

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

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

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

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

Whereas, it is crucial for families to have the information they need to make fully informed decisions for their students and to be able to confirm that all educational team agreements are fulfilled. Washington's all-party consent law for recording means all meeting participants must agree to be recorded, so in most cases, Individual Education Plan (IEP) and 504 meetings cannot be recorded as a resource for families to refer back to; and

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

Therefore, be it

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

- Have and maintain high expectations for students with disabilities with regards to academics, extracurricular activities, and overall school participation
- Create an environment that ensures families of students with disabilities are equal partners in education decision-making
- Recognize the intersectionality of disability and other identities including, but not limited to race, gender, religion, sexual orientation, students of color, students of diverse cultural or linguistic backgrounds, students of lower-income status, students of high mobility (e.g. homeless, foster care, migrant, incarcerated, and military families), and other historically marginalized identities
- Provide families of students with disabilities information and opportunities for meaningful engagement and participation in their child's education
- Include students with disabilities in all school-based and school-directed activities
- Publish consistent data on outcomes for students with disabilities that is accessible to all; and be it further

Resolved, that Washington State PTA and its local PTAs and councils will advocate at the federal, state, and district level to:

- Ensure that school districts are funded for the full cost of providing educational services to all students with disabilities, as well as the cost of identifying disabilities
- Remove the 13.5% funding cap so that all students requiring services are funded
- Expand funding to districts to include both students with Individual Education Plans (IEPs), as well as the cost to provide accommodations for students with 504 plans
- Ensure students with disabilities are educated in the Least Restrictive Environment with appropriate supports alongside their typically developing peers
- Provide families and guardians access to the information they need to make fully informed decisions about their student's education and that they have the ability to record education-related meetings to accurately document their student's educational needs and educational team agreements
- Ensure families have access to state funded educational advocate services
- Promote cooperative relationships between students of all abilities through experiences such as peer mentoring, collaborative problem solving, and cooperative working groups, as well as through more casual or unstructured interactions
- Support expansion of school-to-work programs such as apprenticeships; and be it further

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

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

similar instructional practices to support Core Content instruction, as well as access to accommodations including assistive technology for students with disabilities, so that they may reach their highest potential.

18.41 Supporting K-12 Career and Technical Education

Resolution passed 2020

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

Whereas, CTE includes locally based middle and high school programs that provide 21st century academic and technical skills for all students. High school students involved in CTE are more engaged, graduate at higher rates, and typically go on to post-secondary education. The average high school graduation rate for students concentrating in CTE programs is 95%, compared to an average national freshman graduation rate of 85%; and

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

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

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

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

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

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

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

Whereas, OSPI reporting for CTE Concentrations (two or more CTE classes) shows disproportionate, low

enrollment of some demographic groups, including American Indian/Alaska Native, limited English, and special education students. It is also imperative that all students are given equal access to CTE concentrations and all graduation pathways.

Therefore, be it

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

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

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

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

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

18.42 Improving Literacy and Educational Outcomes

Resolution passed 2021

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.

18.43 Increasing Access and Affordability of Post-Secondary Education

Resolution passed 2021

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, LGBTQ+, rural, potential first-generation post-secondary students, students with disabilities, other under-represented post-secondary groups, and particularly those students who are in more than one group) to achieve a post-secondary credential or degree; and be it further

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, LGBTQ+, rural, potential first-generation post-secondary students, students with disabilities, other under-represented post-secondary groups, and particularly those students who are in more than one group 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 (especially low-income, high mobility, BIPOC, LGBTQ+, rural, potential first-generation post-secondary students, students with disabilities, other underrepresented post-secondary groups and particularly those students who are in more than one group), including but not limited to:

- Increasing state funding to:
    - Cover all dual-credit fees, thereby allowing all students to participate without financial implications and ensuring 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 of all Washington state public post-secondary options which include public state colleges, certificate programs and universities 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.

18.44 Supporting a Diverse and Effective Education Workforce

Resolution passed 2023

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, demographically reflective, 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 and international 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 including mandatory training in specific learning disabilities and neurodiversity prior to working with students identified with those disabilities or neurodivergence; 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.

18.45 High-Quality Preschool to Third Grade Early Learning

Resolution passed 2023; amended 2024

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 focus on P-3 early learning 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 preschool and pre-Kindergarten early learning models, services, and interventions to meet the varied needs of all students and families, including students with disabilities, highly capable students, 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.

18.46 K-12 Education Funding

Resolution passed 2023

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
- Learning Assistance Program (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 with 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.

18.47 Promoting Civics Education, Voter Registration, and Voting

Resolution passed 2024

Whereas, the United States is founded upon the principle of a participatory democracy where the people work together in a civil manner to choose their form of government, its laws and the leaders who implement and enforce those laws; and

Whereas, the United States Constitution enables residents to participate in government and social discourse through the protection of individual freedoms, including freedom of speech, peaceable assembly and petitioning of the Government, which are articulated in the First Amendment; and

Whereas, learning to discern the difference between misinformation, disinformation, and unbiased and verified information is necessary to critically process the world of digital media and be active, informed participants in a constitutional democracy; and

Whereas, the 2016 OSPI Digital Citizenship Recommendations report concludes that "media literacy empowers individuals to participate as informed and active citizens in a democracy" and that "helping our students navigate the deep waters of technology and become responsible, ethical digital citizens is crucial to their development and to our future"; and

Whereas, the United States Constitution enables citizens to participate in democracy by voting in elections for offices in all levels of government, including school boards and state and national offices, and voting on ballot measures that address tax structures and funding mechanisms for state and local government entities, including school districts; and

Whereas, Washington State PTA is an organization that follows the democratic principles of participatory and representative democracy by voting for its leaders and debating and voting for bylaws and advocacy platform components; and

Whereas Washington State PTA is an advocacy organization that promotes a well-rounded education for every child and youth, and a component of public education includes studying history and government; and

Whereas, the State of Washington has resources and programs to support voter registration, voter participation, and early registration of youth who are 16- and 17-years old known as the Future Voter program; has curriculum resources to meet the state requirement for teaching civics at every level of the public school system; and celebrates Temperance and Good Citizenship Day on January 16, using that day to promote voter registration of youth in high schools; and

Whereas, the United States requires schools that receive federal funding to educate its students on the U.S. Constitution, known as Constitution Day and Citizenship Day; and

Whereas, National PTA has information about voter registration and getting out the vote on its website and hosts an annual lobby day with elected U.S. Senators and Representatives known as Legislative Conference Hill Day.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils promote the teaching of civics as defined in RCW 28A.230.094, promote the teaching of media literacy and digital citizenship as defined in RCW 28A.650.010, support the incorporation of the state's adopted civics standards into classroom curricula, and encourage school districts and OSPI to reimagine the civics curricula to be interactive and reach all students and families; and be it further

Resolved, that Washington State PTA and its local PTAs and councils annually promote the active participation of schools and families in the Washington State Future Voter program, Temperance and Good Citizenship Day, and Constitution Day and Citizenship Day; and be it further

Resolved, that Washington State PTA and its local PTAs and councils educate members on an on-going basis about voter registration and voter participation, election dates, hosting candidate forums, participating in town halls with elected officials, meeting with elected officials, testifying before legislative and decision-making bodies, the definition of a citizen and how citizens and non-citizens can participate in the governing process of American civil society; and be it further

Resolved, that Washington State PTA and its local PTAs and councils encourage National PTA to regularly and actively educate its membership about Constitution Day and Citizenship Day; and promote resources and methods to engage voters, including voter registration and voting, participating in town halls, hosting candidate forums, and meeting with public officials

18.48 Equitable Access to School Library Information and Technology Programs

Resolution passed 2024

Whereas, state law (RCW 28A.320.240) defines School Library Information and Technology Programs as school-based programs, staffed by a certified teacher librarian (CTL), that provide a broad, flexible array of services, resources, and instruction that support student mastery of the state learning standards in all subject areas and the implementation of the district's school improvement plan; and

Whereas, PTA advocates for equitable access and funding for school libraries and media centers in all public schools, and supports the perspective that age- or developmentally appropriate books, programming, and media resources should accurately reflect historical facts, inspire creativity, and encourage responsible civil discourse; and

Whereas, PTA supports laws, regulations, policies, and programs that protect against censorship and protect free access to information and ideas in schools, and the use of established best practices to ensure the rights of educators, parents, students, and other community members to assume roles in the evaluation, selection, adoption, or removal procedures for instructional materials and school library materials; and

Whereas, a CTL is a certificated teacher with a library media endorsement, who assists students in completing their high school and beyond plans, integrates information and technology into curriculum and instruction, provides instruction to students and staff in digital citizenship and on effective use of emerging learning technologies, and creates a culture of reading by curating a diverse, student-focused collection of materials; and

Whereas, decades of research indicate that students with access to high-quality school library information and technology programs with CTLs show higher academic achievement across all subjects, gain essential information literacy skills, critical thinking skills, and digital citizenship lessons, and are more likely to develop a love for reading and literature, leading to improved literacy rates and overall academic success; and

Whereas, for students in high-poverty schools, one key factor distinguishing high-performing high-poverty schools is a quality library program, and for students experiencing the impact of poverty on literacy, the positive effect of having a library was nearly as large as the effect of poverty was negative; and

Whereas, there is not currently a staff position at the Office of Superintendent of Public Instruction (OSPI) overseeing school library information and technology programs, supporting districts in their implementation, and providing transparent reporting of data to OSPI, the legislature, and the public; and

Whereas, Washington state law permits school boards to offer school library programs provided by staff who are not certificated teacher librarians “as the board deems necessary”, resulting in students in many Washington school districts having no access to CTLs. There has been a 26% decline in the number of CTLs statewide since 2010, and in 2022-23 less than 60% of the state funding allocated for CTL positions was used by school districts for that purpose; and

Whereas, the students most likely to be in the educational opportunity gap are the ones most likely to be without access to school library information and technology programs with CTLs; these students are disproportionately likely to be located in small, rural districts, communities that are more diverse, have higher rates of economic need and unemployment, higher levels of child abuse or neglect, and higher percentages of multilingual student populations.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils advocate that the Washington State legislature and local school districts allocate sufficient funding and resources to operate a high-quality school library information and technology program, with a goal of staffing every school with a Certified Teacher Librarian; and be it further

Resolved**,** that Washington State PTA and its local PTAs and councils advocate for OSPI to support school districts to establish and maintain high-quality library programs in all schools; and be it further

Resolved**,** that Washington State PTA and its local PTAs and councils advocate for legislation to ensure school districts provide accurate reporting on these programs to OSPI, the state legislature, and the public, requiring transparency on library staffing and funding allocations.

18.49 Inclusive and Historically Accurate Standards, Curricula, and Practices

Resolution passed 2024

Whereas, Washington state is rapidly becoming more diverse, but has seen an increase in hate crimes and violence against historically marginalized groups: In the last 10 years, hate crimes, two-thirds of which are based on race or ethnicity, have doubled; and

Whereas, non-white students now make up the majority in Washington K-12 public schools (4), and the incidence of secondary students (8th, 10, and 12th graders) reporting that they have been bullied, harassed, or intimidated in the previous 30 days due to their race, ethnicity or national origin has doubled in the last three years; and

Whereas, there are short- and long-term impacts of bullying and hate-based violence on individuals and communities, including worse academic outcomes and a wide range of mental health issues, such as increased depression, anxiety, post-traumatic stress disorder, and substance use disorders; and

Whereas, education is the most recommended solution by national surveys and studies in combating bullying and violence against marginalized groups; and

Whereas, research shows that using historically accurate curricula that are inclusive of marginalized groups help address lack of representation or misrepresentation; and that teaching about diversity, privilege, and systemic inequity, leads to positive changes in students' attitudes and values; and

Whereas, culturally responsive and racially inclusive curricula and teaching practices benefit *all* students, providing global academic benefits, such as increased academic engagement and attendance rates, improved critical thinking, and higher test scores, and graduation rates; and

Whereas, PTA stands firmly against racism in all forms, denounces all racial violence in our country and advocates for all students—including students from historically marginalized populations— to have a quality, equitable education in a safe, supportive and inclusive school. Classrooms that celebrate diverse histories and cultures break down existing barriers and create supportive and inclusive schools that encourage students to grow and learn in the safest and most empowering spaces possible. We know that every student, regardless of their race, religion, ability or socioeconomic status—can reach their full potential when the school environment is one in which they feel truly valued; and

Whereas, PTA is committed to the creation of diverse and inclusive learning standards and curricula, with the necessary accompanying professional development, that support culturally and linguistically-responsive teaching and learning so that the history and experience of all students—including but not limited to African American, Latino(a), Native American, Asian American, Native Hawaiian and Pacific Islanders (AANHPI), LGBTQ+, and historically targeted and marginalized groups—is accurately represented and taught.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils will advocate at all levels to support learning standards, curricula, and teaching methods and practices that are inclusive, culturally relevant, historically accurate, age- and developmentally appropriate and that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall spread the awareness of and support efforts toward inclusive instruction, curricula, and teaching methods and practices as a means to combating bullying, hate, and violence, including towards historically underrepresented and marginalized communities.

18.50 Ensuring Graduation with a Meaningful High School Diploma

Resolution passed 2024

Whereas, according to Washington State law, "[t]he purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner;" and

Whereas, the Washington State Board of Education (SBE) recently created a "Profile of a Graduate" that defines a graduate as someone who: cultivates personal growth/knowledge, solves problems, communicates effectively, sustains wellness, embraces differences/diversity, and masters life skills/self-agency; and has also developed recommendations to better align graduation requirements with the Profile of a Graduate including re-focusing "requirements on learning standards rather than on seat time to support mastery-based learning and interdisciplinary learning;" and

Whereas, Culturally Responsive-Sustaining Education (CRSE) creates schools that elevate historically marginalized voices; affirm racial, cultural, and linguistic identities; and prepare students for rigorous learning, connecting across differences, and becoming agents of positive social change; and

Whereas, SBE surveys and listening sessions in 2022 found that educators, students, and families perceive the current system of graduation requirements as confusing and complex; not all students have access to all graduation requirements and pathways; the High School and Beyond Plan is implemented inconsistently around the state; and there are concerns that some students receiving special education services have no appropriate graduation pathway option; and

Whereas, data from the Office of the Superintendent of Public Instruction (OSPI) Report on Graduation Pathways shows that almost 22% of Washington students are not completing any graduation pathway, and BIPOC students, students with disabilities, and English language learners are failing to complete any graduation pathways at significantly higher than average percentages; and

Whereas, while four-year graduation rates continue to increase, data from OSPI show that in 2023 16.4% of students did not graduate in four years and those percentages were higher for BIPOC students, highly mobile students, students receiving special education services, and multi-language learners; and

Whereas, today and in the future more than 70% of Washington State jobs will require a post-secondary credential, jobs at lowest risk of automation tend to require more education as well as analytical and critical problem-solving skills, and innovations in artificial intelligence will impact a wide range of occupations; and

Whereas, the SBE requires every student to create and update a High School and Beyond Plan, the purpose of which is to "help students take ownership over their learning during high school while exploring their values, strengths, passions, and long-term goals;" and "ensure they are learning the skills necessary to reach their post-high school goals"; and

Whereas, students applying for enrollment in a Washington public four-year college must complete the College Academic Distribution Requirements (CADRs), and admission to many private colleges often

requires more credits of math, science, and/or world language than in the list of SBE high school graduation credit requirements; and

Whereas, the legislature regularly proposes and passes new graduation requirements that must be folded into the current 24-credit graduation requirements but does not provide funding for additional instructional hours.

Therefore, be it

***Resolved*,** that Washington State PTA and its local PTAs and councils shall advocate for policies, programs, and funding that support school districts in providing all students, including those furthest from educational justice, a meaningful high school diploma that supports their post-secondary goals, including:

- Aligning graduation requirements with the State Board of Education's Profile of a Graduate
- Regularly reviewing graduation requirements and pathways at the state and local level, including engaging with families, communities, and businesses to address gaps, emerging technologies, and changes in workforce needs
- Providing rigorous, innovative, and student-centered class offerings using culturally responsive and racially affirming curricula and teaching practices
- Preparing students to attend the college of their choice by offering classes that align with Washington's College Academic Distribution Requirements (CADRs) and that are commonly required for admission to public and private four-year colleges and universities
- Allowing students to pursue their career goals by offering an array of Career and Technical Education classes and opportunities to prepare for a career in the trades, or earn an associate's degree or other post-secondary certificate
- Creating opportunities to attain credits through evidence of competency and dual credit course options
- Providing equitable access to programs and supports to help students stay on track to graduate and that allow for timely credit recovery
- Ensuring all students have access to comprehensive academic supports, accelerated learning, and dual credit classes
- Ensuring all students have equitable access to a variety of graduation requirements and graduation pathways, college and career counseling, and High School and Beyond Plan supports
- Ensuring all state graduation requirements, including the High School and Beyond Plan, are implemented consistently throughout the state
- Ensuring that BIPOC students, highly mobile students, students with disabilities, and multi-language learners have equitable access to, and are equitably supported in, attaining a meaningful high school diploma
- Addressing the changing social and emotional needs of students
- Creating a mechanism where new graduation requirements enacted by the legislature undergo an alignment process with existing graduation requirements to ensure that they do not inflict a financial or structural burden on school districts; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall advocate for policies and programs that support student and family communication and engagement as critical components to attaining a meaningful high school diploma, by ensuring all students and families receive timely, clear, and comprehensive information about:

- Graduation requirements and pathways
- Dual credit opportunities
- Credit recovery opportunities
- Student progress toward graduation
- Post-secondary and career planning; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall advocate for ample funding for school districts to provide all components of a meaningful high school diploma that supports student post-secondary goals, including but not limited to curricula; instructional, counseling, and support staff; staff training; and sufficient hours and periods in the school day for students to complete all graduation requirements while still allowing the opportunity to explore their interests.

18.51 Rights and Services for Immigrant Families, Children, and Youth

Resolution passed 2025

Whereas, National PTA supports policies that create a safe and supportive school environment for all families and students, including students in immigrant and mixed status families, and protecting and preserving public school attendance, student learning and well-being are paramount to our country's future and success; and

Whereas, National PTA acknowledges that the separation of a child from their family creates toxic stress and trauma that can have significant and lifelong harm on a child's brain and physical development; and

Whereas, in Plyler v. Doe, the U.S. Supreme Court recognized that the U.S. Constitution requires schools to provide a free public education to all students, regardless of their immigration status; and

Whereas, some undocumented immigrants who arrived in the U.S. as children continue to receive protection from deportation under Deferred Action for Childhood Arrivals (DACA) and federal legislation, such as the American Dream and Promise Act, is annually proposed by Congress to provide a pathway to U.S. citizenship for DACA recipients; and

Whereas, Washington State law prohibits discrimination based on citizenship or immigration status, particularly with respect to state-funded educational institutions; and

Whereas, the Keep Washington Working Act, enacted in 2019, ensures that Washington "remains a place where the rights and dignity of all residents are maintained and protected in order to keep Washington working" and directs the State Attorney General's office to create model policies and procedures for Washington public schools, for "limiting immigration enforcement to the fullest extent possible consistent with federal and state law . . . to ensure [public schools] remain accessible to all Washington residents, regardless of immigration or citizenship status"; and

Whereas, in Washington State students do not have to be U.S. citizens to receive financial aid or resident tuition for post-secondary education; and

Whereas, on January 20, 2025, the President of the United States rescinded a policy that protected certain areas—such as churches, school, and hospitals—from immigration enforcement; and

Whereas, school attendance is critical to student success, but some families are choosing to keep their children at home due to fears of immigration enforcement activity; and

Whereas, Washington State PTA believes that every child residing in the United States – regardless of their immigration status – has the right of access to a high-quality public education, adequate food and shelter, and basic health care services.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils shall actively support legislation and policies that provide immigrants who have received protection under DACA the ability to reach their fullest potential, including through a pathway to citizenship; and be it further

Resolved, that Washington State PTA and its local PTAs and councils ensure that immigrant children and youth and the children and youth of immigrant parents or guardians have access to pre-K, K-12, and post-secondary education without fear of harassment, deportation, family separation, or excess financial burden by advocating for legislation and policies that:

- Protect the privacy of immigrant students and families against illegal data collection, profiling, or threats of deportation by:
    - o Preventing schools and school districts from collecting the immigration status of students and families unless required by law
    - o Requiring schools and school districts to make it clear that students and families are not required to provide social security numbers to the school or the school district unless required by law
- Designate all education-related areas as "sensitive locations" where immigration enforcement is prohibited including, but not limited to: K-12 schools; the area around K-12 schools; routes to K-12 schools; buses and bus stops; preschools; colleges and universities; other institutions of learning, such as vocational and trade schools; and facilities where education-related activities are conducted such as playgrounds, athletic facilities, childcare centers, extracurricular activity program locations, and graduation or other school-related event spaces
- Support financial aid for post-secondary education regardless of immigration status; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall advocate for legislation and policies that support the health, safety, and well-being of children, youth, and their families regardless of their immigration status including, but not limited to:

- Access to child nutrition programs, including school meals
- Access to healthcare
- Access to housing
- Access to food
- Encouraging school districts to provide families with Know Your Rights information in the event of an interaction with immigration enforcement authorities, when possible, in their chosen primary language
- Encouraging families to complete emergency preparedness forms in the event of a family separation
- Requiring school districts to adopt policies and procedures in the event of an immigration enforcement action on school grounds, such as the model policies created by the Washington State Attorney General's Office as directed by the Keep Washington Working Act, and to provide training for school staff on the policies and procedures
- Requiring schools and school districts to adopt policies and procedures to protect students and families from retaliation, harassment, or bullying due to their immigration status; and be it further

Resolved, that Washington State PTA and its local PTAs and councils shall create inclusive and welcoming environments so that all children, youth, and families, regardless of immigration status, can enjoy the benefits of PTA participation by:

• Wherever possible, hosting all meetings and events at locations that would be designated protected areas under federal, state, or local law

• Creating policies and procedures in the event of an immigration enforcement action at a PTA-hosted meeting or event

18.52 Dyslexia, Dysgraphia, Dyscalculia, Developmental Coordination Disorder

Resolution passed 2026

Whereas, specific learning and developmental disabilities — including dyslexia, dysgraphia, dyscalculia, and Developmental Coordination Disorder (DCD, sometimes known as dyspraxia) — are neurobiological in origin and affect approximately 1 in 5 students, or more than 200,000 children in Washington state's public schools; and

Whereas, specific learning and developmental disabilities have been defined to include a variety of neurological conditions that interfere with a person's ability to store, process, or produce information, or to coordinate movement which may interfere with learning. These conditions are defined by leading scientific and medical bodies as follows:

- Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both, and vary depending on the orthography; these difficulties occur along a continuum of severity and underlying difficulties with phonological and morphological processing are common.
- Dysgraphia is a neurological learning disability that impairs a person's ability to write legibly and organize written thoughts. It affects the physical act of writing, such as fine motor skills and handwriting, as well as the cognitive process of translating thoughts into written words.
- Dyscalculia is a specific learning disability in mathematics, including difficulties with number sense, memorization of basic math facts, and accurate and fluent calculation.
- Developmental Coordination Disorder (DCD), commonly known as dyspraxia or apraxia, is a neurodevelopmental condition that affects fine and/or gross motor skills and balance, including motor planning and execution or speech. Although DCD is a motor condition rather than a learning disability, its effects on handwriting and classroom participation directly impede academic access; and

Whereas, decades of neuroscience, multidisciplinary research and the science of reading have confirmed that these disabilities are neurobiological in origin and that learning to read requires explicit, systematic instruction; Structured Literacy — encompassing phonological awareness, phonics, fluency, vocabulary, comprehension, oral language, and knowledge building — is the most effective approach for all students, and especially for those with specific learning and developmental disabilities; and explicit, systematic instruction is equally the evidence-based approach for mathematics in dyscalculia (building number sense, computational fluency, and problem solving), for written expression in dysgraphia (multisensory handwriting/letter-formation, explicit transcription and composition skills of the writing process), and for motor coordination in DCD (task-oriented occupational therapy); and

Whereas, when specific learning and developmental disabilities are left unidentified or unsupported, the consequences extend beyond academics to students' mental health, self-confidence, and long-term opportunities; these harms fall disproportionately on students of color, English Language Learners, and students from lower-income households or experiencing homelessness, who are less likely to be identified

and more likely to lack access to effective intervention; and many educators remain underprepared to recognize early warning signs and lack the knowledge and skills to deliver effective instruction; and

Whereas, effective support for students with specific learning and developmental disabilities requires a whole-school approach — including pre-service preparation that equips new educators with the knowledge and skills to identify and serve these students, ongoing in-service professional development that keeps educators current with evidence-based practices, and training for school administrators who must understand the legal obligations, support implementation, and direct resources to ensure every student receives timely and appropriate intervention; and

Whereas, Washington state has made important first steps — including requiring early literacy screening for students in grades K–2 and adopting evidence-based Structured Literacy curriculum standards — yet 40% of the state's fourth graders are still reading below grade level (16), and too many students with dyslexia and related disabilities continue to wait too long for identification and support; and

Whereas, screening for dyslexia, dysgraphia, dyscalculia, and DCD too often stops after early elementary grades, leaving many students unidentified into middle and high school; students who mask their learning differences, along with those from historically underserved communities, are especially likely to go undiagnosed, as their struggles may be misattributed to other factors rather than an underlying learning or developmental disability, and their families often lack the resources to pursue private evaluation.

Therefore, be it

Resolved, that Washington State PTA and its local PTAs and councils support universal, evidence-based, and culturally responsive screening for all students, at designated developmentally appropriate grade levels, with screening available at any grade level when concerns arise (or) for newly enrolled students upon enrollment for signs of specific learning and developmental disabilities, including dyslexia, dysgraphia, dyscalculia, and DCD. Results should be shared promptly and transparently with families in their home language, along with clear information about available supports, their right to request a full evaluation under federal law, and access to counseling and assistive technology to proactively support individual student needs and prevent or address the educational and emotional impacts of these disabilities when unidentified or inadequately supported; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support evidence-based instruction and interventions for all students with identified or suspected specific learning and developmental disabilities — including explicit, structured approaches to literacy, mathematics, written expression, and motor skill development — delivered as high-quality core instruction for all students and with greater intensity for those who need additional support through a multi-tiered system of supports (MTSS) framework, in both general education and special education settings, and responsive to students' individual, cultural, and linguistic needs; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support meaningful training and professional development for all educators, including district-employed and contracted evaluators, and school administrators, including:

- pre-service preparation and ongoing in-service learning that provide comprehensive instruction in

foundational literacy and mathematics skills and instructional practice grounded in the principles of Structured Literacy and aligned with current neurocognitive and multidisciplinary research; and

- expanded specialization opportunities — in identifying and supporting students with identified or suspected specific learning and developmental disabilities, including dyslexia, dysgraphia, dyscalculia, and DCD, across diverse linguistic and cultural backgrounds; and be it further

Resolved, that Washington State PTA and its local PTAs and councils support sustained public funding for robust, evidence-based Tier 1 instruction in foundational literacy and learning skills for all students — grounded in Structured Literacy principles and aligned with current neurocognitive and multidisciplinary research — delivered within a Multi-Tiered System of Supports (MTSS) framework to ensure effective implementation; and for evidence-based intervention, referral, and alignment at Tiers 2 and 3 for students who need additional assistance; reported transparently and, where feasible, examined for equity gaps across existing student groups; the development of screening and assessment tools valid for multilingual learners and students from Indigenous language communities; and updating Washington's statutory definitions to align with current science.