

## Proposed Legislative Issues and Resolutions

During the annual Washington State PTA (WSPTA) Legislative Assembly, delegates decide the public policy positions that guide state and local advocacy work for WSPTA and its affiliated local PTAs and councils. Legislative Assembly will take place on October 26-27, 2024 at Seattle Pacific University.

Delegates will consider the adoption of seven new legislative issues. Legislative issues adopted by delegates will also be ranked to determine the top 5 for the 2025 and 2026 legislative sessions.

Delegates will also consider adoption of three new resolutions and one amended resolution. There are 2 previously adopted resolutions proposed for retirement. There are no new or amended legislative principles for consideration.

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

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

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# LEGISLATIVE ISSUES FOR CONSIDERATION

There are seven new legislative issues for consideration. Only the title and description statements (in the shaded boxes) can be amended during legislative assembly.

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## Proposed New Legislative Issue #1

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

### Mitigating the Adverse Impacts of Climate Change

Washington State PTA shall advocate for legislation or policies that equitably provide funding, resources, and technical assistance to schools to:

- Reduce greenhouse gas pollution and waste
- Improve indoor air quality and resilience to climate impacts
- Meet WA Clean Buildings Performance Standards requirements
- Access local, state, and federal funding opportunities
- Prepare students to participate in solutions

### Persuasive Statement from submitter

Our children's health and futures are on the line. A changing climate with increasingly extreme and unpredictable weather patterns impacts us all, but it harms our youngest and more vulnerable populations most. The actions we take this decade will determine climate outcomes now and for generations to come.

Students understand the risks they face. The rise in heat, fire, drought, storm, and flood events are already affecting their health, prospects, and outlooks. 70% of US youth are concerned their futures will be much worse than the present because they don't see us acting with the necessary urgency.

Fortunately, our society is recognizing the connections between climate pollution and the health and well-being of our children and planet. We are rapidly shifting to clean, efficient forms of energy and transportation, improving sustainability, and increasing resiliency.

We must include our students and schools in this process!

This means improving students' learning environments with better air quality and resilience from heat and other environmental hazards. It also means increasing clean energy use and efficiency, promoting clean and active transportation options, and reducing waste. Most importantly, it means providing hope through education and collective action on solutions!

There is unprecedented state and federal funding available now to support us in reaching these goals. It's crucial that we raise awareness and increase assistance and access. By adopting this legislative priority, we can meet this critical moment and ensure every child achieves their full potential with a livable climate!

## Proposed Amended Legislative Issue #2

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

### **Preventing and Reducing Gun Violence and Suicide**

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

- Fund school-based mental health services
- Require permits for firearm purchases
- Incentivize safe storage of firearms and medications
- Restrict bulk weapons purchases
- Prohibit firearms in sensitive places including parks and public buildings
- Fund community-based prevention and intervention programs

### **Persuasive Statement from submitter**

Firearms are the leading cause of death for American children, killing nearly 5 a day. In Washington we lose a youth to firearm or suicide every other day. This is a public health problem that disproportionately impacts communities of color, with sharply increased homicide risk for Black, Indigenous, and Latinx communities and 3-4-fold increased suicide risk for Indigenous and LGBTQ youth.

Enough! We want our legislators to take meaningful action towards reducing gun violence and suicide. We know that school-based mental health services improve outcomes for students. We also know that suicide is often an impulsive act that relies on easy availability of lethal means such as prescription medications and firearms. We can reduce the risk of suicide, accidental death, and injury by incentivizing our community members to store these items safely.

The measures proposed here are known to reduce violence, slow firearm trafficking, and address the disproportionate impact that suicide and gun violence have on BIPOC youth.

One more lost child, one more school shooting, is too many. All students deserve the right to live their lives without fear of gun violence; all students deserve to have their mental health needs addressed.

## Proposed New Legislative Issue #3

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

### **Addressing the Student Mental Health Crisis**

The Washington State PTA shall support legislation or policies that ensure all students have access to the behavioral and mental health resources they need to thrive, including funding for:

- Reduced ratios of students to mental health professionals
- Programs and incentives to recruit, train, and retain mental health professionals
- Resources to assist families
- Training and support for educators and administrators

### **Persuasive Statement from submitter**

Children and young people in our country are experiencing a mental health crisis. Meeting this crisis will require creating greater access and affordability for mental health supports, especially for those at highest risk such as highly mobile children. It will require caregivers, schools, and professionals to have the resources they need.

School-based services can continue to play a critical part in meeting the needs of our children across the state. We have heard from legislators that more mental health professionals are needed to adequately staff the school-based solutions, so let's rise to that challenge and create programs to enhance and support the pipeline in these critical professions.

Let's also provide ample funding for school-based supports to give our trained professionals the time they need to make a difference in the lives of the students they are supporting. We acknowledge that schools are only part of the solution, and we urge more support and resources for families and caregivers.

When children or young people are experiencing behavioral health issues, it is frequently exhausting and overwhelmingly difficult for caregivers to navigate the various and siloed governmental, medical, and educational systems that will lead to the needed support. This work is critical. Student mental health is a genuine emergency, and it is time we make this a definitive priority for our state.

## Proposed New Legislative Issue #4

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

### **Addressing Funding, Inclusion, and Supports in Special Education**

Washington State PTA shall advocate for legislation or policies that:

- Fully fund special education services including eliminating the cap
- Simplify the safety net reimbursement process
- Address the statewide special education staffing shortage
- Implement fully inclusive education for all students
- Address disproportional identification, referrals, and discipline
- Provide training in best practices for student and classroom support
- Ban isolation and reduce restraint of all students

### **Persuasive Statement from submitter**

It is the paramount duty of the state to provide a basic education, and this right extends to all students, regardless of disability, and yet it is not fully funded in Washington. There is a cap on special education funding and section 504 of the Rehabilitation Act of 1973 has never been funded. Choosing not to fund access to basic education based solely on a student having a disability is in opposition to the federal legal requirement for Free and Appropriate Education.

Students with and without disabilities benefit from inclusive environments, supported by special education teachers who are experts in current research-based strategies around differentiation, universal design for learning, creating individualized education programs, and access to best practices.

In Washington, we face a shortage of special education teachers and more segregated education spaces than most of the country. As we prepare students for college, career and life, we must support them in learning to navigate a world with their peers, eliminate disproportionality, ban isolation of students and reduce the use of restraint, and make sure that they have the knowledge of the technology, accommodations, and the skills to advocate for their needs to succeed beyond high school.

Please vote yes and make this a top 5 priority so we can ensure ALL students receive the same basic education no matter what their abilities are!

## Proposed New Legislative Issue #5

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

### **Increasing Educational Equity by Closing the Digital Divide**

Washington State PTA shall support legislation, policies, and funding that ensure equitable digital inclusion and access for all students, families, and staff by implementation of a statewide digital equity plan, including adoption of best practices and strategies for use of technology to improve student education and behavioral health outcomes.

### **Persuasive Statement from submitter**

Washington state has developed a Five-Year Action Plan and a State Digital Equity Plan. These two plans establish eligibility for federal funding to deliver significant investments for expanding broadband access and to help close the digital divide in Washington.

Based on Federal Communications Commission (FCC) data, over 236,000 residential and non-residential locations across the state are considered unserved, meaning that either there is no internet, or speeds are insufficient to meet the 25/3 megabits per second (Mbps) download and upload minimum speed or reliability requirements to be considered broadband level internet.

Beyond internet access gaps, there is also an adoption gap, with 9% of all Washington households that do not have a broadband subscription of any type. To help address these gaps, Washington state was allocated nearly \$1.23 billion in June 2023 from the National Telecommunications and Information Administration (NTIA) through the Broadband Equity, Access and Deployment (BEAD) Program. While this is a sizeable amount of funding that can help the state make significant progress towards the goal of universal internet access, it is still likely to be insufficient to deploy broadband infrastructure to every location due to Washington's diverse terrain and relatively low-density population outside of major urban centers.

Without the education framework and technological infrastructure to improve education and behavioral health outcomes, students will be at a disadvantage today and in the future. Please vote YES on this issue to continue our support for closing the digital divide.

## Proposed New Legislative Issue #6

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

### **Closing the Funding Gaps**

Washington State PTA shall advocate for legislation, policies, and budgets that ensure the financial stability of all school districts, by prioritizing K-12 education in the state's operating budget, and by closing existing gaps in basic education funding for MSOC (Materials, Supplies and Operating Costs), special education services, and student transportation, so that state funding reflects and keeps pace with actual costs.

### **Persuasive Statement from submitter**

PTA members have long advocated to ensure that all students have the resources they need to meet their academic, physical, and emotional needs. We value the work the Legislature has done in recent years to provide significant additional funds for education. Despite these additional dollars, three major components of basic education continue to be dramatically underfunded and do not reflect the actual cost of providing these services. These gaps require districts to use local funding sources, including local levies, to cover necessary costs.

**Materials, Supplies, and Operating Costs (MSOC):** The Legislature provides an allocation for non-staff related costs at a specific rate per student; however, state funding has not kept pace with actual costs. Insurance alone has increased over 100 percent in the last five years, while utility costs have increased more than 40 percent. The costs of providing technology and curriculum adoption continue to grow. Current rates for MSOC do not come close to matching the costs of running a school district.

**Special Education:** School districts have a legal obligation to serve all students with disabilities in Washington, regardless of cost of services, yet the gap between expenditures for special education and related services substantially exceeds state funding. The Legislature must increase special education tiered multipliers, remove the enrollment funding cap, and fund training for inclusionary practices.

**Student Transportation:** The Legislature must fix the current student transportation funding model which consistently underfunds the actual costs of providing transportation services.

Please adopt and vote this issue a **Top 5 Priority!**

## Proposed New Legislative Issue #7

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

### **Expanding School Construction Funding Options**

Washington State PTA shall advocate for legislation or policies that:

- Increase overall state funding and funding options for school construction projects and improvements
- Provide equitable funding options so all school districts across the state can complete capital projects and improvements
- Lower the 60 percent super-majority to pass bonds to no more than 55 percent with a strong preference for a simple majority of 50 percent

### **Persuasive Statement from submitter**

WSPTA has been working on school construction bond reform for 40 years! School construction funding is critical to pay for school construction projects, including addressing student safety, overcrowding, improving indoor air quality, updating heating and cooling systems, ADA compliance, aging buildings, seismic safety, and other important building updates and maintenance. Funding basic education does not address school construction funding, instead school districts are required to pass capital bonds or levies to construct and maintain school facilities.

Some school districts can pass capital bonds and levies while others cannot, resulting in inequitable learning environments for students. Many districts around the state are unable to support school construction bond or capital levy measures due to lower property values with a small commercial base, resulting in higher tax increases when compared to urban areas with larger commercial tax bases.

Washington is one of only 11 states that require more than 50% to pass school bonds. During the 2023 and 2024 election cycles, of the 44 bond measures on the ballot, only 9 met the 60% threshold but 16 of them met the simple majority threshold. This means a minority of voters are being allowed to prevent school districts from addressing school construction funding and safety issues. WSPTA has a long-standing resolution to pass simple majority for bonds.

It is time for Washington state to share a higher responsibility for school construction projects and increase funding options to address inequity, aging facilities and unsafe buildings. Please vote Yes!



# RESOLUTIONS FOR CONSIDERATION

Resolutions are a long-term part of our legislative platform that guides state and local advocacy work for WSPTA and its local PTAs and councils. Delegates have the opportunity to adopt new resolutions or amend existing resolutions.

There are three new resolutions and one existing resolution with proposed amendments for consideration. **Only titles and the parts of the resolved clauses that are in shaded boxes can be amended by delegates at legislative assembly.** The whereas clauses are not open for amendment by delegates. While they are not voted on by the delegates, the resolutions committee has provided the whereas clauses as they will appear or would be amended, to give delegates additional information to inform their vote. If a resolved clause of a resolution is amended by delegates, the resolutions committee will edit the whereas clause(s) as necessary.

Provisos are provided when the action of the delegates might cause another action to occur. For example, the adoption of a resolution may allow another resolution to be retired because those goals have been incorporated into the new resolution.

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## Proposed New Resolution #1

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

### Equitable Access to School Library Information and Technology Programs

**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.

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### Persuasive Statement from submitter

Supporting the presence of high-quality School Library Information and Technology Programs staffed by Certified Teacher Librarians (CTLs) in all schools is crucial for shaping the educational future. Research consistently shows that students with high-quality libraries excel academically, socially, and emotionally.

Trained and qualified librarians play a pivotal role in nurturing students' development and cultivating a passion for reading. They provide a haven for exploring diverse perspectives and play a vital role in bridging achievement gaps, fostering inclusivity, and readying students for higher education and the job market. Their instruction in information and media literacy is indispensable in today's media-rich environment, teaching students to navigate technology responsibly and ethically.

All students deserve access to this critical instruction, yet some of our most vulnerable students – those in small, rural areas, communities that are highly diverse, multilingual, or economically disadvantaged – are the least likely to have a library staffed by a trained CTL.

We advocate for increased transparency in the allocation of funding for the hiring of CTLs and call for accurate record-keeping by OSPI regarding library staffing, budgets, and impact. The research is clear: every student in our state deserves access to a high-quality library, staffed by a trained librarian.

By adopting this resolution, the PTA can advance educational equity, ensuring that every student, irrespective of background or zip code, benefits from a well-equipped school library supervised by a CTL.

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## Proposed New Resolution #2

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

### Inclusive and Historically Accurate Standards, Curricula, and Practices

**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 (8<sup>th</sup>, 10, and 12<sup>th</sup> 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.

**Persuasive Statement from submitter**

Washington State is rapidly becoming more diverse, with non-white students now making up the majority in Washington K-12 public schools. Along with this increase in diversity, there has been 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.

How do we combat this? Research shows that using historically accurate curricula that are inclusive of marginalized groups helps address lack of representation or misrepresentation; and that teaching about diversity, privilege, and systemic inequity, leads to positive changes in students’ attitudes and values. Culturally responsive and racially inclusive curricula, learning standards, 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.

As seen in the WSPTA resolution titled “Dismantling Institutional and Systemic Racism”, 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.

Please vote yes to adopt this important resolution so we can advocate for inclusive curricula, learning standards, and teaching methods and practices to benefit ALL students in Washington!

## Proposed New Resolution #3

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

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

- [18.24 Meaningful High School Diploma](#)
- [4.7 Public School Dropout Prevention/Retrieval](#)

### Ensuring Graduation with a Meaningful High School Diploma

**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.

### Persuasive Statement from submitter

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.” The Washington State Board of Education’s (SBE) “Profile of a Graduate” 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. To achieve these goals, the legislature and the SBE created an array of graduation requirements that include completion of 24 course credits, graduation pathways in English and Math, and a High School and Beyond Plan designed to prepare students for their post-secondary plans.

But our state and schools are not doing enough to support all students for success. Students and families are confused about graduation requirements, lack access to graduation pathways, and want more culturally competent instruction and support for their well-being. Data show that:

- 22% of students are not completing any graduation pathway
- BIPOC students, students with disabilities, and multi-language learners fail to complete graduation pathways at significantly higher than average percentages



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- 16.4% of students in 2023 did not graduate in 4 years
  - Graduation rates for BIPOC students, highly mobile students, students receiving special education services, and multi-language learners are significantly lower than average

Our students deserve better. They need sufficient resources, opportunities to explore their interests, and academic and emotional supports to graduate with a meaningful high school diploma that prepares them for their post-secondary goals.

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## Proposed Amended Resolution #4

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

### 18.6 Uninterrupted Operation of Schools

**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 issue for the Washington State PTA; and

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

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

**Therefore, be it**


**Resolved**, that Washington State PTA **and its local PTAs and councils** shall ~~work to produce~~ **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 ~~the direct~~ **all** parties ~~thereto~~ 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~~ **will not support** 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**

### Persuasive Statement from submitter

Strikes and other forms of work stoppages occur periodically in Washington, especially during times of economic stress in the education system and are very disruptive to students and their families. Local PTAs and councils are often left wondering what advocacy and activities are appropriate for them during that difficult time.



This resolution has not been updated for 18 years. The WSPTA Resolutions Committee is proposing these amendments to make language in the whereas clauses and the first resolved clause clearer and more consistent with other member-adopted positions.

The proposed amendments in the second resolved clause include guidance from National PTA to local PTAs, councils, and state PTAs about permissible activities during and after strikes or work stoppages. The committee hopes these updates will help support and bring clarity to PTAs throughout Washington if they are faced with a strike or work stoppage in their school districts. Please vote to adopt these amendments.