CALIFORNIA STATE PTA RESOLUTIONS
Adopted by
Convention Delegates and Board of Managers
1961 to present
June 2021

This book contains copies of resolutions that address current issues facing the children, youth, and PTAs in California. (The issues have remained “current” regardless of the date the resolution was adopted.) Copies of resolutions declared “historical” by the State Board of Managers are in the “Historical File of Resolutions” included in this book.

The book is divided into three sections which are separated by tabs.

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SMOKING AND HEALTH
Adopted by Convention Delegates May 7, 1964
Reviewed by Board of Managers May 2014

WHEREAS, The findings of the committee of the U. S. Surgeon General’s Office show that smoking is extremely detrimental to health, especially in the growing years; and

WHEREAS, Studies indicate that there are now more children smoking than ever before; and

WHEREAS, Advertising emphasizes that smoking is an essential part of the pleasure and excitement of modern living; and

WHEREAS, Cigarettes are easily obtained from unsupervised vending machines although in California the law prohibits the sale of cigarettes to minors; therefore be it

RESOLVED, That the California Congress of Parents and Teachers go on record as being opposed to all influences that tend to start children smoking; and be it further

RESOLVED, That the California Congress of Parents and Teachers take appropriate action to implement the fine health and parent-education program materials to incorporate the findings and the recommendations of the U. S. Surgeon General’s Office.
WHEREAS, California PTAs support and promote education relating to the abuse of alcohol and other drugs; and

WHEREAS, There is universal recognition that we live in a drug-oriented society where many depressant and stimulant drugs are readily available for self medication without regard for the dangers of excessive use; and

WHEREAS, Television and radio commercials urge use of drugs to relieve anxieties rather than correcting the problems that cause them; and

WHEREAS, PTA recognizes the tremendous influence of advertising on children and youth; now therefore be it

RESOLVED, That the California PTA urge pharmaceutical companies to refrain from such advertising that encourages the use of drugs to escape facing and solving problems; and be it further

RESOLVED, That television and radio stations and other advertising media be requested to refuse to accept such advertising.
SAFETY PROBLEMS RELATED TO FREEWAY CONSTRUCTION NEAR SCHOOLS

Adopted by Convention Delegates May 6, 1970

Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, Schools have been adversely affected by freeways through losses in the learning process, extreme hazards to safety and related disruption of community life; and

WHEREAS, Many schools are currently affected by the construction of freeways and increasing noise and safety perils; and

WHEREAS, Deterioration of our educational system will continue if the freeways are planned without regard to the location of the schools; and therefore be it

RESOLVED, That the California Congress of Parents and Teachers strongly endorse efforts to:

1. Support legislation controlling the distance between freeways and school property; and requiring state financed noise abatement measures for the affected schools.

2. Encourage the State Board of Education to help maintain open communication between the Division of Highways and the state and local school boards.

3. Encourage the PTA on all organizational levels, to assist the local units in their efforts to maintain a safe and healthful learning environment in their schools.
EDUCATIONAL TESTING AND TEST SCORES
Adopted by Convention Delegates May 7, 1971
Reviewed by Board of Managers March 2012

WHEREAS, School and community generally agree that some kind of testing or measurement of what children have learned is necessary to the educational process in order to insure that children are gaining something of value through their school experiences; and

WHEREAS, Much important learning in a classroom comes from a spontaneous interaction between pupils or between pupil and teacher and this type of learning cannot be measured by a standardized achievement test; and

WHEREAS, Diagnostic and prescriptive tests, unlike achievement tests, can be used by a teacher to evaluate a child’s problem areas in learning; and

WHEREAS, Parents, teachers, and communities should be more accurately informed of the very limited usefulness of the present standardized group intelligence and achievement tests as a measurement of a child’s worth as a student, as a person, or as a contributing citizen of the future; and

WHEREAS, Although standardized achievement test scores could well provide one of the bases for communication about education between the school and the community, the present practice of published lists by the newspapers without adequate interpretation can only serve to further alienate from the school the parents, the children, and the community; and

WHEREAS, The current emphasis on “accountability” presents a danger that test scores may be misused to place the blame either on parent, teacher, or school; now therefore be it

RESOLVED, That PTAs encourage more effective interpretation of the purposes and use of tests and test scores by school personnel directly to parents; and be it further

RESOLVED, That PTAs request local newspapers and local school boards to include adequate information of the variables which affect test scores whenever a list of these scores is published on a school-by-school basis; and be it further

RESOLVED, That PTAs help members of the local community to become more aware of the difference between achievement tests, intelligence tests, and diagnostic tests and the implications for children’s progress in school.
EDUCATIONALLY HANDICAPPED CHILDREN
Adopted by Convention Delegates May 11, 1972
Reviewed by Board of Managers July 2012

WHEREAS, One of the Objects of the National Congress of Parents and Teachers is “To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education;” and

WHEREAS, The medical community, professional educators, and H.E.W.’s National Advisory Committee on Dyslexia and Related Reading Disorders estimate ten percent (10%) to fifteen percent (15%) of the total school population are educationally handicapped; and

WHEREAS, By law, the California State Education Code 6752 limits the enrollment of educationally handicapped students in special educational programs to two percent (2%) of total district enrollment; and

WHEREAS, This limitation severely restricts school districts from serving all educationally handicapped minors; therefore be it

RESOLVED, That the California PTA urge state legislators to increase the capacity of special education programs to include all educationally handicapped minors, as defined in the California State Education Code 6750, and to provide adequate state funding to reimburse school districts for the excess costs of such programs.
PESTICIDES
Adopted by Convention Delegates May 11, 1972
Reviewed by Board of Managers March 2012

WHEREAS, Our children are becoming aware that life on earth may be endangered
because of pollution; and

WHEREAS, One type of pollutant, pesticide, has been freely used by families and public
agencies as well as farmers; and

WHEREAS, Every person has the inalienable right to a decent environment; be it therefore

RESOLVED, That the members of the California PTA develop an awareness and respect for
the dangers inherent in pesticides and promote the use of alternate methods of
pest control; and be it further

RESOLVED, That all PTAs find out immediately what pesticides are being used on school
property; where, how much, how often, and why they are being used; how
toxic they are to humans; what effect they have on the environment; and be it
further

RESOLVED, That each PTA urge its school district to consider seriously all possible
alternatives before using any pesticides; use pesticides only as an emergency
measure or when a health hazard has been determined by the public health
department; have pesticides applied only by personnel trained in their use; and
give appropriate notice when pesticides applications are to be made.
WHEREAS, Item #10 in the California PTA Legislative Platform is “To prevent, control or eliminate hazards to the health and well-being of all children and youth;” and

WHEREAS, The federal Child Protection and Toy Safety Act of 1969 regulates the physical dangers to children but does not acknowledge the psychological hazards of children’s toys; and

WHEREAS, One of the purposes of the National PTA’s ongoing project is to promote children’s emotional health; and

WHEREAS, There is concern that toys making such activities as torture and death commonplace or enjoyable objects of play may have an adverse effect on the mental health of children and youth; and

WHEREAS, Many of these toys are now available for purchase; and

WHEREAS, Legislation has been enacted in California which prohibits the sale of “torture toys” after July 1, 1972; therefore be it

RESOLVED, That the California PTA and the National PTA encourage further legislation and/or regulations which would ban the sale of toys or games designed to glorify sadistic activities, depict torture, or simulate an instrument specifically designed for torture; and be it further

RESOLVED, That the California PTA and the National PTA urge further action to establish standards for toys and/or games which would take into consideration the emotional impact on children, with the recommendation that such standards be incorporated in the Child Protection and Toy Safety Act.
AIR POLLUTION
Adopted by Convention Delegates May 3, 1973
Reviewed by Board of Managers February 2014

WHEREAS, The objectives of the PTA include promoting the health and well-being of children and youth and encouraging education on subjects of major importance to society; and

WHEREAS, Continuing research on the environmental and health effects of air pollution has resulted in setting ambient air quality standards for oxidant, carbon monoxide, sulfur dioxide, nitrogen dioxide, particulates and other elements; and

WHEREAS, The recommended maximum acceptable safe level of 0.1 parts per million oxidant in the air is regularly exceeded in all urban areas of California wherein children’s school activities expose them to the adverse effects of polluted air; and

WHEREAS, Vigorous, coordinated and sustained efforts should be made to remove the possibility of long-term adverse effects on the health of children and the community; therefore be it

RESOLVED, That the State PTA convention reaffirm the Statement on Environmental Pollution adopted by the State PTA Board of Managers in September 1970; and be it further

RESOLVED, That all communities whose air quality does not meet prescribed standards, especially oxidant level, be urged to enact uniform alert levels at which school districts undertake measures to protect students from adverse effects; and be it further

RESOLVED, That each school district be urged to establish a policy of curtailing physical education and related activity when the alert level is attained; and be it further

RESOLVED, That individuals and PTA groups be encouraged to support efforts to measure and determine levels at which air pollution produces long-term health problems for various groups in the community; and be it further

RESOLVED, That the influence of urban planning and social behavior on air pollution be a matter for inclusion in the curriculum; and be it further

RESOLVED, That continuing encouragement be given to legislative and enforcement policies which will promote solutions for the existing problems of air pollution.
BICYCLE SAFETY EDUCATION AND TRAINING
Adopted by Convention Delegates May 3, 1973
Reviewed by Board of Managers July 2012

WHEREAS, The increased popularity and use of the bicycle has caused an upsurge in the number of bicycle-related injuries and fatalities; and

WHEREAS, Research has established a pressing need for the education and training of the bicyclist; and

WHEREAS, The National PTA in its Statement of Principles (Safety item) states: “We believe that all children and youth should have an education that develops safe habits and attitudes and should have an environment free from avoidable physical hazards;” and

WHEREAS, There is no compulsory bicycle safety education and training program, such as driver training programs; now therefore be it

RESOLVED, That the California State PTA and its local units support state and community action to encourage bicycle safety programs in the elementary schools beginning with a primary program for grades K through 3; and be it further

RESOLVED, That the California State PTA and its local units support state and community action to institute bicycle safety education and training programs in the elementary schools, to begin no later than the third grade.
WHEREAS, The National PTA Statement of Principles (Safety item) states: “We believe that all children and youth should have an education that develops safe habits and attitudes and should have an environment free from avoidable physical hazards;” and

WHEREAS, The safety and welfare of children has always been a prime concern of parent-teacher associations everywhere; and

WHEREAS, There are currently no requirements for emergency safety instructions for children regarding possible hazards related to riding school buses; now therefore be it

RESOLVED, That the California State PTA:

1. Support legislation mandating emergency bus evacuation drills covering possible hazards, such as: collision, fire, bomb threats, earthquakes, smog alerts, and other natural disasters;

2. Encourage boards of education at all levels to include in their existing civil defense and disaster preparedness programs a plan for emergency bus drills for grades K through 12, with emphasis on K through 6;

3. Encourage all PTAs to assist local school districts to fulfill their responsibilities to increase children’s knowledge of emergency procedures for vacating a bus; and therefore be it further

RESOLVED, That this resolution be submitted for adoption at the National PTA Convention.
TEACHER PREPARATION FOR ELEMENTARY EDUCATION

Adopted by Convention Delegates May 3, 1973
Reviewed by Board of Managers January 2013

WHEREAS, The California Education Code, Section 8551, stipulates that instruction in English, Mathematics, Social Sciences, Science, Fine Arts, Health and Physical Education shall be included in the course of study for grades 1 through 6; and

WHEREAS, The State Commission for Teacher Preparation and Licensing has the responsibility of setting the requirements for a Multiple Subject Credential for elementary teachers; and

WHEREAS, Professional preparation in the subjects which are required at the elementary level should be compulsory for elementary teachers; therefore be it

RESOLVED, That the State Commission for Teacher Preparation and Licensing be urged to establish requirements in the professional preparation of elementary teachers which will ensure their competence to instruct each of the required subjects.
WEAPONS ON CAMPUS
Adopted by Convention Delegates May 3, 1973
Reviewed by Board of Managers July 2012

WHEREAS, The California State PTA has as part of its Legislative Platform (Item #9) the support of legislation “To prevent, control or eliminate hazards to the health and well-being of all children and youth;” and

WHEREAS, In recent months campus violence involving hand guns and other lethal weapons has become rampant in many areas; and

WHEREAS, The health and safety of many students and school personnel have been threatened by the presence of guns and lethal weapons on campus; and

WHEREAS, The fear of assault with lethal weapons prohibits a favorable climate for learning; now therefore be it

RESOLVED, That the California State PTA support legislation to control illegal possession of hand guns and other lethal weapons on school campuses.
WHEREAS, One of the Objects of the National PTA is to secure adequate laws for the care and protection of children and youth; and

WHEREAS, The Education Code Section 11701 states: “The governing board of any district shall give diligent care to the health and physical development of pupils…;” and

WHEREAS, Most school districts require emergency forms so they will have on file specific information regarding the type of health or hospital insurance parents carry, special health needs of students and permission to call for a doctor and/or ambulance in case of emergency; and

WHEREAS, Most doctors and hospitals require authorization before treatment of minors; and

WHEREAS, Many school offices are closed by four o’clock in the afternoon and without switchboard service, making it impossible to obtain the emergency form information quickly; and

WHEREAS, Many school athletic events take place on weekends or after four o’clock in the afternoon; therefore be it

RESOLVED, That the California State PTA take immediate action to encourage the use of duplicate emergency forms, including an authorization for medical treatment signed by a parent or guardian, for every student actively engaged in athletic events taking place away from school or outside of regular school hours, with the second copy to be at the location of said athletic event; and be it further

RESOLVED, That the California State PTA refer this resolution to the California Inter-Scholastic Federation with urgent request for consideration; and be it further

RESOLVED, That the California State PTA urge the National PTA to request that on-site duplicate emergency forms be included as a safety item in the National Football Alliance Handbook.
FOOTBALL SAFETY
Adopted by Convention Delegates May 1, 1975
Reviewed and deemed relevant May 2016

WHEREAS, The likelihood of injuries to students playing football is a legitimate concern of PTA; and

WHEREAS, In non-professional football last year there were 20 deaths and 300,000 injuries requiring emergency treatment, 76% of which were in the 10-19 year old age bracket; and

WHEREAS, All states do not require a physical education credential for coaches; and

WHEREAS, Studies show the seven most common football injuries were (1) sprains, (2) contusions, (3) fractures, (4) pulled muscles, (5) strains, (6) lacerations, and (7) concussions; and

WHEREAS, During the past high school football season, one out of every five players required some form of medical treatment, and one out of thirteen suffered a marginal or serious injury; and

WHEREAS, September, according to researchers, is the most hazardous month for football injuries, because of the short pre-season workout sessions; and 51.5% of all injuries occur in practice; and

WHEREAS, Studies show that improper methods of tackling cause such major injuries as broken necks, spine injuries and brain concussions; now therefore be it

RESOLVED, That in order to make football a safer sport in California, PTA units in each district:

1. Examine the standard procedures as to staff and equipment;
2. Urge statewide standards as to safety of equipment for students;
3. Urge use of the best equipment currently available;
4. Encourage thorough pre-participation physical examinations and adequate pre-season conditioning of all players;
5. Support the mandated training of all coaches in body conditioning and in the prevention and care of athletic injuries;
6. Seek to eliminate the specific techniques of spearing and stick-blocking because of the possibility of serious injury; and
7. Urge school district sponsored workshops, conducted by qualified persons, to instruct all coaching staffs on appropriate prevention and care of athletic injuries.

###

Delegates voted to send this resolution to the 1975 National PTA Convention.
IMMUNIZATION AWARENESS AND EDUCATIONAL PROGRAMS
Adopted by Convention Delegates May 2, 1975
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, Public health officials are estimating that an increasing number of infants and preschool age children are failing to receive immunization for diphtheria, tetanus, whooping cough, polio, measles and mumps; and

WHEREAS, Initial immunization and booster shots are readily available to all children, and are effective in eliminating outbreaks of diseases which can leave lasting and crippling aftereffects; and

WHEREAS, PTA is vitally interested in the health and welfare of all children; now therefore be it

RESOLVED, That the California State PTA, in cooperation with the California Department of Public Health, provide a comprehensive ongoing awareness and educational program for the necessity of the immunization of all children against diphtheria, tetanus, whooping cough, polio, measles and mumps; and be it further

RESOLVED, That the California State PTA through its districts, councils and units promote a program to alert all parents of the possibility and danger of epidemics and the necessity for sufficient immunization against diphtheria, tetanus, whooping cough, polio, measles and mumps.
WHEREAS, The public schools must be adequately supported and financed to enable our young people to receive the education they require to achieve their potential as productive and contributing citizens; and

WHEREAS, Effective public school education requires positive community support and active participation in development of school programs; and

WHEREAS, PTA with its long history of support for public education and school finance reform is the organization best qualified to create a mutually sympathetic and informed climate for action; now therefore be it

RESOLVED, That the California State PTA establish, as a high priority, a statewide educational program directed to its members and the general public regarding:
1. their responsibility for adequately financing the public schools of California;
2. the urgent need for school finance reform; and
3. the need for increased participation in developing the support for effective school programs; and be it further

RESOLVED, That the California State PTA direct its units, councils and districts to seek the aid of other community groups in this school support educational program.

###

BACKGROUND SUMMARY

A School Support program initiated in each community would address itself not only to the statewide issues, but to the specific concerns of that community. The term School Support has a dual focus: school funding and school programming. This program is educational in design, and has as its goals the informing both of our own PTA membership and the total community of the inadequacies and inequities of the current methods of funding public schools and the soliciting of broad community participation in supporting and developing educational goals appropriate to that community’s needs and resources.

The California State PTA has developed a Primer on School Finance which explains the complexities of our current methods of financing public school programs. This publication gives a statewide picture and also touches on special community needs. Some PTA districts have developed materials for implementing a School Support program within their own school district and make these materials available to their units and councils.

The School Support programs are a reflection of the belief that, without a broadly based understanding of the current fiscal crises in education coupled with a total community commitment to achieve educational excellence, our schools will be the scapegoat in the present fiscal squeeze facing all public services.
AID TO RAPE VICTIMS AND THEIR FAMILIES
Adopted by Convention Delegates October 13, 1977
Reviewed and deemed relevant November 2017

WHEREAS, Rape is a violent crime against children as well as adults, with long-lasting effects on the victims and their families; and

WHEREAS, The social stigma associated with the crime of rape creates needless guilt and suffering for victims and their families; and

WHEREAS, Resources have been developed to provide assistance to the victims of rape and their families; and

WHEREAS, PTA units can assist by informing their membership of services provided in a community; now therefore be it

RESOLVED, That PTA units or councils and/or districts work to secure appropriate services for rape victims and their families; and be it further

RESOLVED, That PTA units inform their membership of community services available to rape victims and their families; and be it further

RESOLVED, That the California State PTA support legislation that will provide for appropriate services to rape victims and their families; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National Convention in June, 1978.

###

BACKGROUND SUMMARY

Research has demonstrated that the crime of rape has traumatic and long-lasting effects, not only on the victims, but on their families as well.

Many groups are functioning that provide immediate services to rape victims and their families, but unless these groups are well known and called upon, needless emotional suffering will continue.

The PTA is in a unique position to be of assistance as it has the ability to seek out available facilities and make their purpose and functions known to all families in the community.

Where no facility exists, the PTA can be instrumental in working with the county department of health to ensure the availability of such services.
WHEREAS, The use of children as subjects in pornographic materials is more widespread than previously realized; and

WHEREAS, The use of children as subjects in pornographic materials is a form of child abuse; and

WHEREAS, Under the existing law, it is only a misdemeanor for any person to hire, employ, or use a minor to send or bring into this state for sale or distribution, or to possess, prepare, print, distribute, or exhibit any obscene matter; now therefore be it

RESOLVED, That the California State PTA make its units, councils and districts aware of the use of children as subjects in pornographic materials; and be it further

RESOLVED, That the California State PTA support legislation to make it a felony to promote, employ, use, persuade, induce, entice, or coerce any person under the age of 18 years to engage in any sexual activity for the purposes of preparing films, photographs, negatives, slides, or live performances.

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BACKGROUND SUMMARY

Current California laws mainly address the problem of using minors in the sale and distribution of obscene matter, making it a misdemeanor to use them for these purposes.

There is increasing alarm over the abuse of children and youth who are engaged as subjects in the creation and production of pornographic materials.

The enactment of legislation mandating stronger penalties would hopefully discourage the engaging of children and youth in sexual activities for the purpose of the creation and production of pornographic materials.
VIOLENCE IN THE HOME
Adopted by Convention Delegates October 13, 1977
Reviewed and deemed relevant November 2017

WHEREAS, PTA believes that the home is the basic unit in the structure of our society; and

WHEREAS, There is now an increasing national awareness of the problem of violence in the home; and

WHEREAS, Children subjected to domestic violence, though not physically assaulted, may suffer deep and lasting emotional effects and are more likely to continue the cycle of abuse from one generation to the next; and

WHEREAS, PTA has a responsibility to encourage programs in the schools that include parent education and preparation for parenthood; now therefore be it

RESOLVED, That units, councils and districts encourage school district governing boards to include preparation for parenthood as a required part of the school curriculum; and be it further

RESOLVED, That preparation for parenthood education be expanded to include adults through parent education classes, PTA programs and such other methods as will broaden its availability; and be it further

RESOLVED, That units, councils and districts identify the needs within the community, seek to secure necessary services and inform their membership of appropriate resources that provide information and assistance to families involved in domestic violence; and be it further

RESOLVED, That California State PTA support legislation which will provide for necessary services for families involved in domestic violence.

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BACKGROUND SUMMARY

Parent education is a continuing concern of the California State PTA. PTA believes that educational programs in the schools which are directed toward preparation for family living are effective in reducing social ills. At a time in our state when the family structure seems to be deteriorating and domestic violence is considered to be the single most unreported crime in the state, it is imperative that Family Life Education, including preparation for parenthood, be part of the curriculum.

The physical abuse of one or more of the family members in domestic violence constitutes both a physical and mental violation of that person’s rights.

Continued on next page
Violence in the Home - continued

Children are often the victims, directly or indirectly. Children from these homes, unless they receive help, often grow up expecting violence either to speak for them or to victimize them. In 1976 in the County of Los Angeles alone, it is estimated that there were from 345,000 to 460,000 cases of mental, physical and sexual abuse and neglect of children.

Violence in the home is becoming a matter of public concern. There is a present and growing need to develop innovative plans and services which will assist families involved in domestic violence.
CLOSED CAPTIONED TV
Adopted by Convention Delegates May 3, 1978
Reviewed and deemed relevant April 2018

WHEREAS, The National PTA supports equal opportunities for exceptional children, and there are 14 million deaf and hard of hearing adults and children who are deprived of the opportunity to hear and understand the information and to enjoy the entertainment provided by television; and

WHEREAS, Technology is available to transmit captioned TV in a way that is invisible to the general public, and anyone who so desired could purchase low cost decoders for the purpose of receiving the captioned messages; and

WHEREAS, The Department of Health, Education and Welfare is currently pursuing this capability by assisting the television industry in obtaining necessary equipment; and

WHEREAS, The captioning of a television program is an expensive and technologically complex process; and

WHEREAS, The potential of captioning has not been completely explored in areas where it might be used educationally to increase or stimulate reading skills for children with learning disabilities; therefore be it

RESOLVED, That the California State PTA take an active role in support of closed captioned TV service by alerting and informing all its members of this critical need of our hearing impaired population and of the potential advantages of such a service as a learning tool for other exceptional children; and be it further

RESOLVED, That the California State PTA encourage districts, councils, and units to urge all local television stations to move ahead in this area; and be it further

RESOLVED, That the California State PTA recommend to the National PTA that support be given to the establishment of federally funded regional captioning centers so that programs may be sent to such centers to be captioned; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA as an item that requires a national commitment during their annual convention in June, 1978.

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BACKGROUND SUMMARY

The Public Broadcasting System (PBS) has the capability of making TV useful to the 14 million deaf and hard of hearing people in the United States. This technique, known as “closed captioning,” can be transmitted on the TV screen, allowing the deaf to see dialogue and yet would be invisible to the general viewing public.

Special decoders can be plugged into a regular TV set allowing the dialogue to be visible on the set. Once these decoders are on the market, new sets might be purchased with the capability of “closed captioning” built in.

The potential for captioned TV has not been fully explored. According to HEW, captioned TV might be of benefit to other children with learning disabilities or bilingual problems, as well as in increasing reading skills.
PROPERTY TAX LIMITATION
Adopted by Convention Delegates May 4, 1978
Reviewed by Board of Managers March 2013

WHEREAS, The California State PTA, in its Legislative Platform, states that PTA will support adequate financing of essential public services, including education; and

WHEREAS, Property taxes are a major source of income for such vital services as education, police and fire protection; and

WHEREAS, There is urgent need for property tax relief for homeowners and renters of this state; and

WHEREAS, Two-thirds of the total assessed valuation of property in the state is attributed to commercial and industrial property; and

WHEREAS, General property tax relief could cause a shift from business-paid property taxes to such alternative revenue sources as sales and personal income taxes, which impact disproportionately upon individuals; now, therefore, be it

RESOLVED, That the California State PTA oppose property tax relief measures which would provide most of the benefits to owners of commercial and industrial property; and

RESOLVED, That the California State PTA support legislation which would provide property tax relief for the benefit of homeowners and renters, with assurance of adequate replacement revenues for the support of quality public education and essential local government services; and

RESOLVED, That the California State PTA support a constitutional amendment which would permit a lower property tax rate for owner-occupied dwellings than for other property.

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BACKGROUND SUMMARY

California State PTA has played an active role in opposing previous attempts to restrict the sources of funds for local governmental services and public education in California. Proposition 14 of November 1972, and Proposition 1 of November 1973, actively opposed by PTA, were measures proposing to limit the revenues and expenditures of local and state government. Both were defeated.

A proposed property tax limitation initiative constitutional amendment, Proposition 13, appearing on the June 6, 1978, statewide ballot would:

1. Establish a property tax rate limit of 1% of full cash value, other than for bonded indebtedness approved by the voters prior to the time the initiative would take effect.

Continued on next page
2. Require a two-thirds vote of each house of the Legislature to increase state revenues to replace the funds lost to those entities currently receiving property taxes, including cities, counties, and school districts.

3. Also require a two-thirds vote of the qualified electors within a city, county, or school district wishing to levy a tax.

4. Go into effect on July 1, 1978, except for the two-thirds vote requirement for the Legislature to increase state revenues, which would go into effect immediately.

It has been estimated by the state Legislative Analyst that Proposition 13 would cut local property tax revenues by $7 to $8 billion. In the fiscal year 1976-77, combined state revenues from the sales and use tax and personal income tax amounted to just over $8 billion. In that year, it would have been necessary to double both the sales and use tax and the state personal income tax to generate $8 billion in replacement revenues. Because the revenue from these sources increases annually, it is currently projected that either a doubling of the sales tax rate or a 150% increase in the personal income tax would raise an estimated $7.5 billion.

While some two-thirds of the property tax relief would go to owners of business, commercial and income property, replacement revenues could well impact the homeowners to a disproportionate degree, as would be the case with increases of the sales tax and/or personal income tax, the two largest sources of state revenues. Renters would have no assurance that any of the property tax relief would benefit them, as there is no requirement that the tax savings be passed on to tenants.

The property tax relief which is absolutely essential for homeowners can and must be achieved without depriving public education and other governmental services of vitally needed funding sources.

Because of the inadequate time to provide replacement revenues or plan budget cuts, the difficulty of achieving a two-thirds vote of each house of the Legislature to increase state revenues, the virtual impossibility of acquiring a two-thirds vote of all qualified electors to raise special local taxes, and the vital need for such property-tax-supported services as police and fire protection and public education, proposals such as Proposition 13 must be defeated.
TREATMENT CENTERS FOR THE SEXUALLY ABUSED
Adopted by Convention Delegates May 3, 1978
Reviewed and deemed relevant by Board of Managers November 2020

WHEREAS, There is a growing awareness and concern for children who are, and have been, sexually abused, and

WHEREAS, A climate of acceptance and encouragement of sexual freedom involving children is being more frequently expressed in easily accessible media, with the effect of directly and indirectly stimulating such exploitive activity; and

WHEREAS, Many children who suffer from sexual abuse need specialized treatment due to the trauma of incest, pornography and exploitation; and

WHEREAS, Many children who are abused, sexually or otherwise, tend to become child abusers themselves; therefore be it

RESOLVED, That the California State PTA urge the establishment of centers for the treatment of sexually abused children and their families and adults; and be it further

RESOLVED, That the California State PTA support adequate state funding of in-service training for school personnel to enable them to recognize and deal with the trauma of the sexually abused child; and be it further

RESOLVED, That “school personnel dealing” be clarified to mean reporting child abuse incidents to medically supervised centers; and be it further

RESOLVED, That the California State PTA, its units, councils and districts encourage and participate in the development of child sexual abuse preventive programs; and be it further

RESOLVED, That the California State PTA, its units, councils and districts cooperate in the development of community awareness programs dealing with the effects of sexual abuse of children; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration at its convention in June 1978.

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Continued on next page
BACKGROUND SUMMARY

It is estimated that there are 100,000 sexually abused children in the United States today - not counting adults who have been sexually abused when they were children. PTA recognizes that its main commitment is to children and youth; however, PTA believes this is a concern in which the adult must be included.

Communities are becoming aware of the urgent need for the establishment of centers specializing in the treatment of the sexually abused person - such as the pilot program in San Jose, California. It has been found that when centers are established to deal with the problem of sexual abuse, the number of walk-in patients and referrals increases.

Because school personnel may be the first professional people to come in contact with the sexually abused child, a program of in-service training for school personnel would help them to recognize and deal confidently with the young victim.
DESEGREGATION AND NEIGHBORHOOD SCHOOLS
Adopted by Convention Delegates May 10, 1979
Reviewed by Board of Managers May 2021

WHEREAS, The Concept of Neighborhood Schools was approved by the California State PTA Board of Managers in November 1970; and

WHEREAS, PTA is dedicated to the principle of desegregated education and equal educational opportunity for each child commensurate with his abilities and needs; and

WHEREAS, National PTA convention delegates in 1973 voted to oppose the reassignment of students solely to achieve racial balance in the schools; and

WHEREAS, The support of the local community for public education is accelerated and encouraged by programs that place the focus of experience at the local education center and provide comfortable access for the parent to his child’s classroom; and

WHEREAS, Financial resources for public education are becoming increasingly limited; and

WHEREAS, The mandatory transportation of students for desegregation purposes uses funds which might be used in other ways to improve the quality of the educational program; therefore be it

RESOLVED, That the California State PTA strongly oppose the concept of transporting or assigning students involuntarily out of their presently recognized school district for the purposes of desegregation; and be it further

RESOLVED, That the California State PTA support the neighborhood schools concept while continuing to foster good human relations and cultural understanding of all ethnic groups in each community.

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BACKGROUND SUMMARY

This resolution is based on several earlier PTA positions stating support for local control of neighborhood schools, our concern for the principle of equal educational opportunity and opposition to the reassignment of students solely to achieve racial balance in the schools. School districts are currently faced with the problem of providing transportation to students for desegregation and maintaining a quality education program in the face of decreasing school funding.
WHEREAS, The passage of Proposition 13 on the June 6, 1978, ballot limited the property tax, formerly the major source of funding for the public schools, to a level which resulted in an initial loss of more than $3.5 billion to the schools, and increased losses anticipated in subsequent years; and

WHEREAS, Legislation enacted to provide a one-year partial replacement of the funds lost by school districts, cities, counties and special districts caused an average cutback for school districts of 10% from the amount which the districts would otherwise have received according to legislation enacted prior to Proposition 13; and

WHEREAS, As a condition of providing partial replacement of lost funding, the Legislature has exercised unprecedented control over the allocation of resources within school districts; and

WHEREAS, Without advance knowledge of the level of funding to be provided, school districts cannot exercise fiscal and programmatic responsibility in the delivery of educational services and the maintenance of the public’s investment in school facilities; and

WHEREAS, In order to assure equal educational opportunity for all students, extra funds must be available to provide for the diverse needs of students and the differential costs of such noneducational but essential expenditures as utilities, fuel, transportation, insurance and maintenance; and

WHEREAS, The California State PTA Legislative Platform indicates its commitment to financing for public education which will be sufficient to provide optimum educational opportunities for all students, and to maximum local control when it serves the best interests of children and youth; therefore be it

RESOLVED, That the California State PTA urge the Legislature and the Governor to enact an ongoing method of financing public schools such that the sources will be dependable, long-range, and adequate to provide optimum educational opportunity for all elementary and secondary students, with allowance for inflation and a mechanism for funding state, federal and court mandates; be it further

RESOLVED, That the process for allocating funds to school districts take into account the differential costs of the special needs of both students and districts; and be it further

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RESOLVED, That local boards of education be given maximum decision-making authority in the deployment of funds and personnel to fulfill the educational needs of the students they serve.

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BACKGROUND SUMMARY

When the voters approved Proposition 13, the property tax rate was limited to 1% of full cash value of the property as of the 1975 lien date, with a limit of a 2% increase per year for inflation, and reassessment only upon change of ownership or new construction. Of the $7 billion lost to local government by this restriction of the local property tax, more than $3.5 billion was taken from the public schools. The level of funding provided by a one-year “bailout” bill, later amended, represented an average loss to school districts of 10% from the amount they would have received under law prior to Proposition 13.

From having been one of the top states in terms of public school support only a few years earlier, California has dropped to 22nd in the level of expenditures for elementary and secondary education. With the state currently providing over 70% of the total funding for public schools, drastic loss of local control has occurred. School districts are criticized for not doing more effective long-range planning, yet they are kept in suspense annually regarding the funding level they can expect from the Legislature.

This resolution asks for the recognition of education as a priority function of this state with the commitment of adequate funds from stable sources to a long-range planning program designed to provide quality and equality of educational opportunity in California.
WHEREAS, Substance abuse continues to occur among children and youth in our society; and

WHEREAS, Teaching about substance abuse by presenting factual information about harmful substances, their physical ill effects, and legal implications has not been successful in preventing substance abuse; and

WHEREAS, Primary prevention is a constructive process designed to promote personal and social growth of the individual toward full human potential and consists of the earliest and most basic measures; and

WHEREAS, Primary prevention, which promotes positive growth and development of self-esteem when used in conjunction with factual information, is an effective approach to the substance abuse problem; and

WHEREAS, The California State PTA has long supported efforts in education to reduce the damage to physical and mental health; now therefore be it

RESOLVED, That the California State PTA actively support primary prevention of substance abuse through systematic ongoing education for children K-12; and be it further

RESOLVED, That the California State PTA support legislation to establish, promote and fund primary prevention education for children and adolescents in the school and community; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to place special emphasis on education for parents which will help them acquire the knowledge and skills necessary for primary prevention of substance abuse by their children; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA convention.

* Substance abuse is defined as the deliberate ingesting, inhaling or injection of any natural or chemical substance into the human body in an amount determined to be, or suspected to be, physically or mentally harmful to an individual.

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BACKGROUND SUMMARY

The California State PTA has previous actions in support of prevention of substance abuse.

Primary prevention is a constructive process designed to promote personal and social growth through the earliest and most basic measures. The resolution directs the California State PTA to support primary prevention of substance abuse and to support legislation and parent education for primary prevention of substance abuse.
QUALITY OF LIFE PORTRAYED ON TELEVISION
Adopted by Convention Delegates May 11, 1979
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, PTA recognizes that television exerts a powerful influence on American life and contributes to the entertainment, culture and education of children and youth; and

WHEREAS, Television programs and commercials often provide children with unrealistic portrayals of lifestyles and may present inadequate, distorted and even dangerous ideas about personal and sexual conduct; and

WHEREAS, Sexually oriented programming has been substituted for much of the violent programming that has been attacked by the National PTA’s TV Action Plan; therefore be it

RESOLVED, That the California State PTA urge its membership through its units, councils and districts to continue to monitor television programming and commercials for unrealistic and distorted portrayals of life and to report their views and findings; and be it further

RESOLVED, That the California State PTA members encourage advertisers to wield their economic power to improve the quality of television by sponsoring exemplary programs with appropriate commercials; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA convention in 1979.

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BACKGROUND SUMMARY

Parent education has been a long-time function of the PTA. PTA believes that parents play a key role in the emotional and physical health, the education, and the moral and spiritual development of their children. Children should be provided a warm and stable family life.

Delegates to the 1975 National PTA convention asked by resolution that the TV networks and local stations reduce the amount of violence portrayed on all TV programs and commercials. Violence has been reduced but new series program offerings have concentrated on “sexploitation” themes. Such programming is contrary to the quality of life most beneficial to children and youth.
REGULATION OF THE DISPLAY AND SALE TO MINORS OF DRUG-USE INFORMATION AND PARAPHERNALIA INCLUDING CIGARETTE PAPERS

Adopted by Convention Delegates May 10, 1979
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, Certain places of business openly display and sell to minors drug paraphernalia including cigarette papers and printed and graphic materials describing in detail how to cultivate and prepare marijuana and other drugs; and

WHEREAS, Minors, in increasing numbers, have been purchasing such printed and graphic materials and paraphernalia including cigarette papers; and

WHEREAS, Parents, educators and community leaders are concerned about adverse effects of drug abuse on society; and

WHEREAS, Several California cities have enacted ordinances to require drug paraphernalia including cigarette papers to be displayed in a separate room and that minors be accompanied by a parent or guardian in order to purchase such items; and

WHEREAS, The unrestricted display and sale of drug paraphernalia including cigarette papers and devices is contrary to the best interests of our youth; therefore be it

RESOLVED, That the California State PTA urge its unit, councils and districts to become aware of and educate its membership and community regarding drug-related instructions and paraphernalia including cigarette papers being displayed and sold where young people congregate; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to seek the passage of city ordinances to ban the display and sale of drug and narcotic paraphernalia including cigarette papers to minors; and be it further

RESOLVED, That the California State PTA urge the California Legislature to enact legislation regulating the display and sale to minors of printed and graphic materials and paraphernalia including cigarette papers conducive to the use of drugs and narcotics.

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REGULATION OF THE DISPLAY AND SALE TO MINORS OF DRUG-USE INFORMATION AND PARAPHERNALIA INCLUDING CIGARETTE PAPERS - continued

BACKGROUND SUMMARY

The sale of drug paraphernalia, such as water pipes, long glass pipes known as “steamboats,” roach clips and other items, is not regulated in most areas and these items are openly displayed in such establishments as record stores and novelty shops. Also on display in certain book stores and other places of business where books and magazines are sold are pamphlets and magazines on the cultivation and preparation of marijuana and other drugs. The PTA Object “To secure adequate laws for the care and protection of children and youth” encourages PTA concern for this problem. During recent years, both the National PTA and the California State PTA have adopted resolutions and position statements relative to this concern, the latest being the National PTA convention resolution entitled “Paraphernalia” in 1976.
HAZARDOUS WASTE MANAGEMENT
Adopted by Convention Delegates May 7, 1980
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, PTA principles state that all children and youth should live in an environment free from avoidable physical hazards; and

WHEREAS, Current practices of production, transportation, storage and disposal of hazardous wastes endanger the health, safety and well-being of communities as a whole; therefore be it

RESOLVED, That the California State PTA urge compliance with current regulations and seek legislation that will:

A. Require safe transportation, storage and disposal of hazardous wastes;

B. Establish an effective program of surveillance and monitoring that insures proper management of hazardous waste;

C. Minimize the amount of hazardous waste produced by encouraging more efficient plant operations, re-using materials, and/or trading wastes with other industries; and be it further

RESOLVED, That the California State PTA urge local units, councils and districts to be aware of land use plans and alert members to the possible hazards affecting the health, safety and well-being of communities posed by the production, transportation, storage and disposal of hazardous wastes; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National convention in June 1980.

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BACKGROUND SUMMARY

Current practices of production, transportation, storage and disposal of hazardous waste materials are inadequate for the protection of health in our communities.

This resolution would urge compliance with existing regulations and seek support for legislation that would require safe transportation, disposal and surveillance of hazardous waste materials.
WHEREAS, Scoliosis is a condition of lateral or side-to-side curvature of the spine which may develop during a child’s growth period, nine through sixteen; and

WHEREAS, When the curvature is recognized early in its development, there are methods of correcting the curvature and/or preventing its increase; and

WHEREAS, Delay in treating scoliosis may necessitate more major medical treatment, including surgery, to correct the curvature; and

WHEREAS, The method of screening for scoliosis is visual inspection of the child by a trained observer, so that screening is simple, painless and cost effective; and

WHEREAS, The National PTA encourages screening programs as part of a comprehensive program of health within the educational environment; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to work with their respective school districts to establish scoliosis screening programs for all students ages nine through sixteen; and be it further

RESOLVED, That the California State PTA assist units, councils and districts in educating parents and the general public about scoliosis and the necessity for early detection and treatment.

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BACKGROUND SUMMARY

The early detection and treatment of scoliosis is the key to preventing later health problems. However, few parents know what to look for and few teenagers make regular visits to their doctor. Screening programs provide an excellent way to detect scoliosis before the curvature reaches a serious degree. Most scoliosis screening programs are conducted in the school by nurses and physical education teachers who are specially trained to spot possible curves of the back. If a possible curve is detected, the student’s parents are notified and asked to take their child to see their family physician for an examination. If the doctor confirms a diagnosis of scoliosis, the child is usually referred to a doctor who specializes in scoliosis treatment.

If a growing child with scoliosis is not given the needed medical treatment, the curve may progress to a serious degree, affecting both health and appearance in later life. In most cases, treatment can slow down or stop the curve from increasing, preventing later health problems. Although current forms of treatment cannot produce an absolutely straight or normal spine, individuals given the right treatment can live full, active lives.
SUMMER SCHOOL
Adopted by Convention Delegates May 9, 1980
Reviewed by Board of Managers May 2021

WHEREAS, The majority of school districts currently offer an educational program on a nine-month basis; however, certain fixed costs are year round; and

WHEREAS, Many students attend schools on a shortened day, due to financial cut-backs in regular program offerings, and their school day is used to meet minimum basic educational requirements; and

WHEREAS, Many students need and would benefit from classes offered during summer school; therefore be it

RESOLVED, That the California State PTA seek and support legislation to offer, and separately fund, summer school for remediation, enrichment and reinforcement of the course of study for elementary and secondary students.

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BACKGROUND SUMMARY

One of the PTA principles, as stated in the National PTA Handbook, 1979-81, is: “We believe that all children and youth should have the opportunity, through free public education, to develop their capacities to the maximum.”

Events during the past two years have caused school districts to curtail the delivery of education to our children. One of the most apparent of these curtailments has been in the area of summer school programming.

In 1977, the last year when summer school was offered in the Los Angeles Unified Schools, 138,000 elementary students and more than 137,000 secondary students were enrolled in this program. These figures reflect that 45% of the total student enrollment participated in broadly designed summer school curricula. Recent legislation resulted in state funding of .6 ADA to allow school districts to offer summer school to graduating seniors (who had to have the credits to graduate) and to substantially handicapped children. Statewide figures also reflect a similar number of students participating during 1977, and the same offerings since.

State law has recently mandated the testing of children in various competency skills. In practice, this has resulted in many third and sixth grade students who did not pass these tests being held back at grade level since there was no summer remediation programs available to them. In addition, shortened days, caused by overcrowding and double sessions, have resulted in students not receiving a full educational program. At the elementary level, these children simply never can catch up. At the secondary level, it has caused overcrowding in required courses as school personnel do not wish to keep a student from graduating on time.

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Those students who are most affected by the lack of summer school are the very ones who frequently need it the most. These are children in the over-crowded urban schools, mostly minority and oft-times less affluent. These children cannot afford the fees which are charged currently in many communities for private summer school programs.

PTA is deeply committed to an adequate public educational program. The current effect of the elimination of summer school is to cause serious hardships for our children and youth.
WHEREAS, PTA believes that equal educational opportunities should be provided for all students regardless of race, religion, ethnicity or sex; and

WHEREAS, Voluntary integration can provide for broad community and school cooperation in developing and implementing integration programs which use both school and community resources; and

WHEREAS, In order to implement voluntary integration programs, school districts need additional funding, and state law currently does not provide the necessary funding; therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to support voluntary integration plans that are designed to alleviate existing racial isolation and that provide for equality education, safety, and emotional and physical health of all students, and at the same time prevent resegregation from occurring; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to support the formation of voluntary integration planning and implementation committees that include participation by the PTA, the school system and the community at large; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to serve as a unifying force to further the implementation of voluntary integration; and be it further

RESOLVED, That the California State PTA support legislation that would provide for adequate state and/or federal funding, above that allocated for regular program costs, for the implementation of a voluntary integration plan that has been developed and approved by locally elected school boards and meets the guidelines of the State Board of Education.

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BACKGROUND SUMMARY

The California State Board of Education has requested that all school districts become involved in integration planning if any of their schools are segregated (Title 5 of the California Administrative Code). The state Legislature has not provided funding to implement such voluntary plans. Currently only limited federal funding is available to school districts which decide to initiate voluntary integration programs. PTA has adopted a statement on School Desegregation/Integration (November 1979). This resolution is based on the goals outlined in that statement.
PTA PRIORITY: SUPPORT OF PUBLIC EDUCATION
Adopted by Convention Delegates May 7, 1980

WHEREAS, The PTA believes that our free public schools can best provide for every child an equal opportunity for a quality education; and

WHEREAS, Public education continues to be the most effective vehicle for building and maintaining a common understanding of and commitment to the basic values of our democracy; and

WHEREAS, Our public school system has been experiencing a decline in public confidence as evidenced by a reduction in financial support, a lessening of respect for teachers and school property, and a willingness to blame the schools for complex societal problems; and

WHEREAS, Every citizen should be encouraged to voice suggestions to local governing boards and state agencies and elected officials for the improvement of our schools; and

WHEREAS, The PTA membership can be the leading force in strengthening a valued system of public education; and

WHEREAS, Public education without adequate funding is not feasible; and

WHEREAS, The National PTA has pledged that its number one priority is: “To preserve, maintain and strengthen the public education system;” now therefore be it

RESOLVED, That the California State PTA focus its resources on obtaining adequate financing for public education; and be it further

RESOLVED, That the California State PTA, its units, councils and districts, affirm as a top priority its commitment to the preservation, maintenance and strengthening of our public school system, as pledged by the National PTA; and be it further

RESOLVED, That the California State PTA develop and implement a plan of action to enable its membership to identify the problems affecting our schools; offer positive and practical solutions to correct those problems; develop public understanding of those problems; and creatively and effectively tell the story of public education.

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BACKGROUND SUMMARY

Support and confidence in the public schools have, over the last several years, been on a gradual decline, according to the annual Gallup Poll on the Public’s Attitude Toward Public Education. Another indication is shown by defeat of many tax and bond measures for schools in local and state elections. The wide publicity and support for ideas like educational vouchers and tuition tax credits also indicate that more of the public are willing to abandon the public schools.

The 1979 Gallup Poll results indicate that persons living in the West give their schools a lower rating than persons living in other major areas of the nation. As compared to 1974, the 1979 rating for combined A and B grades was 14% lower and the combined grades of D and F was 7% higher.

There is general agreement according to the study that in order for the public to respect public schools the schools must: (1) improve the quality of teachers; (2) increase discipline; (3) set higher standards; (4) give students more individual attention; (5) put more emphasis on the basics—the three R’s; (6) establish closer relations with parents. Among other suggestions mentioned are: update curriculum, have smaller classes, eliminate drugs and alcohol, teach more life skills, and upgrade school facilities.

The National PTA president, Virginia Sparling, writing in PTA Today (November 1979), under the heading “Commitment to Children: the Key to Saving Our Public Schools,” has pledged that the National PTA will, as the number one priority, “…work cooperatively, strenuously, and creatively to tell the story of education in a far more compelling and far more effective way than ever before. We are committed to the success of our children and to the success of our public school system.”

The California State PTA has had this same commitment. It should, at this critical time, be our number one priority as well.
VIOLENCE AND VANDALISM
Adopted by Convention Delegates May 8, 1980
Reviewed and deemed relevant by Board of Managers November 2020

WHEREAS, The problem of violence and vandalism in our society is a major concern of parents, students, community members and educators; and

WHEREAS, The number of incidents of violence involving students and school personnel, and of destruction of school property, continues to escalate throughout the nation; and

WHEREAS, Studies have shown that many factors strongly influence the occurrence of violence and vandalism in the school and community, including: the disorientation of the family, low self-esteem, the growing acceptance by society of violence as portrayed in the mass media, and the tolerance of physical aggression as a means of solving problems; and

WHEREAS, Prevention programs utilizing a values education approach can be effective in helping students to develop the ability to identify, evaluate, and choose their personal values and to gain a greater appreciation of the effects of their choices on themselves and society; and

WHEREAS, The PTA works to safeguard the welfare of students and seeks to encourage an environment in the schools conducive to learning; therefore be it

RESOLVED, That the California State PTA place the prevention of violence and vandalism in and around our schools high on its list of priorities; and be it further

RESOLVED, That the California State PTA urge units, councils and districts to work with school governing boards, school staff, students, parents and the community to develop preventive programs based on a values education approach; and be it further

RESOLVED, That the California State PTA urge units, councils and districts to work with school governing boards, school staff, students, parents and the community to develop an alternative program whereby violators may pay for or restore damaged property; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the June 1980 National convention.

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Continued on next page
BACKGROUND SUMMARY

Each year more than one million juveniles in the United States find themselves in serious trouble with the law. School-community related anti-social behavior, including vandalism and violence, has reached proportions among school-age youth that necessitates the involvement of the schools, students and the community in the study and development of preventive programs to counteract this national trend. PTAs, because of their unique relationship to the schools, would hereby direct their activities toward seeking answers to this serious problem.

The values education approach has been utilized in other communities with positive results. Authorities believe that this approach, which stresses assisting pupils to develop self-esteem and to gain a greater appreciation of the effects of their actions upon themselves and society, can be effective in preventing anti-social and destructive behavior.
BAN ON DRUG PARAPHERNALIA
Adopted by Convention Delegates May 6, 1981
Reviewed by Board of Managers March 2012

WHEREAS, PTA supports legislation to prevent, control or eliminate hazards to the health, safety and well-being of all children and youth; and

WHEREAS, Abuse of controlled substances has been proved to have harmful physical and psychological effects, and tends to increase community problems such as crime, accidents and child abuse; and

WHEREAS, The manufacture, advertisement, display and sale of drug paraphernalia tends to glamorize, facilitate, encourage and condone illegal use of controlled substances; and

WHEREAS, Although it is a violation of the law to use certain controlled substances, it is an obvious hypocrisy that the paraphernalia to use them is readily available to adults; and

WHEREAS, The continued manufacture, advertisement, display and sale of such devices and information is contrary to the best interest of youth and society; and

WHEREAS, Current law concerning drug paraphernalia prohibits persons under the age of 18 from entering a room within a business where drug paraphernalia is displayed or sold unless accompanied by a parent or legal guardian; now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts to seek the passage of city/county ordinances to ban the manufacture, advertisement, display and sale of such paraphernalia used, designed for or intended for use with illegal drugs or other controlled illegal substances; and be it further

RESOLVED, That the California State PTA urge the California Legislature to enact legislation banning the manufacture, advertisement, display and sale of paraphernalia used, designed for or intended for use with illegal drugs or other controlled illegal substances; and to provide the appropriate legal penalties for continued manufacture, advertisement, display and sale of such items; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA convention in 1981.

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Continued on next page
BACKGROUND SUMMARY

The National PTA 1980-81 Legislative Program specified as one of its Health and Welfare policies: “to provide regulation of manufacture, advertising or sales of products hazardous to children and youth.” In addition, the National PTA Board of Directors in Legislative Directive 80-6 recommended the model anti-drug paraphernalia law developed by the U.S. Department of Justice as a guide for states and municipalities, and further recommended monitoring of such state and local legislation prohibiting the sale of drug paraphernalia to minors.

At its 1979 convention, the California State PTA adopted a resolution seeking to ban the display and sale of drug-use information and paraphernalia to minors.

The law referred to in the sixth Whereas became effective January 1981.

The provisions of this resolution are based on the recommendations of the model anti-drug paraphernalia law of the U.S. Department of Justice which prohibits the manufacture, advertisement, display and sale of drug paraphernalia to all persons.
WHEREAS,  The California State PTA and the National PTA have pledged that their number one priority is to preserve, maintain and strengthen the Public Education system; and

WHEREAS,  Quality education is not feasible without adequate funding; and

WHEREAS,  Many school districts have experienced severe cutbacks in their educational programs and are facing unprecedented financial crisis; and

WHEREAS,  California’s per student expenditure has plummeted to an unacceptable position of forty-fourth in the nation; therefore be it

RESOLVED,  That the California State PTA urge the Governor and the Legislature to take immediate steps to solve the financial crisis in our schools; and be it further

RESOLVED,  That the California State PTA plan and implement a statewide campaign to focus attention on our education funding crisis; and be it further

RESOLVED,  That the California State PTA proclaim a “Crisis in Educational Funding Day.”

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BACKGROUND SUMMARY

California is falling drastically behind other states in the amount of funds allocated for education, K through 12. Many school districts have made substantial program cuts. If Governor Brown’s proposed 1981-82 budget allowing only a 5% ADA increase is adopted, more cuts will be inevitable in many more districts.
FUNDING SOURCES FOR ADULT CROSSING GUARDS
Adopted by Convention Delegates May 6, 1981
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, The Education Code permits the governing board of school districts to employ such personnel as may be necessary to act as guards at pedestrian crossings to ensure the safety of school children who use such intersections; and

WHEREAS, Current Education Code provisions stipulate that school districts may be reimbursed from fines and forfeitures deposited in a special fund of the cities and/or counties, known as the Traffic Safety Fund, for the costs of providing school adult crossing guards; and

WHEREAS, The reimbursement of school districts from the Traffic Safety Fund for the costs of providing school adult crossing guards is permissive on the cities and/or counties; therefore be it

RESOLVED, That the California State PTA seek and support legislation to require that monies from the Traffic Safety Fund shall be used to reimburse school districts for the costs of adult crossing guards.

###

BACKGROUND SUMMARY

Legislation (SB 2199) which took effect in January 1981, enabled school districts to hire crossing guards when cities and/or counties refused to do so. (Education Code Sections 45450, 51 and 52.) The cities and/or counties were authorized to fund such programs, on a permissive basis, from the Traffic Safety Fund established under the Vehicle Code [Sections 42200 and 42201(c)]. These Vehicle Code provisions state that the monies collected by the cities and/or counties from fines and forfeitures and deposits of bail shall be used for traffic control devices, the maintenance thereof, equipment and supplies for traffic law enforcement and traffic accident prevention, and may be used to pay the compensation of school crossing guards. Some cities and/or counties have been unwilling to appropriate monies from the Traffic Safety Fund for school crossing guards. If legislation were enacted in which the intent of the resolution were included, cities and/or counties would be required to use this fund for financing the adult crossing guard programs.
SCHOOL FUNDING
Adopted by Convention Delegates May 7, 1981
Reviewed by Board of Managers March 2012

WHEREAS, School districts usually do not know total funding levels until after the start of the school year thus entailing massive teacher and classroom changes after school is in session; and

WHEREAS, School districts cannot make responsible budget decisions for either cutting or augmenting their programs under the current system; and

WHEREAS, The built-in uncertainties in the current system contribute to low teacher morale and inadequate opportunities for teacher preparation; and

WHEREAS, Stability, consistency and responsible fiscal planning are necessary for a quality educational system; therefore be it

RESOLVED, That the California State PTA seek and support legislation which shall require the state Legislature to appropriate funds for educational needs prior to the budgetary decision-making deadlines of local school districts; and be it further

RESOLVED, That the California State PTA seek and support legislation which shall be designed to enable school districts to plan priorities for spending and programming on more than a year-to-year basis; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to study, support and encourage the education of the parents, teachers and community regarding the financing of their school districts.

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BACKGROUND SUMMARY

State law dealing with school finance is frequently passed after the start of the school district’s new fiscal year. For example, AB 65 passed in September 1977 after school started. AB 8 was passed in July 1979, and AB 2196 passed in August 1980. As a result, teachers are laid off each spring, budget planning is haphazard, and unsettling changes are necessary after the start of the school year.

In addition, current funding is based on revenue limits established in 1972 with annual allowance for inflation. Our current rate of inflation was not foreseen, and as a result, funding levels do not come close to compensating districts for their net loss in purchasing power.

This creates extreme problems for districts because it precludes responsible fiscal planning. The resulting instability lowers the quality of education and produces severe morale problems for teachers and students.
WHEREAS, Children should be able to get to and from school in safety; and
WHEREAS, Many children live beyond reasonable walking distance to school and/or must walk through hazardous areas to get to school; and
WHEREAS, Many communities do not have reasonable access to public transportation and many parents are unable to drive their children to school; and
WHEREAS, Many school districts have provided transportation for pupils because of distance and/or hazards; and
WHEREAS, Budget constraints have caused school districts to curtail or charge for school transportation; and
WHEREAS, The curtailment and/or charges have resulted in students walking or riding bicycles long distances and/or through hazardous areas and hitchhiking to school; and
WHEREAS, The uncertainty in availability of transportation has caused a decrease in school attendance and a decrease in ADA funding for school districts; therefore be it

RESOLVED, That the California State PTA seek and support legislation which would
1. fund the cost of transporting pupils for both distance and hazards; and
2. allow the charging of a reasonable fee for non-indigent pupils which would not exceed the local public transportation fee for student passes.

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BACKGROUND SUMMARY

At the present time the state allows school districts to provide transportation to and from school. There is no charge for the handicapped or mandatory busing. There is no law to provide or allow busing for safety reasons. A charge may be levied for transportation and there may be a reimbursement by the state, but there is a penalty if more than 10% of the children provided with transportation are transported for safety reasons when otherwise they would have to travel through hazardous areas. The penalty is an astounding $630.54 per child.

Absenteism in the schools has risen. This has impacted the ADA funds, and this loss to the school districts comes at a time when schools are feeling the restriction of funds and have little hope of receiving a large infusion.
WHEREAS, In California over the last five years, alcohol related accidents resulted in approximately 12,000 deaths and 325,000 injuries; and

WHEREAS, Children and youth are innocent victims and/or perpetrators of these alcohol related accidents; and

WHEREAS, The availability of K-12 alcohol education programs are minimal and in some cases nonexistent, as are teachers who are adequately trained to teach such programs; and

WHEREAS, Moneys are collected under current laws for traffic violations; therefore be it

RESOLVED, That the California State PTA, its units, councils and districts urge that the appropriate state agencies cooperate with local school boards in developing and implementing a comprehensive and continuing educational program on alcohol and traffic safety that fits local needs and is adequately funded by the Legislature; and be it further

RESOLVED, That the California State PTA go on record supporting the present drinking driver laws and the effective prosecution of those convicted under these laws; and be it further

RESOLVED, That the California State PTA oppose attempts to weaken the present drinking driver laws.

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BACKGROUND SUMMARY

According to the Governor’s Task Force on Alcohol, Drugs and Traffic Safety report, June 1981, the largest single cause of death for young people is motor vehicle accidents. Thirty percent of the drivers under 20 involved in fatal accidents had been drinking.

These statistics show the enormity of the problem that resulted in the toughest drinking driver laws in the country and penalties more severe and unavoidable.

Driver education classes are currently the main source of information about alcohol and driving. The fact that this time is minimal reflects the public’s attitude towards its importance.

Continued on next page
Alcohol Related Driver Education - continued

The development of curriculum dealing with alcohol and driving needs to be coordinated with a number of state and local agencies. The Department of Education has the responsibility to monitor the existing programs in driver education and should continue to be the leader in development of this comprehensive K-12 alcohol education program.

The National Highway Traffic Safety Administration 402 funds are but one possible source of allocations toward a comprehensive K-12 alcohol and traffic safety program.

In response to one of the most effective public outcries regarding the severity of the drinking driver problem in the state of California, the Governor has signed several bills strengthening the sanctions against driving under the influence. For most drunk driving offenses, fines and jail sentences have been increased. Suspended, restricted or revoked licenses will be the rule. Penalties increase in severity with recurrence of the offense and become extremely severe if bodily injury or death occurs. Prior reckless driving convictions which were alcohol or drug related will now count as prior drunk driving offenses, thus increasing penalty severity.

Reference: Governor’s Task Force on Alcohol, Drugs and Traffic Safety
WHEREAS, The National Congress of Parents and Teachers, concerned with the health and welfare of children and youth, adopted a resolution on the Control of Stimulants and Depressant Drugs in 1965; and

WHEREAS, Look-alike controlled substances are pills and tablets carefully designed to resemble or duplicate the appearance of brand-name controlled substances, but containing no controlled substances or combination thereof, and are known on the street by the same name as their dangerous drug counterparts; and

WHEREAS, While trafficking in look-alike controlled substances is not prohibited by the Federal Controlled Substances Act, the Drug Enforcement Administration still considers that such distribution and sales encourage and contribute to drug abuse and drug profiteering; and

WHEREAS, The distribution of look-alike controlled substances and non-prescription drugs have been extensively advertised, claiming the products to be both safe and legal, there have been numerous deaths nationwide attributed to overdoses of these stimulants, in addition to strokes and other side effects; and

WHEREAS, Due to the easy availability of look-alike controlled substances and nonprescription drugs, the nation’s communities have been inundated with countless numbers of pills; local police agencies, hospital emergency rooms and medical examiners report widespread abuse, especially among teenagers and college-age students; and

WHEREAS, Manufacturers and distributors are now relabeling their pills and capsules simply as stimulants although they still contain the potentially dangerous and excessive combinations; now therefore be it

RESOLVED, That the California State PTA urge appropriate state agencies to study and determine the regulations needed to control the manufacture, distribution, sale, mail order and advertisement of these look-alike controlled substances and to research the entire dimension of the problem; and be it further

RESOLVED, That the California State PTA develop informational programs designed to educate lawmakers and the public regarding the need for control and the potentially serious dimensions of the dangers in the use of look-alike stimulant and depressant drugs; and be it further

RESOLVED, That the California State PTA seek measures to prohibit the manufacturing and merchandising of the look-alike controlled substances; and be it further

Continued on next page
RESOLVED, That the California State PTA urge its units, councils and districts to encourage enforcement of existing regulations that protect children and youth from the potential hazards to their health and well-being from stimulant and depressant drugs and look-alike controlled substances.

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BACKGROUND SUMMARY

More than a dozen states have enacted or are considering legislation targeted against the manufacture and distribution of look-alike controlled substances. Cities and counties have passed or are considering local ordinances prohibiting store-front look-alike controlled substances sales.

Over-the-counter stimulants and depressant drugs contain uncontrolled substances such as caffeine, phenylpropanolamine (an amphetamine commonly used in diet pills), decongestants and ephedrine sulfate (a vascular constrictor). The U.S. Drug Enforcement Administration states that the number of mail-order and store-front wholesale distributors grew from a mere handful to more than 150 outlets by November 1981, and the production of look-alike controlled substances soared to 30 million dosage units PER WEEK.
WHEREAS, Racial segregation in housing has contributed to segregation in public schools in California; and

WHEREAS, Action to discriminate or segregate on the basis of race in either housing or education is in violation of California law; and

WHEREAS, Officials in both education and housing have legal responsibilities to take positive actions to desegregate; and

WHEREAS, Discrimination and segregation in either public schools or in housing make desegregation efforts more difficult and costly; and

WHEREAS, Desegregation of neighborhood housing could contribute constructively to school desegregation; and

WHEREAS, School desegregation programs will continue to involve substantial costs permanently unless desegregation of neighborhood housing is achieved; and

WHEREAS, Such desegregation could make possible naturally integrated neighborhood schools and enhancement of intergroup education; and

WHEREAS, Both the National and State PTAs are on record favoring equal opportunity in both housing and education; now therefore be it

RESOLVED, That the California State PTA seek and support legislation to provide incentives for desegregation of neighborhood housing; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to serve as unifying forces in achieving desegregation of both housing and schools; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to cooperate with government, community and school toward this goal of school and housing desegregation through human relations education.

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Continued on next page
BACKGROUND SUMMARY

The recommended incentives could benefit Californians of every racial and ethnic origin, not just non-Anglo families whose children are denied equal education because of school segregation.

Existing interracial neighborhoods could be stabilized and gain new stature as desirable places in which to live. Legislation, such as that proposed, would counteract effects of past real estate practices such as racial steering and community redlining. Such legislation would tend to stimulate new activity in the housing market.

Costs would be minimal and benefits substantial if results enabled families with school-age children both to live closer to their children’s school and to save costs to the school district of providing an integrated educational experience for them.

Several alternatives are available to legislators for providing incentives proposed. Among those which have already been enacted into law for purposes considered desirable are the following:

1. An increase in the Homeowner’s Tax Exemption.
2. A Renter’s Tax Exemption increase.
3. A tax moratorium for a given period of time.
4. A mortgage interest rate subsidy.

A fifth alternative may be to explore provision of incentives for families now protected from tax increases under Proposition 13. These families would face substantial property tax increases if they bought another home and had to pay taxes at the current market rate rather than the market rate of 1975. Other means of removing inequities in taxes are currently being sought, such as the Split Roll Property Tax Initiative.

Incentives which provide the benefit of reducing costs for school desegregation, such as immunity from Proposition 13 penalties for moving, are worthy of serious study by legislators.
TUITION TAX CREDITS
Adopted by the Board of Managers October 1982

WHEREAS, The California State PTA believes public education is the cornerstone of our American democracy and that the preservation and strengthening of public education is essential to our nation’s survival as a free democratic society; and

WHEREAS, The Federal Government has abdicated its responsibility to America’s future by slashing funds for public education while increasing support for private schools; and

WHEREAS, The current administration has proposed massive subsidies for private schools in the form of tuition tax credits; and

WHEREAS, This support of private schools violates our democratic principles as set forth by our founding fathers; and

WHEREAS, The California State PTA firmly believes that public funds must be used only by those agencies accountable to the public; now therefore be it

RESOLVED, That the California State PTA urge its districts, councils, units and members to communicate with their Senators and Representatives regarding their grave concerns about the continual undermining of American public education; and be it further

RESOLVED, That the California State PTA make known its opposition to tuition tax credits in the strongest possible terms.
WHEREAS, PTA recognizes the important role of computer technology in today’s society; and

WHEREAS, Understanding and using computers must be included in our children’s education because computer technology will be an essential part of our children’s careers as well as a part of their everyday living; and

WHEREAS, Educational decision makers and PTAs are continually confronted with pressure to make hasty and indiscriminate purchases of computer equipment before teacher training and motivation for the use of such equipment have occurred; and

WHEREAS, Planning is an essential part of computer education, and school districts should have a comprehensive computer utilization plan; and

WHEREAS, A comprehensive inservice training in computer utilization is essential for all appropriate school district and school site personnel; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts promote public awareness of computer education and its vast potential; and be it further

RESOLVED, That the California State PTA, its units, councils and districts encourage the overall planning process by working with school districts to involve parents and the community in the development of a comprehensive, long-range educational technology plan; and be it further

RESOLVED, That the California State PTA, its units, councils and districts urge each school district to include in its computer education plan a systematic instructional program for K-12; and be it further

RESOLVED, That the California State PTA, its units, councils and districts actively seek for all students an equal opportunity to education in the new technologies so that they are prepared to become productive members of society.

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Continued on next page
Computer Technology in Education - continued

BACKGROUND SUMMARY

Estimates of the number of microcomputers in schools nationwide now exceed 100,000 and will increase rapidly. According to 1981 Xerox Corporation estimates, some 36 million people will need computer skills to perform their jobs by 1990.

Educational decision makers, including PTAs, are continually confronted with pressure to purchase equipment. Hasty purchases, as in the case of television and language labs, and incomplete teacher training and motivation for the use of such equipment have caused expensive equipment to be left lying on school shelves gathering dust. We cannot let this happen with computers.

It is important, therefore, that school districts adopt a comprehensive, long-range computer education plan that will provide an equal opportunity to education in the new technologies for all students.

The computer education plan should provide for administrator and teacher inservice training in the three main uses for computers in schools: (1) computer-assisted instruction; (2) computer education for specific careers; (3) administration and counseling, including classroom management.
EQUAL ACCESS TO SCHOOL IMPROVEMENT PROGRAM FUNDS
Adopted by Convention Delegates May 1983
Reviewed by Board of Managers January 2013

WHEREAS, The California State PTA encourages its membership to identify the problems affecting our schools and offer positive and practical solutions to correct those problems*; and

WHEREAS, School Improvement Program funds are not now available to all school districts and all school sites; and

WHEREAS, Children who reside in those districts or who attend those school sites currently excluded from School Improvement Program funds are being denied an equal opportunity for a quality education; now therefore be it

RESOLVED, That the California State PTA urge the state Legislature to enact immediately legislation that would insure the continuation of School Improvement Program funds for all school districts and all grades at each school site for the benefit of every child (K-12) in California public schools.


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BACKGROUND SUMMARY

Although districts are approaching a uniform level of “revenue limit” per student before “categorical” income is added, the inaccessibility of School Improvement Program funds for some school districts and some school sites is one of the factors which create a disparity in the amount of money available per student for educational programs.
WHEREAS, The California State PTA has supported the establishment of juvenile court laws and juvenile protection programs; and

WHEREAS, The state Legislature has recognized the need for reform of the Juvenile Court Law by authorizing the appointment of a commission to study and make recommendations for changes in the existing law; and

WHEREAS, The PTA in California has begun a review of the Juvenile Court Law in order to establish current positions on the issues and make recommendations to the commission and the Legislature; now therefore be it

RESOLVED, That the California State PTA declare the reform of the Juvenile Justice System in California a priority; and be it further

RESOLVED, That the California State PTA Board of Managers be urged to continue, with the cooperation of units, councils and districts, to study issues related to the system of juvenile justice in California and work for reform that will best meet the needs of children and youth who come in contact with the Juvenile Justice System; and be it further

RESOLVED, That units, councils and districts be encouraged to study the needs related to children and youth who are at risk of entering the Juvenile Justice System and work in cooperation with other groups to develop plans of action.

###

BACKGROUND SUMMARY

On April 25, 1982, the Governor signed into law AB 419 (Nolan) which became Chapter 170, Statutes of 1982. The Act states: “The Legislature finds that the problems of serious crime and delinquency have escalated throughout the state and are of a vastly different character today than they were 20 years ago when a statewide commission developed and assisted in enacting the Arnold-Kennick Juvenile Court Act.” AB 419 authorized the establishment of a Commission for the Revision of the Juvenile Court Law.

Continued on next page
Juvenile Justice Reform - A Priority - continued

In January 1961 the California State PTA endorsed the eight basic principles underlying recommendations of that earlier special study commission. The recommendations of this commission formed the foundation for the Arnold-Kennick Juvenile Court Act of 1961. While PTA has continued to look at the problems of juvenile delinquency, it has not conducted a comprehensive study of Juvenile Court Law and the system of juvenile justice since that time.

According to “Juvenile Delinquency and Its Prevention,” a new publication of The National PTA published in cooperation with the U.S. Office of Juvenile Justice and Delinquency Prevention,

“Juvenile delinquents are not ‘someone else’s children.’ Studies show that troublesome behavior is exhibited by youth from: all economic groups, all racial and ethnic groups, both sexes, rural as well as urban locales and intact families as well as broken homes.”

“According to recent statistics, there were more than two million juvenile arrests over a one-year period. Juveniles accounted for: two-fifths of all arrests for property crime, including 45% of all burglaries and 30% of all robberies; one-fifth of all arrests for violent crime, including 15% of all forcible rapes and 9% of all murders. These figures are based on cases in which an arrest was made. Such cases represent only a small proportion of the total number of crimes committed.”

“Although it is estimated that four to 8% of all youth account for about half of all serious crimes, a significant proportion of youth are involved in the other half. The problem is serious, widespread and frequent.”

With the passage of AB 3121 in 1976 which, along with other changes in Juvenile Court Law, prevented detention of status offenders* in secure facilities, has come great controversy as to the handling of status offenders in California. (At the state convention in 1980 the PTA was unable to come to agreement on a resolution regarding the handling of status offenders.) Adding to the controversy have been the final rules to implement the 1980 Juvenile Justice Amendments issued by the U.S. Department of Justice. These rules allow for the incarceration of status offenders who violate valid court orders. On top of all this has been the gradual cutback on funding for delinquency prevention programs, both state and federal, which could benefit all children and youth who may come in contact with the system.

Many questions are unresolved as to the treatment of juveniles who may be judged to be dependent children of the court, status offenders or delinquents. The PTA in California must be prepared to make its recommendations to both the commission and the Legislature and to develop programs that will prevent delinquency.

* Status Offender - A youth who commits a crime for which he/she would not be punished if he/she were over 18. Truancy and running away are two examples of status offenses.
WHEREAS, The average school year in California school systems is 177 days and nationally it is 180 days; and

WHEREAS, Many areas of the country still require a full 300 minutes instructional time per diem in elementary and secondary schools; and

WHEREAS, Class time is lost due to parent-teacher conferences during elementary school years and release time for teacher inservice training; and

WHEREAS, The number of units required for high school graduation has decreased due to budgetary cutbacks; now therefore be it

RESOLVED, That the California State PTA seek and support legislation to insure yearly instructional time for elementary and secondary students equivalent to a minimum day of 300 minutes and 180 days per year; and be it further

RESOLVED, That the California State PTA, its units, councils and districts encourage school districts and school boards to implement policy which will allow for parent conferences and teacher inservice training to be held outside of classroom time.

###

BACKGROUND SUMMARY

_Time_ magazine, October 18, 1982 issue, states that California children over the course of their school career have about one and a half less years of school than children in the rest of the country. According to _Time_ this statement was made by Michael Kirst, Ph.D., former president of the California State Board of Education. He is presently a professor of education and business at Stanford University. Dr. Kirst said that the statement was true and the material backing his statement could be found in the California Assessment Program book.

Parent-teacher conferences, instead of being held after school, at lunch time or before school are taking place during school time. Children are dismissed from school an hour early and conferences are set up between teachers and parent. An hour a day for two weeks is the equivalent of two whole days of school each semester.

Time is lost for inservice training when schools are closed early for teacher training and conferences from the school district. One or two days a semester takes away another two weeks of instructional time during the course of the child’s education.

_Continued on next page_
Minimum Instruction Time - continued

Presently, the average school year in California school systems is 177 days and nationally it is 180 days, which is equivalent to one day less than eight weeks lost of instructional time. The school day has been shortened and class time is lost for a variety of reasons.

This resolution would urge establishment of a longer school day and school year, as well as limiting disruptions to the instructional day.
WHEREAS, The California State PTA believes that children and youth are this country’s best natural resource; and

WHEREAS, Cases of unwanted teenage pregnancies, substance abuse, child abuse and venereal disease are increasing in California and across the country; and

WHEREAS, Parents need support groups and access to information and assistance in nurturing children and youth; and

WHEREAS, Parents have years of experience that can be utilized to guide and enrich young people’s lives; now therefore be it

RESOLVED, That the California State PTA renew its commitment to parent education by forming study groups and task forces, and be it further

RESOLVED, That the California State PTA cooperate with community agencies serving children and youth to combat unwanted teenage pregnancies, substance abuse, child abuse and venereal disease; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to establish support groups for creating and keeping open the lines of communication between parents and their children and to assist parents in assuming and maintaining the responsibility for the guidance of their children.

###

BACKGROUND SUMMARY

The National PTA and the California State PTA have many prior resolutions which speak to this resolution. This resolution is reaffirming PTA’s dedication to this belief.

In light of today’s increasing societal problems and severe cutbacks in services to children and youth in the schools and communities, all PTAs should encourage adults to help provide guidance for all children and youth, who are this country’s best natural resource.

Parent education study groups can be support groups for helping parents keep the line of communication open between themselves and their children.

Continued on next page
PTAs can be instrumental in forming community networks of agencies and organizations that provide services for children and youth. Forming these networks reveals what services are available and eliminates duplication of efforts.

Adults can use their years of experience to enrich young people’s lives by spending more time with them, listening to them and sharing and caring for their feelings.
WHEREAS, The California State PTA recognizes the need for education and awareness in the necessary usage of seat belts and child restraints; and

WHEREAS, The National PTA adopted a resolution in 1980 supporting parent education programs covering facts and fallacies regarding seat belt and child restraint usage which resulted in a nationwide safety belt campaign by the National PTA in cooperation with the National Highway Traffic Safety Administration; and

WHEREAS, As of January 1, 1983, the state of California enacted a law mandating child restraints for children under 40 pounds or four years of age which the California State PTA supported; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to heighten public awareness by promoting parent education programs regarding the need for and proper use of seat belts and child restraints.

###

BACKGROUND SUMMARY

More children are killed in traffic accidents than by any other cause. However, 85% of the deaths could be prevented with the use of car safety seats and safety belts. Two-thirds of the 20,000 injuries suffered by California children every year could be prevented. Unfortunately, fewer than 10% of our children are provided with this essential protection.

• Each year 50,000 people die in traffic accidents in the United States and four million are injured.
• Motor vehicle accidents are the leading cause of death in children between the ages of one and 14.
• In 1979 approximately 4,400 deaths from motor vehicles were children under 14. In California in 1976 the deaths numbered about 380.
• Some reports estimate that as high as 60% of the disabling injuries of children and young adults could be prevented by the proper use of seat belts.
• Studies show that as many as 50% of those killed as occupants of passenger cars would have survived if they had been wearing their lap-shoulder belts.
• Nearly 90% of drivers ignore using existing restraints.
• One in every 40 infants born today will die in a motor vehicle-related crash. This will probably happen before the age of 25.
• California State PTA Legislative Platform #10 states: “To prevent, control or eliminate hazards to the health, safety and well-being of all children and youth.”
SUICIDE PREVENTION EDUCATION AND AWARENESS
Adopted by Convention Delegates May 1983
Reviewed by Board of Managers January 2013

WHEREAS, Many young people in secondary schools have suicidal ideas, thoughts and expressions and do not know how to handle them; and

WHEREAS, At the present time there is no formalized structural education on suicide prevention, not only for students who have these thoughts but for all students who may be approached by their peers with suicidal thoughts; and

WHEREAS, It is a recognized fact that depression, fear, anger and stress are the major reasons for suicide in the young; and

WHEREAS, Students’ positive attitudes toward life are vital to their survival and they must be taught how to cope with their own thoughts, feelings and emotions; and

WHEREAS, Suicide education in the schools has been shown to be one of the best preventive measures against suicide; now therefore be it

RESOLVED, That the California State PTA and the California State Department of Education together explore ways in which suicide prevention education may be included in the Health Instruction Framework in secondary schools; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to initiate, develop and present programs on suicide prevention education and awareness for students, parents and community; and be it further

RESOLVED, That the California State PTA seek and support legislation to provide suicide prevention education.

###

BACKGROUND SUMMARY

In most countries throughout the world, suicide in adolescence has tripled over the past twenty years and now ranks second among the leading causes of death during teenage to adult years.

In 1979 suicide in ages 8-12 was up 400%. One of four families is affected by suicide in some form.

Continued on next page
One of three students is told by a friend at some time in his school years that he is thinking of suicide.

California has the highest teenage suicide rate in the nation. In 1980 there were approximately 4,000 deaths from suicide in California, and as many as 15,000 to 20,000 attempts are made by young people each year. Because many deaths are reported as accidental, these figures may even be higher.

Included in the Health Instruction Framework for California Public Schools, 1978 edition, and approved by the State Board of Education in March 1977 is the following:

**To Grow In Self Awareness —**

Each student will have opportunities to develop a positive sense of identity and self-esteem so that her/his self concept may be enhanced and she/he may experience success, not failure. Each student will have opportunities to develop competencies to deal positively and creatively in handling life situations related to physical, mental-emotional and social health. Students will develop an understanding that emotional health is influenced by genetic, biological, social, cultural, environmental and ecological factors; make decisions which contribute to building self-acceptance and reducing individual stress and anxiety; and establish and continually develop patterns of behavior which promote sound mental-emotional health.

Both the National and the State PTA are on record as favoring projects and programs to help young people achieve the optimum in sound mental and emotional health.
WHEREAS, Thousands of children are listed as missing in the United States each day; and
WHEREAS, Thousands of children are buried unidentified each year; and
WHEREAS, Appearance, height and weight may change rapidly in children, and the very young may not be able to identify themselves; and
WHEREAS, Many children have no “track marks in life,” such as dental records, drivers’ licenses, military records, etc.; and
WHEREAS, The Missing Children Act (PL 97-292) provides for the listing of missing children with descriptive data in the FBI’s National Crime Information Center (NCIC); now therefore be it
RESOLVED, That the California State PTA strongly urge its units, councils and districts to implement a voluntary fingerprinting program for all children and youth; and be it further
RESOLVED, That the California State PTA encourage its units, councils and districts to cooperate with local law enforcement agencies in the implementation of this program; and be it further
RESOLVED, That the identification materials be the sole property of the child’s parents or guardian; and be it further
RESOLVED, That the California State PTA urge the National PTA to recommend a voluntary fingerprinting program of children throughout the United States.

###

BACKGROUND SUMMARY

On October 12, 1982, the President signed into law the Missing Children Act (PL 97-292), the provisions of which closely conform to a National PTA resolution.

Footprinting at birth is useless because there is no scientific classification system for footprints to allow matching an unknown set to a known set. Many prints were poorly taken by nurses. Some hospitals have discontinued the practice.

Continued on next page
According to the *Los Angeles Times*, 19,000 children are listed as missing in the United States each day, and 2,000 to 5,000 children are buried unidentified each year. Therefore, methods should be sought to insure the best means of identifying found children who can’t, or won’t, identify themselves.

Now that PL 97-292 is law and expands the descriptive data on a missing child that would be put into the National Crime Information Center (NCIC) file, and as a natural follow-up to the National PTA resolution, consideration should be given to the voluntary fingerprinting of young people, the prints to remain the sole property of the parent or guardian.
LIMITING CONCURRENT SALES OF GASOLINE AND ALCOHOL AND THE PROLIFERATION OF OUTLETS
Adopted by Convention Delegates May 1985
Reviewed and deemed relevant May 2016

WHEREAS, Alcohol use among our teenage population is epidemic; and

WHEREAS, The proliferation of outlets which sell alcohol within communities is growing, especially in terms of the increasing numbers of gas station mini-marts; and

WHEREAS, Thirty-five (35) cities as of July 1, 1984, have enacted legislation that disallows concurrent sales of alcohol and gasoline; and

WHEREAS, The number of retail alcohol outlets within some geographic areas is considerable, based on a per capita percentage, according to statistics by the State of California; and

WHEREAS, Minors are often able to purchase alcohol in these outlets; and

WHEREAS, Adolescent alcohol abuse can lead to early addiction, increased incidence of crime and death rates, i.e., suicides, traffic fatalities, and accidental death; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to promote public awareness to the increasing availability of alcohol to youth at gas station mini-marts; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to promote adequate enforcement of state laws relating to the sale of alcohol to minors within their community; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to encourage support of regulations in their local communities limiting the proliferation and availability of alcohol vendors.

###

BACKGROUND SUMMARY

The proliferation of gas station mini marts selling alcoholic beverages and gasoline is causing much concern to communities throughout California. The State Department of Alcoholic Beverage Control has the exclusive right and power to license and regulate various facets of the liquor industry, including the manufacture, sale, purchase, possession and transportation of alcoholic beverages within the state.

Continued on next page
Local governments have the power to enact zoning ordinances that could limit the availability of alcohol vendors by clearly defining such items as: operating hours, noise limits, lighting and exterior signs, architectural design, parking availability, set-back requirements, litter, etc. Gas station mini-marts are usually licensed to sell beer and wine for off-premise consumption.

This resolution urges PTAs to encourage and support local regulations (ordinances) to limit the proliferation of availability of these alcohol vendors.
BACKGROUND CHECKS OF ICE CREAM TRUCK VENDERS
Adopted by Convention Delegates May 1986
Reviewed and deemed relevant May 2016

WHEREAS, The third Object of the PTA is to secure adequate laws for the care and protection of children and youth; and

WHEREAS, The sale of ice cream, candy, novelties and/or snack foods by mobile venders* who cater to children*** is common throughout the state; and

WHEREAS, There have been cases of child abductions, molestations, rape and murder by venders using their positions as a means of luring children; and

WHEREAS, Not all cities and counties require background checks of venders; and

WHEREAS, Current law now allowing background checks of people having supervisory or disciplinary power over minors is not extended to include venders; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to promote public awareness of the possible dangers to children and youth from venders; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to seek the enactment of city/county ordinances requiring local law enforcement agencies to conduct background investigations on each vender for convictions of any crime or misdemeanor involving moral turpitude** or illegal chemical involvement and to require that each vender carry visible valid ID and photo; and be it further

RESOLVED, That the California State PTA urge the California State Legislature to enact legislation requiring as prerequisite for business licenses issued to individuals as mobile venders, clearance of prior criminal records involving crimes of moral turpitude or illegal chemical involvement.

* Vender – One who vends or sells, especially in the street.
Vendor (chiefly legal) – One who vends or disposes of a thing by sale. The American Encyclopedic College Dictionary

** Moral Turpitude – The quality of a crime involving grave infringement of the moral sentiment of the community. Webster’s New International Dictionary, Second Edition

*** Hereafter referred to as venders.

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BACKGROUND SUMMARY

Too many unsuspecting children have been lured by vendors into their vehicles of business and kidnapped, molested, raped or even killed. Many of these kidnappings involved men with prior sex offense records. People with prior records of crimes such as these should not have such easy access to children on the streets.

Current city and county ordinances generally regulate the sound made by the ice cream trucks, how close they can park to a school or park, and require the owner to have a business license: however, background checks are not always required. The California State Penal Code allows for background checks only of those people having supervisory or disciplinary power over minors. Ice cream truck drivers do not fall into this category.

Cities and counties need to be encouraged to require background checks on all vendors and to require vendors to carry valid ID with photos to show they have indeed been checked and were cleared. To give local law enforcement agencies the power to enforce these regulations, state legislation is needed to expand the penal code to make background checks of vendors legal and required. Failure to follow city regulations requiring background checks would then be a punishable offense.

This resolution urges PTA to participate in educating the public and to work for these laws and regulations to protect children and youth.
DISASTER PREPAREDNESS
Adopted by Convention Delegates May 1986
Reviewed by Board of Managers April 2015

WHEREAS, The California State PTA is concerned with all children and their safety; and

WHEREAS, The scientific community believes there is a strong probability California will have a major earthquake within the next thirty years; and

WHEREAS, The California Education Code was amended in 1984 to require public and private schools to establish earthquake emergency procedures and to grant the use of school buildings, grounds and equipment to public agencies during disasters; and

WHEREAS, Many areas in California have had chemical spills, airplane crashes, pipeline leaks and explosions, peacetime bomb threats, fires or disasters due to adverse weather conditions; and

WHEREAS, Civil and individual disturbances occur in the vicinity of a school; now therefore be it

RESOLVED, That the California State PTA intensify efforts to inform its members about personal and public disaster preparedness; and be it further

RESOLVED, That the California State PTA inform its units, councils and districts of the Education Code requirements to establish earthquake emergency procedure systems in public and private school buildings; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with their schools and communities to formulate and implement comprehensive disaster preparedness plans as soon as possible, the plans to be updated on an ongoing basis.

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BACKGROUND SUMMARY

In 1984, with the passage of AB 2786 Katz, schools were mandated to include earthquake safety drills in their existing disaster preparedness planning efforts. California State PTA has had few resources to assist our constituent bodies as they work with their schools and communities to develop disaster preparedness plans. Frequently PTAs are asked to purchase needed supplies, but are not involved in the planning process. PTA is not a fund-raising organization. PTA’s role should be in the areas of planning and community involvement.

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Parents should be involved in the development and implementation of their school disaster preparedness plan. PTA can be the leader in informing students and parents about the plan at their school and what will happen to the children should a disaster occur during school hours.

PTAs can and should work with other community groups to increase awareness of the schools’ responsibilities in case of a disaster and to solicit community cooperation in both the planning and implementation stages, including the donation of supplies and/or funds to purchase supplies.

PTAs can and should work with other community groups to increase public awareness of the importance of home planning for disaster including what happens if family members are separated.

The California State PTA should develop information which will assist our constituent organizations to assume a leadership role in disaster preparedness planning in both the school and community, as well as in efforts to enhance community awareness of the need for planning for disaster.
WHEREAS, PTA believes that all children and youth should have the opportunity to develop their capacities to the maximum; and

WHEREAS, California has a serious school absenteeism and dropout problem, crossing all ethnic and geographic barriers; and

WHEREAS, Students cannot participate fully in the educational program unless they attend school regularly; and

WHEREAS, Studies show dropouts have statistically higher unemployment rates and lower earnings than other workers, and that dropouts often require public assistance and often engage in criminal activities; and

WHEREAS, School districts should have in place a comprehensive program of monitoring and early intervention strategies, beginning in the primary grades, to reduce absenteeism and potential dropouts; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to promote public awareness of the magnitude of the absenteeism/dropout problem and the negative impact on student progress and community well-being; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to support their school districts’ implementation of the State Department of Education’s program entitled, *School Attendance Improvement: A Blueprint for Action*, as well as support and participate on local School Attendance Review Teams and Boards; and be it further

RESOLVED, That PTAs at all levels participate in coalitions of educators, law enforcement officials, students, parents, community organizations and others working to reduce absenteeism and to develop programs encouraging students to stay in school; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to help implement education programs for parents which will help them acquire the knowledge and skills necessary for primary prevention of school absenteeism/dropouts; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with their school boards to ensure that parents or guardians be the first to be notified in the case of an unexcused absence.

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BACKGROUND SUMMARY

Many students are not staying in school because they have problems at home, want to work, are failing classes, are not motivated, or are pregnant. Poor school attendance is the most frequently identified symptom of the potential dropout student. Absenteeism has a direct negative effect on the academic achievement, promotion, graduation, sense of worth, employment potential, personal and social responsibilities of our students.

A report from the Assembly Office of Research states that: “In the class of 1983 three out of ten white students did not graduate, four out of ten black and Hispanic students did not graduate, five out of ten American Indian students did not graduate. While Hispanic, black and American Indian students drop out at a greater rate, white students drop out of school in much larger numbers than do minority students. In the class of 1983, 56.4% of dropouts were white.

“Of the roughly 98,000 students who dropped out of the class of 1983 in California, 38,000 youth furthered their education in the subsequent year by either receiving a diploma equivalent or be entering trade school or a community college. The remaining 60,000 entered adult life without a diploma, diploma equivalent or further education.”

The California Education Code (Section 48412) specifies that students must attend regular or alternative education programs until the age of 18 or until graduation, which may include passing the California High School Proficiency Examination (CHSPE). As responsible parents and citizens we must become involved with our local school districts in solving this problem.
WHEREAS, As a result of increasing school enrollments many school districts throughout the State of California are experiencing severe housing problems; and

WHEREAS, Changes in state law as of June 1978 resulted in local school districts no longer being empowered to levy new property taxes to meet new construction needs, maintain old facilities, enlarge or improve existing housing; and

WHEREAS, Current construction needs are primarily financed by the State of California at an inadequate funding level; the process for application to the State Allocation Board is cumbersome; and the eligibility standards are outdated and inappropriate, thus precluding the ability of school districts to meet the growing demands; and

WHEREAS, Year-round school programs can provide relief for overcrowding in some instances but cannot meet the entire need; and

WHEREAS, Quality education requires that students be adequately housed in a healthy, non-overcrowded environment; now therefore be it

RESOLVED, That the California State PTA, its districts, councils and units, alert the public to this severe school facilities crisis in California schools; and be it further

RESOLVED, That all districts, councils and units contact their state legislators regarding this need; and be it further

RESOLVED, That the California State PTA seek and support legislation which will increase available funding for school construction, the maintenance of old facilities and the enlargement or improvement of existing housing, streamline the application procedures and upgrade eligibility standards and construction codes; and be it further

RESOLVED, That the California State PTA seek and support legislation allowing school districts to use a portion of lottery funds for construction, as a local option.

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BACKGROUND SUMMARY

According to the State Department of Education, projected statewide enrollment in kindergarten through 8th grade will increase over 500,000 students by 1990. This will necessitate the building of over 26,000 new classrooms. Coupled with maintenance and improvement of existing facilities, estimated state school construction needs will total $4 to $6 billion during the next five years. Less than 25% of this need can be met under current programs.

Most areas of California have unmet needs in maintenance and construction and some school districts are already on year-round school programs and still have critical housing shortages.

According to the coalition for Adequate School Housing* (C.A.S.H.), revised standards must go along with new school construction funding. The criteria and standards now used for California school construction were set in 1947 and have not been changed. The original square footage allotments did not take into consideration that enclosed corridors, covered walkways and other non-instructional areas would be counted as part of the per-student classroom space. The districts which built enclosed non-instructional areas are now penalized because these areas are counted as usable classroom space. Furthermore, the 1947 standards do not take into account class size standards and changes in the instructional program, including new technology. California’s square footage allowances are substantially below national standards.

Other eligibility criteria should also be changed to better enable districts to meet this housing crisis. Enrollment projection periods of two years are too short, given the exploding enrollments; and the application process must be shortened so needed classroom space is available now.

* Member Organizations:

ACSA - Association of California School Administrators
CASBO - California Association of School Business Officials
CSBA - California School Boards Association
CCAIA - California Council, American Institute of Architects
CEFP - Council of Educational Facility Planners
CCEEB - California Council for Environmental and Economic Balance
SUPPORT FOR QUALITY CHILD CARE
Adopted by Convention Delegates May 1986
Reviewed by Board of Managers February 2021

WHEREAS, PTA believes quality child care for all children should be available as needed; and

WHEREAS, Existing child care programs may not meet the needs of all families; and

WHEREAS, The changing demographics and demands of society now require that both the public and private sectors be responsible for providing quality child care programs; and

WHEREAS, The mission of the PTAs/PTSAs in California is to represent children and youth by identifying their needs; advocating those needs to schools, agencies and organizations that affect those children and youth; and be seeking to effect the action necessary to meet those needs; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts be involved in their jurisdictions in defining what constitutes “quality” child care; and be it further

RESOLVED, That the California State PTA and its units, councils and districts encourage the development of alternatives for quality child care in both the public and private sectors; and be it further

RESOLVED, That the California State PTA support legislation which enacts incentives for employers to sponsor and/or provide child care programs.

BACKGROUND SUMMARY

Quality child care is the major social issue of the 1980’s. In today’s society there are many changing trends which greatly affect the family unit and its ability to provide child care: the change in the labor force, the rate of divorce and separations, out-of-wedlock births and mobile life styles. While some progress has been made toward providing quality child care in selected areas, society has not acknowledged the magnitude of the problem:

- The number of single parent families increased 94% during the last decade.
- In 1979, approximately one in every nine women in the work force was either a divorced, separated, widowed or never-married woman maintaining her own family.

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Support for Quality Child Care – continued

- In 1982, over 50% of the children in the United States had a mother in the labor force. By 1990, the figure may reach almost 75%.

- By 1990, approximately 45% of U.S. workers will be parents of children under 18 years of age. One in 10 will be single parents. Two-thirds of two-parent families will have both parents working.

- By 1990, almost 60% of American women will be employed. Almost 80% will become pregnant some time during their working years.

- More than 41% of all mothers taking leave are back at work before their children reach one year of age.

Each of these changes means that more and more children need to be cared for by someone other than their parents for some portion of the day. Child care needs are exploding, but the quality child care services to meet those needs aren’t always available when and where parents need them or at a price they can afford.

There is obviously an escalating need for quality child care programs and the employer can provide them. This is being done in a small way, but the numbers show that needs are not being met.
Adequate and Equitable State School Finance System

Adopted by Convention Delegates April 29, 1987
Reviewed and deemed relevant April 2018

WHEREAS, The California State PTA supports providing equal educational opportunity for each student as indicated in its Legislation Platform, Planks One and Two*; and

WHEREAS, The California State Supreme Court ruled in 1971, in the Serrano v. Priest case, that California’s system of school finance was unconstitutional because the quality of a student’s education depended upon the wealth of the school district in which the student lived; and

WHEREAS, The Court recognized that there is a distinct relationship between per pupil expenditure and the quality of educational opportunity offered, and that differences in dollars do produce differences in pupil achievement; and

WHEREAS, The State was ordered to remedy the inequities of the school finance system by 1980 by reducing disparities in per pupil expenditure to considerably less than $100; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts actively seek a new method of public school finance which includes, but is not limited to, the following components:

a. A level of funding which provides adequate resources to give all students equal access to optimum educational opportunity.

b. Sufficient additional revenues to meet the unique educational needs of California’s diverse student population: the economically disadvantaged, limited- and non-English-speaking students, gifted students, and students with mental or physical or learning handicaps.

c. Allocation of resources which addresses the differing needs and special problems of school districts.

d. Swift remedy of those lingering revenue disparities which deprive California students of equal educational opportunity.

e. Achieving equity by increasing revenue allocations to low wealth school districts rather than by reducing revenue allocations to high wealth districts.

* Plank 1. To provide the most comprehensive and diversified education possible for all children, youth and adults; education that will achieve quality and excellence, encourage maximum individual development, and provide equal educational opportunity for each student.

Plank 2. To secure financing for public education which will be sufficient to provide optimum educational opportunity for all students including state aid to school districts for building purposes as well as state funds to cover excess costs of all programs mandated by the Legislature.

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BACKGROUND SUMMARY

Inequities in school funding and the resultant inequalities in educational opportunities have been acknowledged in the California State Supreme Court’s 1971 decision in Serrano v. Priest, and addressed by the Legislature in subsequent legislation. Despite such efforts, including the California State PTA’s ongoing activity in seeking additional revenues for education, funding inequities still exist. Continued efforts are necessary to rectify remaining inequities in per pupil expenditures. Although the Court directed (in 1974) that the funding disparities be reduced by 1980 to less than $100 per pupil, subsequent Court decisions have permitted the $100 figure to be adjusted for inflation (e.g., the current figure is over $190). Categorical special needs were specifically exempted from this figure; such funds were perceived by the Court to be necessary additional funds to provide for specific, diverse student needs.

With the passage of Proposition 13 in 1978, the school finance system became essentially a state-funded system. The thrust toward equity became more urgent as the state itself bore the fiscal as well as constitutional responsibility for public education. As a result, major legislative equalization measures were enacted.

Today, although per pupil expenditure disparities no longer exist for the great majority of California’s student population, some inequities do remain. The Courts and the Legislature have recognized the relationship between dollars and the quality of educational opportunities available to students. PTA has long held that such fiscal inequities should be rectified and has supported the corrective measures taken by the Legislature.

The struggle to ensure equal access to optimum educational opportunity is not over. PTA should remain a leader in the effort to achieve an adequate and equitable state school finance system.
WHEREAS, The 1986 report of the Surgeon General of the United States concluded that involuntary smoking is a cause of disease, including lung cancer and other respiratory diseases; and

WHEREAS, The report further concludes that the separation of smokers and non-smokers within the same air space may reduce, but does not eliminate, the exposure of non-smokers to environmental tobacco smoke; and

WHEREAS, The report also states that the children of parents who smoke, compared with the children of non-smoking parents, have an increased frequency of respiratory infections, increases in other respiratory symptoms, and slightly smaller rates of increase in lung functions as the lung matures; now therefore be it

RESOLVED, That the National PTA and its constituent bodies increase efforts to educate the public about the dangers of involuntary smoking; and be it further

RESOLVED, That the National PTA and its constituent bodies seek and support additional legislation to protect the rights of non-smokers; and be it further

RESOLVED, That the National PTA participate in media public service and campaigns to educate the public about the dangers of involuntary smoking and its effects on a child's development.

* Commonly known as secondary or second-hand or passive smoke/smoking.

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BACKGROUND SUMMARY

The California State PTA and the National PTA are committed to cooperating in the health education of children, youth, parents and the community. This is the first time the report of the U.S. Surgeon General documents the dangerous effects of involuntary or passive smoking. Dr. E. Everett Koop, Surgeon General of the U.S. Public Health Service, said, “passive or involuntary smoking is a major health hazard that affects millions of non-smokers.”

The American Cancer Society states that people who are exposed to others’ tobacco smoke, called sidestream smoke, absorb nicotine, carbon monoxide and other constituents just as smokers do, although in smaller amounts. Research has shown that tar and nicotine are found in greater concentrations in sidestream than in mainstream smoke inhaled directly.

Smoking during pregnancy has a direct, growth-retarding effect on the fetus, and may adversely affect the child’s long-term growth, intellectual developments and behavior. The risk of spontaneous abortion (miscarriage), fetal death and neonatal death increases directly the more a woman smokes during pregnancy. An infant’s risk of sudden infant death syndrome (SIDS) is also increased by maternal smoking during pregnancy.

There is growing evidence linking passive smoking with lung cancer and heart disease. Involuntary smoking may worsen symptomatic coronary heart disease and increase the risk of cardiac death. Sidestream smoke contains substantial levels of carbon monoxide that in closed, poorly ventilated environments can be three times greater than recommended levels. These elevated levels interfere with the blood’s capacity to carry oxygen, thus increasing the risk of heart attack or stroke.

The Environmental Protection Agency has found that carbon monoxide has so saturated America’s blood that nearly half of non-smokers have more of it in their systems than federal safety standards would allow.

The American Cancer Society, the American Heart Association and the American Lung Association have endorsed the 1986 Report of the Surgeon General of the United States, “The Health Consequences of Involuntary Smoking,” and view the findings highly significant because virtually every American is affected. The overview statement in the report includes the major findings: Inhalation of tobacco smoke during active cigarette smoking remains the largest single preventable cause of death and disability for the United States population. The report documents the health consequence of involuntary or passive smoking.
FIRST AID AND/OR CARDIOPULMONARY RESUSCITATION (C.P.R.)
Adopted by Convention Delegates April 29, 1987
Reviewed by Board of Managers March 2012

WHEREAS,  The First Aid and/or Cardiopulmonary Resuscitation (C.P.R.) Resolution was adopted in 1979 by the California State PTA; and

WHEREAS,  The California State PTA supported legislation related to C.P.R. instruction in the schools; and

WHEREAS,  A 1986 survey of high school districts throughout the state indicated that C.P.R. still is not included in the curricula of significant numbers of secondary schools; and

WHEREAS,  Emergency first aid is an important part of a good disaster preparedness program; and

WHEREAS,  In May 1986 the California State PTA adopted the resolution “Disaster Preparedness,” affirming its commitment to the implementation of these programs; now therefore be it

RESOLVED,  That the California State PTA reaffirm the principles of the 1979 convention resolution, “First Aid and/or Cardiopulmonary Resuscitation;” and be it further

RESOLVED,  That the California State PTA urge its units, councils and districts to work with their local school district governing boards to provide first aid and C.P.R. training and certification for school staff; and be it further

RESOLVED,  That the California State PTA actively encourage its units, councils and districts to promote first aid and C.P.R. programs for students in the upper elementary and all secondary schools; and be it further

RESOLVED,  That the California State PTA actively encourage its units, councils and districts to contact and cooperate with local agencies to provide first aid and/or cardiopulmonary resuscitation training to upper elementary and all secondary schools.

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BACKGROUND SUMMARY

A national conference of medical and emergency health care experts in 1985 reaffirmed that “…early bystander C.P.R. remains the critical element in prevention of sudden death.” In 1986 the American Academy of Pediatrics called “…for students in the nation’s schools to receive cardiopulmonary resuscitation (C.P.R.) training during grades 8-12.” And yet, a recent survey of California high schools suggested that more than 65% of these schools provide little or no C.P.R. training to their students.

The reaffirmation proposed here is solidly supported by PTA precepts. The California State PTA has long been concerned with comprehensive health education as an integral and basic part of the school curriculum.
PROHIBITING THE PROMOTION OF TOBACCO PRODUCTS
Adopted by Convention Delegates April 30, 1987
Reviewed and deemed relevant April 2018

WHEREAS, The U.S. Surgeon General has stated: Tobacco products, especially cigarettes, are the most important individual health risks in this country, responsible for more premature deaths and disability than any other known agent; and

WHEREAS, Between 350,000 to 500,000 Americans die annually from causes attributed to cigarette smoking and tobacco use; and

WHEREAS, Sixty percent of current smokers started by the age of 13 or 14, usually before having a tangible understanding of the health risks involved in tobacco use; and

WHEREAS, Tobacco products are the most heavily advertised items in America and place great emphasis on adolescent-oriented themes and images; and

WHEREAS, Studies have shown tobacco advertising’s monetary power drastically limits the amount of information disseminated to the public concerning its lethal addictive guidelines; and

WHEREAS, The U.S. Supreme Court has ruled that prohibiting the promotion of harmful products or activities is constitutional and does not infringe on First Amendment rights; and

WHEREAS, The PTA continuously strives for laws which promote the education, health and welfare of children and youth; now therefore be it

RESOLVED, That the California State PTA and its constituent organizations vigorously lobby their respective members of Congress to support legislation to prohibit the promotion of tobacco products; and be it further

RESOLVED, That this resolution be forwarded to the National PTA for action at the June 1987 Convention.

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BACKGROUND SUMMARY

The Surgeon General of the United States has stated: “It is nothing short of a national tragedy that so much death and disease are wrought by a powerful habit often taken up by unsuspecting children, lured by seductive multi- million dollar cigarette advertising campaigns.”
Prohibiting the Promotion of Tobacco Products – continued

Research has shown the use of tobacco in any form to be unsafe. In spite of this evidence tobacco companies have been allowed to continue advertising their lethal products, spending between two and three billion dollars annually.

Tobacco companies claim they advertise to foster competition among various brands. However, an analysis of current advertisements for cigarettes strongly suggests that what is being sold is social acceptance of cigarette smoking. Advertisements are frequently youth-oriented and present images of healthy, glamorous, intelligent-looking, romantic, “going-places” people.

There are some fears that there may be First Amendment problems with banning advertising of a legally-sold product. Two United States Supreme Court decisions, Central Hudson in 1980 and Pnosas in 1986, ruled that no First Amendment right exists to advertise a harmful product. Central Hudson also posited that there is an immediate connection between advertising and demand.

Studies have shown that a majority of United States publications refuse to accept material condemning tobacco for fear of offending and losing their high-paying tobacco advertisers.

According to a Gallup poll, a significant percentage of the population is unaware that smoking is a major cause of heart disease and emphysema. Tobacco products fail in every respect to meet the current safety criteria and standards of the Food and Drug Administration (FDA) and the Consumer Products Safety Commission; and, therefore, if such products were being introduced today, they would not be permitted to be sold in the United States.
WHEREAS, The resolution *Fetal Alcohol Syndrome*, which addresses the hazards of fetal exposure to alcohol, was adopted by delegates to the 1986 National PTA Convention; and

WHEREAS, Fetal exposure to legal and/or illegal substances other than alcohol may result in high risk of premature birth, low birth weight and other adverse effects ranging from mild symptoms of irritability to permanent and disabling damage; and

WHEREAS, Use of substances during pregnancy is not limited to illegal drugs; certain over-the-counter medicines as well as some vitamins may pose a risk to the developing fetus; and

WHEREAS, Early identification and education of pregnant women regarding use and/or abuse of substances can make a dramatic difference to the outcome of their pregnancies; and

WHEREAS, Some health care professionals and some physicians may have insufficient training in identifying or in treating pregnant women who are using and/or abusing legal and/or illegal substances; now therefore be it

RESOLVED, That the National PTA and its constituent bodies promote an educational awareness program through meetings, bulletins and workshops to educate parents, students and communities about the dangers of the use and/or abuse of all substances (including those which have been prescribed by a physician) during pregnancy; and be it further

RESOLVED, That the National PTA and its constituent bodies support federal and state legislation, and county and city ordinances which would require establishments selling over-the-counter medicines and vitamins to post signs advising pregnant women to consult their physicians before taking any over-the-counter substance; and be it further

RESOLVED, That the National PTA urge the American College of Obstetricians and Gynecologists to ensure rapid dissemination both to medical schools and to practicing physicians of the latest available information about both legal and illegal substance use and abuse during pregnancy.

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*Continued on next page*
BACKGROUND SUMMARY

In October 1986 the March of Dimes Birth Defects Foundation stated that, “Babies born ‘hooked’ are the tragedy of this decade. Eighty percent of today’s babies have their first contact with some kind of drug while still in the womb.”

Further information from the Foundation reveals that virtually every substance*, whether an illegal drug or a prescribed or over-the-counter medication, taken by a pregnant woman passes through the placental barrier and may affect the fetus. Although prenatal alcohol use remains the most dangerous neonatal danger in terms of magnitude, the ever-increasing number of babies born addicted to the drugs their mothers used during pregnancy is a growing problem.

A recent survey suggests that nine out of ten of the most commonly reported fetal drug exposures involve over-the-counter medications or illegal drugs. Almost 1% of babies born in New York City are born addicted to drugs. A recent study of Los Angeles hospitals shows that as many as 20% of admissions to neonatal intensive care units are associated with prenatal drug use.

The Foundation finds that hospitals are now reporting an increase in the number of babies born addicted to cocaine. A Los Angeles intensive care nursery reports a ten-fold increase in cocaine-addicted infants in the past year. Another study shows that infants born to cocaine-addicted mothers suffer a markedly increased risk of sudden infant death syndrome (SIDS). Infants addicted to PCP and heroin are born irritable, restless and emotionally distant as they suffer through withdrawal during the first weeks of life. Some of them may experience lifelong learning and emotional problems. Babies exposed to various “recreational” or illegal drugs while still in the womb are at high risk of being born prematurely and/or at lower-than-normal birth weights; the incidence of cerebral palsy and mental retardation increases under these circumstances.

The March of Dimes states that the tragedy of birth defects caused by prenatal substance use/abuse is that such defects are preventable. It is recommended that no drug (prescribed, over-the-counter, vitamin, etc.) be taken by a pregnant woman unless it is recommended by a doctor who knows she is pregnant.

* Substance: alcohol; legal drugs, whether prescribed by a physician or over-the-counter; illegal/"recreational" drugs.
WHEREAS, PTA recognizes the home as the foundation of our society and has promoted parent education since its inception; and

WHEREAS, PTA continues to direct its efforts against threats to the health and quality of life of children and their families through parent education programs and the support of the health education curricula in our schools; and

WHEREAS, One out of every 10 women will develop breast cancer at some time during her life and the incidence of breast cancer in our country is increasing; and

WHEREAS, The best hope for recovery lies in early treatment which in turn is made possible by early detection and diagnosis; and

WHEREAS, There is general agreement that the earlier breast cancers are detected and treated, the greater the likelihood that more women will be cured; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts promote education and awareness programs in cooperation with their respective local branches of the American Cancer Society, National Cancer Institute or local health departments; and be it further

RESOLVED, That the California State PTA and its units, councils and districts encourage parent education programs recognizing the importance of early warning signs and detection and treatment through meetings, study groups, speakers, films and pamphlets; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to urge their local schools to include breast cancer education in the curricula of the health education classes as knowledge and action make the difference; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention in 1988.

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Continued on next page
BACKGROUND SUMMARY

According to the American Cancer Society’s educational pamphlet on Mammography, an X-ray of the breast using specially coated film or paper, every 15 minutes three women develop breast cancer and one woman dies of breast cancer, (1982 statistics).

Mammography has become vital to the earlier diagnosis of breast cancer. It can detect extremely small breast cancers – ones that have usually not spread to regional lymph nodes. The earlier breast cancer is discovered, and the smaller it is at the time of discovery, the better the chance for cure. Such small cancers have a very high cure rate.

The American Cancer Society (ACS) has long advocated the teaching of breast self-examination, and recommends that such examinations become a part of every woman’s health routine by the age of twenty. The Society and PTA agree that teaching self-examination should be part of the health education curriculum (see PTA Today, Dec. 1987-Jan. 1988). It is important to know what is normal so that if a change does occur it is easily detected.

ACS also urges educating women about mammography which can detect cancers too small to be felt by the most experienced examiner. The Society recommends a yearly mammography for all women 50 and over, a mammography every 1-2 years for women 40-49 and a “baseline” mammography for women 35-39. A physical examination by an experienced professional, at least every three years, is recommended for all women from age 20 to 40, and every year for those over 40. If breast cancer is found early enough, the survival rate approaches 100%.

Breast self-examination, professional physical examination and mammography are the chief weapons in the fight to decrease the breast cancer mortality rate.
SALE OF TOBACCO PRODUCTS TO MINORS
Adopted by Convention Delegates May 1988
Reviewed and deemed relevant by Board of Managers November 2020

WHEREAS, More than six million Americans under the age of 18 use tobacco and they spend nearly one billion dollars per year on tobacco products; and

WHEREAS, Sixty percent of smokers begin smoking by the age of 14, and the earlier a child starts using tobacco, the more likely it is that he or she will be unable to quit, and may subsequently die of a tobacco-induced disease; and

WHEREAS, The California State Penal Code, Section 308, prohibits the sale of tobacco products to any person under 18 years of age and requires all merchants selling tobacco to post a warning notice reflecting this law; and

WHEREAS, Minors have no difficulty purchasing tobacco products; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to urge local law enforcement agencies to more effectively monitor business establishments in their respective communities to determine if the law regarding sale of tobacco products to minors is being upheld; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to educate parents and the business community to the dangers of tobacco use and about the existing laws which prohibit the sale of tobacco products to minors; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to seek the support of the business community and law enforcement agencies in complying with these existing laws; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for presentation to the 1988 National Convention delegates, with the recommendation that the National PTA urge its constituent bodies to work toward the elimination of the sale of tobacco products to minors in accordance with the laws of the individual states.

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BACKGROUND SUMMARY

Tobacco contains a powerfully addictive drug, nicotine, that is a serious threat to the health of children and adolescents. Children who smoke increase their risk of having serious long-term health problems including heart disease, cancer and emphysema. Parents have the right to expect that their children will not be sold harmful addictive products, and the business community has the responsibility to comply with laws to protect children. (From Tobacco-Free Youth Project material, 1988, Santa Clara County.)

Historically, the California State PTA has supported the enforcement of laws governing the sale of cigarettes to children of school age. (CSPTA 1921 Resolution on “Sale of Cigarettes to School Age Children.”)

At the 1987 National PTA Convention, the delegates adopted a resolution entitled “Education About the Dangers of Tobacco Products,” which states that the National PTA participate with other organizations in public service ad campaigns to educate the public about the dangers of the use of tobacco products, their effects on children and the true cost of the use of tobacco products to society as a whole.
WHEREAS, School library media centers are key factors in educational excellence, in the development of lifelong positive attitudes toward reading, as well as in utilization of technologies which enhance a student’s access to information; and

WHEREAS, School library media centers should be an integral part of each school’s instruction program by providing services and materials which support and enrich the textbook-based classroom curriculum; and

WHEREAS, A recent survey showed that California school libraries ranked below the national average in size of book collections, periodicals and collections of audiovisual materials, and the collections were severely out-of-date and inadequate for students’ reference and reading needs; and

WHEREAS, Educational decision makers, due to lack of vision concerning the role of an effective library media program, give low priority to funding these centers, relying on volunteers or para-professionals for staffing needs and donations for necessary materials; now therefore be it

RESOLVED, That the California State PTA support legislation that would provide funding to answer the acute need for adequate school collections of fiction and nonfiction books, periodicals and other media, including electronic technology, to support the curriculum; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to survey school libraries regarding the quality of materials and services, including personnel, provided to the students at each school site; and be it further

RESOLVED, That the California State PTA work with its units, councils and districts to make the adequate staffing and the upgrading of school library media centers state and local school district/school site priorities.

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BACKGROUND SUMMARY

The demand for excellence in education has been heard throughout California and has been supported by the California State PTA and its constituent organizations long before it became a popular movement. PTA fully understands that educational excellence will not come about unless all components of the educational system, such as library media centers, are functioning in a manner that supports and enhances the instructional program in the classroom.

School libraries, always important to the learning of students, have a critical role in educational reform. Staffed by certificated professionals and complete with collections of books, other materials and media that can enrich the textbook-based classroom resources, school library media centers should be learning centers at the hub of the instructional program.

Since the passage of Proposition 13 in 1978, school libraries, along with other discretionary programs, experienced drastic reductions in state and local funding. Added to this was the merging of Elementary and Secondary Education Act (ESEA) Title IV funds, the primary source of funds to purchase new library books, resources and equipment, with 28 other programs in what became the Chapter 2 block grant. While districts may continue to use these funds to purchase library materials and equipment, no funding is currently targeted specifically for library media programs.

In a recent California Department of Education study, “The Crisis in California School Libraries,” it was evident that the condition of school library media centers in this state indicated a major effort would be needed to restore the centers to their role as a basic resource for California students. The study, coordinated with a concurrent nationwide study conducted by the United Stated Department of Education Center for Statistics, revealed that of all 50 states, California had the largest number of libraries operating without certificated staff. In addition, California libraries ranked below the national average in the size of the book and periodical collections and audiovisual materials.

At the same time, California should be looking forward to a greater use of technology that would connect local school library media centers with satellite and television services. Such services would enable students to have access to the most current information on the broadest array of topics. It has become apparent that as we move to an information based society, the ability of students to learn how to secure access to information and then apply it in problem-solving situations is a critical factor in the economic success of individual students, of our state and of our country.
WHEREAS, the third Object of the PTA is “to secure adequate laws for the care and protection of children and youth;” and

WHEREAS, National PTA Health and Welfare Policy #3 states: “To provide regulation of manufacture, advertising or sales of products hazardous to children and youth;” and

WHEREAS, the California State PTA has, as part of its Legislation Platform, “The support of legislation to prevent, control or eliminate hazards to the health and well-being of all children and youth;” and

WHEREAS, in recent years there has been a proliferation of violent incidents involving military assault-type weapons resulting in death and maiming of children; and

WHEREAS, the availability to the public of lethal military assault-type weapons has created a danger to school children and communities as evidenced by incidents occurring over the last 10 years; and

WHEREAS, in California, potential owners need prove only that they are at least 18 years of age, show a driver’s license (or Department of Motor Vehicles identity card) for identification and hand over as little as $400.00 for an AK-47 with one thousand (1,000) rounds of ammunition; and

WHEREAS, recent incidents have shown that current laws regarding the possession by the public of military assault-type weapons are ineffective in protecting the public safety; and

WHEREAS, some local jurisdictions, since the attack on the Stockton school children in January 1989, have enacted ordinances regarding the sale and possession of military assault-type weapons, and since such ordinances are subject to pre-emption by state law; now therefore be it

RESOLVED, that the California State PTA seek and support legislation to ban, for non-military/non-law enforcement purposes, the manufacture, importation, possession, sale or resale of military assault-type weapons, and require registration procedures for those persons who now legally own such weapons; and be it further

Continued on next page
Ban on Military Assault-Type Weapons - continued

**RESOLVED,** That the California State PTA seek and support legislation to ban for non-military/non-law enforcement purposes, the manufacture, importation, possession, sale or resale of accessories and ammunition designed for military assault-type weapons; and be it further

**RESOLVED,** That the California State PTA urge its units, councils and districts to participate in public awareness campaigns regarding the importance of such legislation, and actively engage in supporting such legislation for the protection and safety of the public, especially children and youth; and be it further

**RESOLVED,** That the California State PTA submit this resolution to the National PTA for consideration at the 1989 National PTA Convention in Atlanta, Georgia.

* Includes automatic and semi-automatic weapons.

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**BACKGROUND SUMMARY**

Since 1979 there have been at least 10 incidents of shootings and/or hostage takings at schools. At least five of these, including the assault on the children at Cleveland Elementary School in Stockton on January 17, 1989, have involved military assault-type weapons. Los Angeles Police Chief Darryl Gates has stated: “We have been too tolerant. There is no need for citizens to have highly sophisticated military assault rifles designed for the sole purpose of killing people on the battlefield.”

Military assault-type weapons are easily purchased and economically priced, beginning at $325.00. Uzis and other military assault-type weapons are readily accessible for purchase from gun shop shelves and are a favorite weapon of urban gangs and drug dealers.

There is no reasonable way to protect our children – or anyone – from an individual using a military assault-type weapon with the intent to kill. Society cannot control an individual’s intent. Society **CAN control the ACCESS to such weapons.**

It is tragic that it takes the death of innocent children to generate wide-spread concern. It is time for PTA to say enough…no more lives will be sacrificed. A ban on military assault-type weapons is long overdue…and, unfortunately, for some it is too late.
WHEREAS, The California State PTA believes: Freedom, its rights and privileges as guaranteed under the Constitution and the Bill of Rights, carries responsibilities for the individual as well as for society (from the Board of Managers Position Statement “Maintaining Freedom to Learn”); and

WHEREAS, The American Federation of Teachers and National School Boards Association have advocated the strengthening of the Citizenship curriculum in all public schools; and

WHEREAS, PTA believes that children and youth should be taught the citizenship rights and responsibilities necessary to sustain, support and strengthen our free society; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to urge their school districts to strengthen their Citizenship curricula; and be it further

RESOLVED, That the California State PTA urge the State Superintendent of Public Instruction to strengthen the Citizenship curricula by establishing a sequential curricula for K-12 and that he urge school districts throughout the state to do the same; and be it further

RESOLVED, That the California State PTA urge the California State Legislature to enact legislation to fund strengthening the teaching of Citizenship in the public schools.

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BACKGROUND SUMMARY

Initial findings of a study by the center for Civic Education indicates that high school students do not understand the basic concepts pertinent to the development and functions of our Constitution and national government. The findings were announced by the Center’s executive director, Charles N. Quigley, at a press conference with former Chief Justice Warren Burger.

Although students have learned some important milestones in our Constitutional history, they do not have a very profound understanding of our system of government. For example: seven out of ten do not know that in the American political tradition government derives its authority from the consent of the governed; two out of three do not know the essential difference between constitutional and dictatorial government; two-thirds do not know the importance of the Magna Carta; and, about six in ten do not know the meaning of due process of law.
EDUCATION ON HEALTH HAZARDS IN USE OF ANABOLIC STEROIDS
Adopted by Convention Delegates May 6, 1989
Reviewed and deemed relevant November 2017

WHEREAS, The PTA has a long-standing concern regarding the health, welfare and safety of children and youth; and

WHEREAS, According to a nationwide study published by the Journal of the American Medical Association, anabolic steroids have become drugs of abuse among teenagers; and

WHEREAS, Anabolic steroids are being used over extended periods of time, beginning at a young age, and, in the study, more than a quarter of the users said they took the drugs not for improved athletic performance but to improve their physical appearance; and

WHEREAS, Medical experts are in agreement that the illegal use of anabolic steroids can have severe serious side effects on the health of adolescents leading to possibilities of liver damage, risks for cardiovascular disease, shutting off bone growth, behavioral changes, possible damage to reproductive organs, and possibly stunted growth in children; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts encourage school districts to include in school health education programs information on the dangers of using anabolic steroids; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with appropriate agencies to implement education awareness programs for parents, students and communities to alert them to the health hazards of using anabolic steroids; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the 1989 National PTA Convention in Atlanta, Georgia.

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BACKGROUND SUMMARY

As many as half a million American high school seniors have used anabolic steroids – many of them in large doses, over extended periods of time and beginning at a young age, according to the first nationwide survey of steroid use among teenage boys. The study, published by the Journal of the American Medical Association (JAMA), also states that most of the users in the survey said they took the black market drugs in hopes of improving their athletic performance. But a surprising 26.7% of the users said their motivation was to improve their appearance. The study found that 6.6% of the 12th grade male students surveyed said they were using or had used anabolic steroids. More than a third of those had first used the drugs at age 15 or younger.

The JAMA study suggests that steroids have become drugs of abuse among teenagers, and this development is troubling because the side effects may be especially serious in adolescents. The study states, “The evidence indicates that educational intervention strategies should begin as early as junior high school and that the education should not be directed only toward those individuals who participate in school-based athletics.”

Forest S. Tennant, Jr., M.D., a national authority on drug abuse, who is drug advisor to the National Football League and drug consultant to the Los Angeles Dodgers, said that steroids have become the latest drug epidemic among the country’s athletic youth. Medical experts state some of the risks as cancer, liver damage, and an increase in risk factors for cardiovascular disease. Experts in this field say steroids should now be included in drug education programs targeted to high school and junior high school students.

The California State PTA has already supported state legislation to educate school personnel, students and parents about the dangers of anabolic steroids, and is most concerned about the need for parent education on this subject. PTA, with its long history of advocacy for good health for children, youth and families, must continue to work in this direction.
WHEREAS, PTA Objects direct us to actively demonstrate concern for the overall welfare and well-being of children and families; and

WHEREAS, Families with children are the fastest-growing group of homeless nationally; and

WHEREAS, In California alone, it is estimated that 30% to 35% of people that are currently homeless are families with children under the age of 18, and this crisis affects thousands of children statewide and hundreds of thousands of children nationally; and

WHEREAS, Homelessness is devastating to the normal development and physical and mental health of a child and, for a variety of reasons, many homeless children are denied an education; now therefore be it

RESOLVED, That the National PTA seek and support legislation that will provide help for homeless families with children; and urge state PTAs to seek necessary amendments to state education codes to eliminate any and all legal barriers to homeless children and youth attending school; and be it further

RESOLVED, That the National PTA urge its constituent organizations to urge local school districts to implement guidelines such as those in the California State Department of Education’s November 1988 Legal Advisory related to the McKinney Act, which requires the removal of any and all legal barriers to homeless children and youth attending school; and be it further

RESOLVED, That the National PTA continue to develop materials to inform and educate people about the plight of homeless families with children, and continue to urge its constituent organizations to help raise awareness of the problem in their schools and communities; and be it further

RESOLVED, That the National PTA urge its constituent organizations to work with appropriate agencies so they can help provide information to families in crisis and aid them in finding assistance before they become homeless.

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BACKGROUND SUMMARY

While statistical information varies about the homeless situation, all of what is known substantiates the belief that homeless families with children are the fastest growing group of homeless in our nation. There are various reasons for this, the major one being lack of low-income housing.

The effects of homelessness on children are devastating to their normal development and their physical and mental health. They experience more mental and behavioral problems as well as more frequent unattended chronic disease, such as heart disease, neurologic problems and obesity. They also experience frequent acute problems such as developmental delay and school failure. Of all the population that suffers from homelessness, children are the most vulnerable. They do not understand what is happening to them and they are more easily affected by exposure to extreme amounts of stress, anxiety or even violence.

In addition to the overwhelming problems these children face, many of them are denied access to school. This situation often exists due to local interpretation of residency laws as well as guardianship laws. Few states have information on the homeless student population, and many have no plan or policy that ensures that these children receive an education. The only federal law that addresses the education issue is the Stewart B. McKinney Homeless Assistance Act. Grants are set aside for every state even though states are not required to participate. Congress authorized funding for fiscal years 1987 and 1988. The Administration’s FY 1989 budget request eliminates funding, contending that homeless children’s educational needs will be met through state plans. Forty-one states have applied for grants.

A key factor in breaking the cycle of homelessness is legislation that would allow states and local jurisdictions to establish emergency shelters for families and more low-income housing; and that would eliminate state and local barriers to education access for homeless children. There also is a great need for intervention programs that would identify at-risk families and provide support services before such families become homeless. One expert working with homeless families believes that children growing up homeless will, in all probability, become dysfunctional adults, adversely affecting future generations.

PTA, as the nation’s largest child advocacy organization, has a responsibility to help educate society about this problem, and to work toward solving it. Family homelessness is a multi-faceted problem requiring many solutions – PTA must be part of the process of ending this tragedy for so many children.
WHEREAS, The National PTA recognizes illiteracy as a severe problem which is prevalent throughout the country and exacts a great cost from society in terms of welfare, unemployment, lack of productivity and crime; and

WHEREAS, While as many as 23 million adult Americans are functionally illiterate (lacking basic skills beyond a fourth-grade level) and another 35 million are semi-illiterate (lacking skills beyond an eighth-grade level), and a recent survey indicated that 85% of all juveniles appearing in court are functionally illiterate, as are 40% of minority youth; and

WHEREAS, The U.S. Immigration Reform and Control Act of 1986 requires temporary residents of the U.S. who wish to apply for permanent residence to, among other requirements, demonstrate minimal understanding and knowledge of the English language and U.S. history and government; and

WHEREAS, Adult illiteracy has reached critical proportions in California with an estimated 25% of the state’s adult population, 4.8 million, not meeting the state’s standard for literacy; and

WHEREAS, The family helps mould the child and greatly influences the child’s success in education and preparation for living; and

WHEREAS, There are parents who are unable to read well enough to read to their children or to read and comprehend information important to their own and their children’s well-being; and

WHEREAS, PTA can be a factor in encouraging the coordination of educational services to meet family needs, and can work to reduce illiteracy at every age level; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to inform their membership and communities about the problem of adult illiteracy, and to work with local news media to publicize the problem; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to give information to the community about available local resources for reading/literacy programs; and be it further

RESOLVED, That the California State PTA and its districts and councils encourage all units to support development of adult/child reading programs within their schools and communities; and be it further

Continued on next page
RESOLVED, That the California State PTA urge its units, councils and districts to support and encourage consideration of the needs of the immigrant population in all literacy programs; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to assist local libraries to secure volunteers trained to help teach basic skills to adult learners; and be it further

RESOLVED, That the California State PTA support legislation that would provide funding to assist communities to secure adequate literacy education services; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 1989 National PTA Convention in Atlanta, Georgia.

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BACKGROUND SUMMARY

Adult illiteracy is a problem which has reached critical proportions in California as well as across the nation. An estimated 4.8 million Californians are functionally illiterate and, therefore, cannot read, write or comprehend at a level necessary to function in everyday life. Illiteracy is not a new problem, but it is becoming more critical in an increasingly information oriented and technologically based society.

Illiterate adults face continuous difficulties and hardships in life’s most basic endeavors, i.e., employment, citizenship, education and parenting. Illiterate adults jeopardize their own health and safety and the health and safety of others. They cannot read prescriptions, ingredients of household products (lethal or non-lethal), instructions for operating appliances or tools and utensils, danger signs and warning labels.

Illiterate adults typically lack self-esteem. Illiteracy is a painful and embarrassing problem for adults, and a source of anxiety and isolation within a society that has become increasingly tied to written communication.
MITIGATING EARTHQUAKE HAZARDS IN PUBLIC SCHOOLS
Adopted by Convention Delegates May 6, 1989
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, The third Object of PTA is “to secure adequate laws for the care and protection of children and youth;” and

WHEREAS, The California State Legislature has mandated standards for the construction of public schools, commonly known as the Field Act, the requirements of which have been revised numerous times to make them more stringent; and

WHEREAS, The revisions made subsequent to the 1971 Sylmar earthquake for the first time imposed significant constraints on the lateral motions permitted in school structures; and

WHEREAS, Existing public school structures, which were in compliance with the Field Act at the time of their construction, are not required to meet the more stringent current standards; and

WHEREAS, Public school structures built to Field Act standards in the 1940’s and 1950’s have been shown to be vulnerable to severe non-structural hazards such as flying glass and falling light fixtures; and

WHEREAS, The rationale for the PTA position in support of Proposition 79, “School Facilities Bond Act of 1988,” stated, in part: Many of our schools do not meet earthquake safety standards; and

WHEREAS, The Seismic Safety Commission in “California at Risk, Reducing Earthquake Hazards 1987 to 1992,” a plan requested by the legislature in 1985, has recommended in “Initiative 1.4” that early Field Act public schools be reviewed and corrected as indicated; and

WHEREAS, The cost of mitigating these hazards is a one-time expense which has been estimated to be in the vicinity of $100 per student; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to seek immediate action by school districts to promote public awareness of the serious non-structural hazards such as flying glass and falling light fixtures which may exist in their schools; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to seek immediate action by school districts to apply cost-effective mitigation to already identified earthquake hazards on a risk-prioritized basis; and be it further

Continued on next page
Mitigating Earthquake Hazards in Public Schools - continued

RESOLVED, That the California State PTA urge the California State Legislature to enact legislation funding Initiative 1.4 of the Seismic Safety Commission’s report, “California at Risk,” to the end that the Office of the State Architect may be able to identify those schools which are at risk; and be it further

RESOLVED, That the California State PTA urge the California State Legislature to enact legislation providing funds so that the State Office of Local Assistance may reimburse school districts for performing cost-effective earthquake hazard mitigation where hazards are identified.

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BACKGROUND SUMMARY

In the event of a magnitude six or greater quake a large number of children in public schools in the State of California are exposed to risks of serious bodily injury and death, should the quake strike while school is in session. While there may be some instances of structural collapse, it may be shown that the greatest risks are from the explosive failure of windows, from falling light fixtures and from the toppling of unsecured massive objects.

Shortly after the 1933 Long Beach earthquake, the California Legislature passed the Field Act which required that the structural drawings for all public schools be reviewed and approved by the Office of the State Architect. The requirements which have to be satisfied are embodied in the California Administrative Code and have been revised numerous times over the last 55 years as deficiencies have been revealed.

Part of the rationale for the PTA position in support of Proposition 79 was to provide money for the mitigation of earthquake hazards in public schools. This should provide a source of funds to start reimbursing local school districts for the expense of performing indicated earthquake hazard mitigation.

It is the responsibility of the Legislature to provide the funds to ensure the safety of students in public schools. It is within the scope of PTA to educate parents and community leaders as to the needs in order to provide the legislators with the support they need to accomplish the difficult task of providing the needed funds. These ends will be furthered by the adoption of this resolution.
TREES FOR LIFE
Adopted by Convention Delegates May 6, 1989
Reviewed by Board of Managers May 2020

WHEREAS,

The increasing concentration of carbon dioxide permits the sun’s rays to enter the atmosphere but prevents the heat’s escape (global warming); and

WHEREAS,

Scientific reports indicate that one tree is capable of absorbing 13 pounds of carbon dioxide per year, thereby converting it and releasing life-giving oxygen into the atmosphere; and

WHEREAS,

Conservation is a concern because only one tree is planted for every four that die or are destroyed in American cities; and

WHEREAS,

National Aeronautics and Space Administration (NASA) studies indicate that the “global warming” effect is causing droughts and extreme weather throughout the country; now therefore be it

RESOLVED,

That the California State PTA, its units, councils and districts develop projects to encourage the planting and preservation of trees suited to a particular locale in terms of climate, adaptability and disease resistance to counteract the effects of “global warming;” and be it further

RESOLVED,

That the California State PTA, its units, councils and districts inform local organizations and agencies of the importance of planting and preserving trees; and be it further

RESOLVED,

That the California State PTA, its units, councils and districts invite business or other organizations to participate by donating trees or money for tree planting projects; and be it further

RESOLVED,

That the California State PTA submit this resolution to the National PTA for consideration at the June 1989 National Convention in Atlanta, Georgia.

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BACKGROUND SUMMARY

Scientists all over the world have become deeply concerned about the recent changes in climate. More frequent droughts, fiercer storms and a warmer environment are components of the “global warming” trend known as the Greenhouse Effect. The increasing concentration of carbon dioxide permits the sun’s warm rays to enter the atmosphere, but prevents the heat from escaping. The primary source of this carbon dioxide is the result of burning fossil fuels such as coal, oil and gasoline.

Continued on next page
Contributing to the “global warming” is deforestation throughout the world; approximately 28 million acres of forest are destroyed annually, according to World Watch. Scientists at the University of California, Berkeley, attribute an average nine degree summer temperature increase in the San Fernando Valley to the destruction of orchards to make way for homes, stores, parking lots and highways.

A National Aeronautics and Space Administration (NASA) study predicts that current droughts and weather extremes foreshadow future problems. The warming trend will raise the sea level by melting polar ice caps, thereby flooding cities and towns. As the ocean warms and evaporation increases, more fierce storms will be created, according to the Goddard Institute for Space Studies. Agriculture will be adversely affected, as will the availability of drinking water.

We can help counteract this trend by nurturing and planting trees. Trees grow by converting carbon dioxide into oxygen. Properly planted, the right species of trees can provide enough shade to cool hot urban areas, thereby saving energy expended on cooling.

Caring people, working together, can do something more than talk about the weather; they can help to change it for the better.
WHEREAS, In 1988-89, 122,000 children appeared in California Juvenile Courts as a result of abuse or delinquency; and

WHEREAS, In the same period, 56,433 children were placed into foster care and correctional institutions; and

WHEREAS, Out-of-home care is projected to increase by 12% per year over the next five years; and

WHEREAS, The cost to California for out-of-home care was $776,912,000 in 1988-89; and

WHEREAS, Out-of-home placement frequently does not address the underlying symptoms of dysfunctioning families; now therefore be it

RESOLVED, That the California State PTA seek and support legislation that would require parents of abused juveniles and juvenile offenders to attend comprehensive parent education, parenting skills or parenting classes in order to improve their chances of a successful family life; and be it further

RESOLVED, That PTA units, councils and districts increase awareness of family preservation services which can be instituted to avoid much of the need for out-of-home care; and be it further

RESOLVED, That PTAs promote the awareness of newly enacted legislation that sets a priority, unless the child’s safety is at risk, of family reunification and family preservation as appropriate goals of the juvenile court; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 1990 National PTA Convention.

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BACKGROUND SUMMARY

More and more young people in California and in other states are being removed from their homes and placed elsewhere because of personal and family difficulties that include abuse, neglect and problems with the law. Costs are mounting rapidly and facility needs are becoming critical. Large numbers of young people and families continue in a cycle of trouble and dysfunction in spite of placement efforts to intervene.

Continued on next page
Family Preservation: An Alternative to Out-of-Home Placement – continued

Studies in California and in various other states on alternatives to out-of-home placements indicate growing success in treatment of many personal and family difficulties through home-based services. Intervention is delivered in the family’s home whenever possible. Programs are focused on family preservation and reunification unless there is clear evidence that this is not in the child’s best interest or if safety is an issue. Services to the family include counseling, parenting, job skill training and helping the family to obtain other necessary services, resources and support.

PTA believes in the family unit and in strengthening the family’s nurturing skills and ability to cope with day-to-day living, as well as the capacity to function effectively in the community. PTAs can work with schools to provide ongoing programs that help parents develop more effective parenting skills, and promote cooperation between schools and community agencies to provide the earliest possible support services to families. It is essential that early intervention be provided to families experiencing difficulties so that unnecessary out-of-home placements can be prevented.
WHEREAS, One of the Objects of PTA is “To promote the welfare of children and youth in home, school and place of worship;” and

WHEREAS, The Statement of PTA Principles clearly states, “We believe that all children and youth should have an education that develops safe habits and attitudes, and should live in an environment free from avoidable physical hazards”: and

WHEREAS, The safety of all children must be PTA’s highest priority; and

WHEREAS, Each year, children and adults are severely burned, suffer permanent loss of eyesight, limbs and loss of life due to the use or misuse of fireworks;

WHEREAS, The American Academy of Pediatrics has taken a leadership role in attempting to ban private use of fireworks throughout the United States; and

WHEREAS, Several communities and organizations throughout the State of California have recognized the destruction of property at a cost, yearly, of millions of dollars due to the personal use and/or misuse of fireworks, and have enacted legislation to prohibit the sale of fireworks for personal use; and

WHEREAS, Each year valuable homes and natural resources are destroyed by the personal use of fireworks; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to stop selling and/or sponsoring the sale of fireworks for personal use; and be it further

RESOLVED, That the California State PTA educate its units, councils and districts to the hazards and destruction caused by the personal use of fireworks; and be it further

RESOLVED, That the California State PTA, its units, councils and districts urge their local community governing bodies to enact ordinances prohibiting the sale and use of fireworks for personal use; and be it further

RESOLVED, That the California State PTA submit this resolution to National PTA for consideration at the June 1990 National PTA Convention.

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BACKGROUND SUMMARY

Many national, state and community organizations have already recognized the danger and damage that personal use of fireworks causes to people, property and national resources. The American Academy of Pediatricians has called for a total ban on the private use of fireworks. The organization has called on its members to promote this ban by speaking out through the media in an effort to influence the public as well as policy makers at local, state and national levels.

The United States Consumer Product Safety Commission has recognized for some years that fireworks—despite their patriotic associations—present a very serious safety hazard, particularly for children. Deaths, blindings, amputations and severe burns all too often have been the result of the misuse of fireworks.

A seven-year survey of hospitals in California (1982-1988) conducted by the U. S. Consumer Product Safety Commission indicates that, in those cities and counties where personal use of fireworks has been banned, a definite reduction in property damage and personal injuries is evident.
MEASLES (RUBEOLA) VACCINATIONS
Adopted by Convention Delegates May 1990
Reviewed by Board of Managers May 2020

WHEREAS, The third Object in the Objects of PTA is “To secure adequate laws for the care and protection of children and youth;” and

WHEREAS, In early March 1990 the public was informed that the incidence of measles was increasing to epidemic proportions and that during a very short period of time several children had died from the disease; and

WHEREAS, Measles is a viral disease with serious complications that can result in death for children and adults, and in miscarriage or spontaneous abortion in pregnant women; and

WHEREAS, Measles is preventable through vaccinations and the American Academy of Pediatrics recommends vaccinations be given at age 15 months and at entry into kindergarten or junior high school; and

WHEREAS, A significant number of school children would require a “booster dose” vaccination at kindergarten or junior high school entry; and

WHEREAS, California law requires a single measles vaccination before a child enters the first grade and, with the funding currently available, public health agencies are only able to provide one vaccination at low cost; now therefore be it

RESOLVED, That the California State PTA request the California State Legislature to change current law to require ALL necessary measles vaccinations for all school-aged children and youth, and to provide the funding needed to enable public health agencies to provide low-cost and, where necessary, free vaccinations; and be it further

RESOLVED, That the California State PTA, its units, councils and districts inform parents through parent education of the necessity for such vaccinations and assist parents in obtaining vaccinations for all children and youth; and be it further

RESOLVED, That the California State PTA, its units, councils and districts insist that school districts comply with the law requiring measles vaccinations; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 1990 National PTA Convention.

* Measles (rubeola) is often a severe disease frequently complicated by middle ear infection or pneumonia. Encephalitis occurs in approximately one of every 1,000 cases; survivors often have permanent brain damage and mental retardation. Death occurs in one of every 1,000 measles cases.

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Continued on next page
Measles (Rubeola*) Vaccinations – continued

BACKGROUND SUMMARY

Over the last six months it has become more widely known that California is in the midst of an increase in cases of measles. This is a concern to the community because of the attendant increase in the serious complications of the disease – miscarriages, spontaneous abortions, and death. If the health of our children and youth is to be protected, we must respond immediately to this threat.

This epidemic is occurring even though a simple solution exists – prevention – in the form of the measles vaccination. Why then this surge? Many reasons can be given, but the “bottom line” is that not all who should be vaccinated have been. Whether because of ignorance, negligence or cost, parents have not kept their children’s immunizations current.

Current California law states that only a single measles vaccination is required to enter the first grade at public school. Because this is a requirement, funding traditionally becomes available so that the public health agencies can provide this inoculation at low cost. The American Academy of Pediatrics now recommends two measles vaccinations to be given at age 15 months and either entry into kindergarten or entry into junior high school. This contradiction means that public health agencies, depending on their state of funding, may, and in many cases must, charge the unsubsidized higher rate for the subsequent inoculation.

According to a report issued in August 1989, by the California State Health and Welfare Agency’s Department of Health Services, three things are needed to stem the epidemic.

First, a consensus among the medical community, the public health agencies and the disease control offices about the need and timing of the vaccinations. The report states that this is now accomplished with the American Academy of Pediatrics recommendation becoming universally accepted.

The second need is a commitment for funding for the public health agencies so that they may continue the low-cost measles vaccinations and extend them through the second vaccination as recommended.

Third, a change in the state law to require proof of measles vaccination at 15 months of age and at entry into kindergarten or junior high school. This step would help to open funding sources and force parents to be sure the inoculations were kept current.

These steps should solve the problems of ignorance, negligence, and cost and provide the children and youth of California the protection they deserve.
OPPOSITION TO TELEVISION COMMERCIALS IN CALIFORNIA CLASSROOMS
Adopted by Board of Managers July 1990
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, There is currently a legislative effort to legalize the showing to students in public school classrooms a daily, twelve-minute current events telecast which would include two minutes of commercials as part of the telecast; and

WHEREAS, These commercials would be aired to students during regular instructional time; and

WHEREAS, It is wholly unethical for the public schools to provide a captive audience of students to advertisers to promote their products; and

WHEREAS, Regardless of any disclaimer that may be issued, most students will accept what is shown in the classroom as material endorsed by the school; and

WHEREAS, Many advertisements exacerbate the economic disparities that exist among our students and these disparities have created unstable and unsafe conditions in many areas of the nation; and

WHEREAS, The equipment offered on loan to schools in exchange for this captive student audience is far less valuable than the actual worth of providing advertising access to a targeted and impressionable youth audience; and

WHEREAS, There are currently many alternative television and cable educational opportunities available to public schools without charge and without the requirement of showing televised commercials; and

WHEREAS, The concept of including televised commercials as a required part of any classroom instructional material is in conflict with the purposes and standards which should apply to the free, mandated, public-supported education guaranteed by the Constitution of the State of California; now therefore be it

RESOLVED, That the California State PTA vigorously oppose any and all efforts to legalize the unacceptable intrusion into classroom instruction of televised commercials; and be further

RESOLVED, That the California State PTA urge the Legislature and school districts to fully explore access to the wide range of excellent educational television programming available (including current events news programming) to benefit students without any charge and without recourse to televised commercials.
WHEREAS, Traffic safety statistics show that children are at high risk of being killed or injured while walking to and from school; and

WHEREAS, Unsafe traffic conditions or hazards exist in many school communities which prevent children from walking to and from school safely; and

WHEREAS, Traffic safety programs and committees exist to help reduce and prevent the endangerment of children as pedestrians; and

WHEREAS, Parents have a responsibility to report to the appropriate school officials community needs or concerns as they relate to school district programs and policies; and

WHEREAS, The school board has the ultimate responsibility to direct district staff to implement and monitor programs that are deemed necessary to the education, safety and well-being of the students; and

WHEREAS, The PTA has long encouraged local PTA school safety committees to work with school districts and law enforcement agencies; and

WHEREAS, PTA believes in the importance of educating parents as well as students on such issues as pedestrian safety; now therefore be it

RESOLVED, That the California State PTA work with the California School Boards Association and the Association of California School Administrators for the adoption of a policy providing for the creation and implementation of curriculum that will emphasize pedestrian and traffic safety for students; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with their respective school districts to implement and monitor on-going education programs that emphasize pedestrian safety for students; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to initiate and promote on-going programs to educate parents and community members, as well as students, about pedestrian safety which includes safe routes to and from school; and be it further

RESOLVED, That the California State PTA seek and support legislation that would require the State Department of Education to develop and provide guidelines to school districts for teaching pedestrian safety; and be it further

Continued on next page
RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the 1990 National PTA Convention.

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BACKGROUND SUMMARY

In the United States motor vehicles kill about 8,000 pedestrians a year. An examination of California traffic-related death and injury statistics in 1988 revealed that 239 children, age 5-14, were killed in traffic-related deaths and an additional 27,605 suffered injuries. Statistics in that same year clearly show that 26% of all pedestrian deaths and injuries as well as 36% of all bicycle-related deaths and injuries involved school-age children.

Throughout the nation, and especially in California, neighborhoods and communities are experiencing change. In areas that were once rural it is not uncommon for large developments of new homes to seemingly spring up over night. Tied to these same housing projects and related developments are significant changes in traffic conditions that are dramatized by the death and injury statistics linked to school-age children. The ultimate tragedy is that traffic accidents are the leading cause of death and injury for school-age children, far outranking deaths and injuries caused by drowning, fire, birth defects and cancer.
WHEREAS, The third Object of PTA is “To secure adequate laws for the care and protection of children and youth;” and

WHEREAS, The Statement of PTA Principles states, “We believe that all children and youth should have an education that develops safe habits and attitudes, and should live in an environment free from avoidable physical hazards;” and

WHEREAS, Plank #10 of its Legislation Platform states that the California State PTA will support legislation “To prevent, control or eliminate hazards to the health, safety and well-being of all children and youth;” and

WHEREAS, The Public Utilities Commission of the State of California has regulations for construction of walkways adjacent to railroad tracks and regulations governing clearances on railroads, there are no regulations pertaining to the proximity of railroads to school buildings; and

WHEREAS, The California Education Code has established safety requirements regarding fires and earthquakes, there are no safety requirements regarding the proximity of school buildings to railroads; and

WHEREAS, The California Uniform Building Code has established stringent requirements for safe construction of schools, it lacks any distance requirements for school location relative to railroads; and

WHEREAS, The School Site Approval and Selection Guide issued by the State of California states 25 factors affecting the selection of school sites, not one addresses railroad safety or derailment possibilities, exposure to toxins in the event of an accident or to railroad noise levels; now therefore be it

RESOLVED, That the California State PTA seek and support legislation requiring school buildings to be placed at least 300 feet from a railroad, where feasible; and that the cost of relocating these portable buildings be funded by the State of California; and be it further

RESOLVED, That the California State PTA request the Office of the State Architect in the State Department of General Services, the State Board of Education, the State Department of Education and the State Allocation Board to immediately adopt regulations and procedures to implement such legislation upon its passage; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with their school districts to relocate, as quickly as it is feasible, any existing moveable buildings that are within 300 feet of a railroad; and be it further

Continued on next page
RESOLVED, That the California State PTA urge its units, councils and districts to work with their local school districts in the site selection process for future schools to ensure that no school building, permanent or temporary, is located closer than 300 feet from any railroad; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the 1990 National PTA Convention.

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BACKGROUND SUMMARY

The California Education Code has numerous safety provisions regarding fire, earthquakes, safety gates, school eye safety, storage of lab chemicals, etc. The State of California issues a School Site Selection and Approval Guide for all school districts to follow when considering a potential site. In this guide there are regulations pertaining to proximity to airports, high tension or power lines, traffic, toxic substances and geologic concerns. But there are no regulations regarding safety precautions for school facilities located in close proximity to a railroad, and the resultant problems of noise pollution or potential exposure to toxic substances in the event of train derailment.

A prospective school site is reviewed by a representative of the State Department of Education School Site Selection Division according to criteria consisting of twenty-five factors which include location, environment, size, shape, soil condition, sub-surface condition, educational adaptability, community use, undesirable elements, political implications, master-planning factors, etc. The Office of the State Architect can approve or disapprove the site, but the local school district can overrule the decision.

The statutes of the State of California are silent about any requirements pertaining to locating school facilities in proximity to railroads. None of the various state or local agencies with responsibilities for school facility placement have regulations considering safety or noise pollution problems in relation to railroads, other than informal advice that placement of the school buildings should be a minimum distance of 300 feet or more from a railroad.

Schools placed in close proximity to railroads create a dangerous situation for all concerned. In the case of a derailment, there is the physical danger from such an accident as well as potential exposure to toxic substances. On a daily basis, the noise factor can cause severe disruption to the learning environment. The California State PTA and its constituent groups, as advocates for children, must be ever ready to lobby state and local policy makers for that which we believe is best for all children and youth.
WHEREAS, The California State PTA adopted the “School Construction Funding” resolution at the 1986 convention and the State Board of Managers adopted the “School Facilities Crisis” resolution in January 1986; and

WHEREAS, PTA believes all students should be guaranteed a safe learning environment conducive to achieving excellence and enabling each individual to realize his or her maximum potential; and

WHEREAS, Fifty-five percent of our public school facilities were built prior to 1964 and over one-third of the facilities in the state are over 30 years old; and

WHEREAS, The ability of local school districts to utilize local general obligation bonds for school facilities is severely impaired by the requirement of a two-thirds vote, and current construction needs (primarily financed by the State of California) are funded at an inadequate level; and

WHEREAS, The school facilities crisis is escalating and projected growth in enrollment will necessitate building over 11 new classrooms each day, 365 days a year, through the year 2000; and

WHEREAS, Children and youth have no voice in the election process, it therefore becomes the responsibility of the adult society to be accountable for the safety and education of young people; therefore be it

RESOLVED, That the California State PTA, its units, councils and districts alert the public to the severe school facilities crisis in California’s public schools; and be it further

RESOLVED, That the California State PTA seek and support legislation which will increase the funds available for school construction; provide adequate funding for renovation and rehabilitation of old facilities; and increase funding for ongoing maintenance of all facilities; and be it further

RESOLVED, That the California State PTA seek and support legislation which will streamline the application process school districts must follow to secure approval from the State Application Board for school facility construction; and be it further

RESOLVED, That the California State PTA, its units, councils and districts inform the public of the need to change the two-thirds vote requirement to a simple majority vote for approving local general obligation bonds for construction of school facilities; and be it further

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RESOLVED, That the California State PTA, its units, councils and districts support legislation that does not fiscally penalize school districts that have passed a school bond for construction or rehabilitation of school facilities, or seize empty school sites for this purpose.

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BACKGROUND SUMMARY

According to the State Department of Finance, public elementary and secondary school enrollment in kindergarten through grade twelve will increase by about 35% from 1988 to 1998, an increase from 4.5 million students in 1988 to 6.1 million in 1998. This represents an increase of 1.6 million students.

The growth in our school-aged population is a statewide phenomenon. According to the Department of Finance estimates, 48 of California’s 58 counties will experience a growth in student enrollments of at least 20% over the next decade.

Unfortunately, California is doing a terrible job of keeping up with the enormous need for school facilities. At the present time, all available state funding has effectively been committed. New funding is not expected until mid-1990. Yet there is a backlog of school building plans that exceeds $6 billion, and that backlog is increasing by about $100 million per month. An estimated $17 billion will be needed for school construction over the next 10 years, just to meet the needs for new construction. At the same time, there is a growing need for additional funds to renovate and rehabilitate aging school facilities, and for the ongoing maintenance needs necessary to preserve a safe, clean environment conducive to learning.

The public schools are committed to serving every child. Turning away new students is not an option. If we fail to provide the necessary facilities, schools will simply get crowded – so crowded that quality education becomes virtually impossible. By failing to build schools now for our escalating school population, we will be creating an almost insurmountable problem not only for the immediate future, but for several years to come. Many rapidly growing school districts would be faced with double sessions.

The state also needs to make it easier for local communities to meet their own local needs. Under current law, a two-thirds vote is necessary to approve a local general obligation bond issue for school facilities. Since 1986, there have been 31 elections in which a “majority” of voters have approved such a bond measure, but the measure failed because it didn’t receive a two-thirds “yes” vote. If these elections had been held under a “majority rule,” over $600 million in school facility needs would have been met through local efforts.

An additional problem for local school districts is the complex process for securing state funds. Throughout the process of seeking approval from the State Allocation Board for constructing, renovation and rehabilitating school facilities, the adoption of more workable, streamlined application procedures are of critical importance.
THREATENING PHONE CALLS TO SCHOOLS
Adopted by Convention Delegates May 1990
Reviewed and deemed relevant by Board of Managers November 2020

WHEREAS, The first Object of PTA is “To promote the welfare of children and youth in home, school, community and place of worship,” and the third Object of PTA is “To secure adequate laws for the care and protection of children and youth;” and

WHEREAS, Plank #10 of its Legislation Platform states the California State PTA will support legislation “To prevent, control or eliminate hazards to the health, safety and well-being of all children and youth;” and

WHEREAS, The fifth principle in the Statement of PTA Principles states, “We believe that all children and youth should have an education that develops safe habits and attitudes, and should live in an environment free from avoidable physical hazards;” and

WHEREAS, In recent years there has been an increase in acts of violence directed at schools, including increased numbers of bomb threats; and

WHEREAS, Due to advances in communication technology, phone systems that identify incoming calls and allow the phone calls to be traced can be installed in schools; and such systems are believed to deter individuals who might otherwise make threatening calls; and

WHEREAS, The installation of this type of system may very well decrease disruption to the school day, thus providing a more emotionally secure learning environment for the students and teachers; and could enable appropriate authorities to have immediate information about the source of a threatening call; and

WHEREAS, Local school districts are required to have disaster preparedness plans; however, such plans may not include a prompt and well-defined plan of action in response to bomb threats; now therefore be it

RESOLVED, That the California State PTA seek and support legislation encouraging schools to install a “call identifier” phone system that could enable the source of a threatening phone call to be more easily located; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with local school districts to ensure installation of a “call identifier” phone system at each local school; and be it further

Continued on next page
RESOLVED, That the California State PTA urge its units, councils and districts to urge their respective local school districts, fire departments and law enforcement agencies to work together to adopt a plan of action that can be used for immediate response to a bomb threat at any school in the district.

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BACKGROUND SUMMARY

During 1989 there has been an increase in the number of bomb scares in many schools throughout California. Threats to students must be taken seriously in light of the random shootings and other acts of violence which have taken place on school sites located in rural, suburban and urban communities. A majority of the threats are only prank calls, yet the school must go through a complete evacuation as appropriate authorities conduct a thorough search. Instruction time is lost, children must stand outdoors in rainy or cold weather, often without being able to get their jackets or in direct sun without protection, and without restroom facilities. A search may take from one to three hours, depending on the ability of the school district and community agencies to provide sufficient trained or untrained personnel to conduct the search.

While there is no sure way of protecting our schools from an individual who is intent on causing harm, installation of a “call identifier” system could act to deter placement of threatening calls by recording incoming phone calls to the school. This new technology will be available to the public by 1991 and, once in place, could give police a better opportunity to apprehend people who, whether as a prank or with intent to do harm, have attempted to terrorize our schools.

School districts usually do not have personnel who are trained to make a thorough bomb search. However, local law enforcement agencies often have personnel trained in searching for and handling bombs, but may be restricted from searching school lockers because of certain privacy laws. It is obvious that a clear plan of action must be developed by each community so that school districts, in cooperation with other community agencies, can call on a sufficient number of trained personnel to handle an emergency bomb search in an expedient and safe manner.
WHEREAS, Plank #10 of the California State PTA Legislation Platform states that PTA will support legislation “To prevent, control or eliminate hazards to the health, safety and well-being of all children and youth;” and

WHEREAS, The National PTA position statement, “Bicycle Helmet Use,” encourages bicycle helmet programs and parent education programs that stress the use of bicycle safety helmets; and

WHEREAS, The increased popularity and use of bicycles has caused an upsurge in the number of related injuries with the result that every day in the United States at least one child aged 14 or younger dies in a bicycle accident and every day over 1,000 are seriously injured; and

WHEREAS, Three out of four of all deaths and serious injuries in bicycle accidents result from head injuries and the head is extremely vulnerable to injury if unprotected; and

WHEREAS, Only 5% of child cyclists use bicycle helmets, but bicycle safety helmets reduce risk to head injury by 85% and the risk to brain injury by almost 90%; and

WHEREAS, There is no compulsory requirement for minors to wear bicycle safety helmets while riding in the State of California; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts urge parents, educators and other agencies to actively support the use of bicycle safety helmets for all who ride bicycles; and be it further

RESOLVED, That the California State PTA develop materials for parent education on the need for, and use of, bicycle safety helmets; and be it further

RESOLVED, That the California State PTA support the adoption of legislation mandating the use of approved safety helmets for all minors riding bicycles in the State of California; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by delegates to the 1991 National PTA Convention.

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BACKGROUND SUMMARY

Each year, nearly one million American children between 5 and 14 years of age suffer bicycle-related injuries severe enough to require medical attention. More than half of these children will require emergency room or trauma team evaluation and approximately 600 will die. Nearly 70% of all hospitalized cyclists are treated for head trauma.

A number of studies have shown that most bicycle-related injuries are among younger children, generally less than 12 years of age and 6% were less than six years of age.

Less than 5% of child cyclists use safety helmets. Part of the reason is that young people often think that they “aren’t cool” if they wear a helmet. However, most parents do not enforce the use of helmets because they are unaware of the shocking statistics concerning the number of bicycle accidents resulting in serious injury or death.

The unnecessary injury and death of children could be avoided if the California Legislature mandated the use of bicycle safety helmets for minors. However, even as the California State PTA is requested to work for passage of such a law, PTAs throughout California can protect the safety and well-being of children by promoting bicycle safety programs that emphasize the use of safety helmets, and by urging school districts to adopt regulations that require all students to wear safety helmets.
EQUALIZED BASE REVENUE LIMIT FUNDING
Adopted by Convention Delegates May 1991
Reviewed by Board of Managers March 2012

WHEREAS, The California State PTA believes all children and youth should have equal opportunities to develop and reach their maximum potential; and

WHEREAS, The California State PTA was foresighted in adopting the resolution, “Adequate and Equitable State School Finance System,” at its 1987 annual state convention to redress inequity in state school funding; and

WHEREAS, A California Superior Court* in 1974 gave the State Legislature six years to reduce disparities in wealth related general purpose revenue to within “considerably less than $100” per pupil; and

WHEREAS, A subsequent 1983-84 Superior Court* decision allowed the $100 per pupil disparity to be increased by annual cost of living adjustment increases, and the current allowed disparity now amounts to $268 per pupil; and

WHEREAS, Over 70% of California’s school districts receive Base Revenue Limit funds below the statewide average; and

WHEREAS, This disparity in funding from the state can result in a variance from district to district of thousands of dollars for a classroom of 30 children; and

WHEREAS, In 1989-1990, the education of a total of 3,847,932 of California’s 4.6 million public school students was and continues to be funded below the statewide average; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts actively seek enactment and swift implementation of legislation to raise the Base Revenue Limit funding to the statewide average for all K-12 public school students currently funded below the statewide average.

* These decisions were rendered in the trial and retrial of the Serrano v. Priest school funding equalization case.

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Continued on next page
BACKGROUND SUMMARY

The 1987 California State PTA “Adequate and Equitable State School Finance System” resolution background summary statement concluded that “The struggle to ensure equal access to optimum opportunity is not over. PTA should remain a leader in the effort to achieve an adequate and equitable state school finance system.”

The Base Revenue Limit is the amount of money per ADA (Average Daily Attendance) collected from local property taxes and state aid, which the state pays into each school district’s general fund. The current allowable disparity in wealth-related general purpose revenue is $268 per ADA.

Because of the original variations in school funding formulas, which were “grandfathered” into the current system, the disparities in funding from district to district may vary by more or less than the $268. To achieve equity, the state must re-examine its current funding of each child’s education to ensure that all students in this state have a fair and equal opportunity for educational achievement.

In the 1989-90 school year, over 70% of California’s public school districts received Base Revenue Limit funds below the statewide average. That means a total of 3,847,932 of California’s 4.6 million public school students were and continue to be funded below the statewide average for their education.

The disparity in funding from district to district can total thousands of dollars for a classroom of 30 children. This creates enormous problems for many school districts in attempting to provide educational programs and services comparable to neighboring school districts.

Parents in California expect and demand that their children have equal access to educational opportunities. We must ask ourselves, “Should the education of a child in one school district be worth more or less than the education of a child in another school district merely because of an unfair Base Revenue Limit funding formula?”
WHEREAS, The California State PTA recognizes the significant impact, either positive or negative, the early years of schooling have on a child’s self-esteem, social competence and ability to achieve academically; and

WHEREAS, PTA does not believe the traditional age-grade placement, as currently practiced, uniformly serves the best interests of children, each of whom is an individual with a varying range of skills, abilities and maturity; and

WHEREAS, All children are able to learn when their individual capabilities are recognized and their respective self-concepts are carefully nurtured; and

WHEREAS, Any form of retention may have a negative effect on a child’s performance in the remaining years of his education, and a student who is retained is four to five times more likely to drop out of school than students who are regularly promoted; now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts to help expand flexible classroom organization and teaching methods that accommodate children’s widely varying skills and abilities and allow each child to progress according to his unique pattern of development; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to inform and educate parents about alternatives to retention, the consequences that can result from retention and the questions that should be asked regarding what special help students will receive if retained; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to educate parents about child development, including information about the right of parents to request a multi-disciplined evaluation of their child; and be it further

RESOLVED, That this resolution be forwarded to the National PTA for consideration at the 1991 National PTA Convention.

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Continued on next page
BACKGROUND SUMMARY

Every year, many children are held back in the same grade. It is estimated that 5% to 7% of public school children are retained annually in the U.S. A 6% annual rate, year after year, produces a cumulative rate of non-promotion greater than 50%. Even allowing for students who repeat more than one grade, it is estimated that by the 9th grade approximately half of all students in the U.S. have failed at least one grade or are no longer in school.

Research finds that children who are labeled “unready” and are retained achieve no better or, in some cases, are worse off in terms of later school achievement than children labeled unready but whose parents refused retention. However, parents continue to be pressured into consenting or making a hurried decision about retention. Parents need to be aware that children develop at their own pace, and there may be other factors which should be considered before deciding to retain their child.

Some disturbing facts about retention are that these children:

- Have fewer friends and lower self-esteem.
- Are more likely to have serious attendance problems beginning in middle school.
- Are at greater risk of dropping out. Students with one retention have a 40% to 50% chance of dropping out of school, those with two have a 60% to 70% chance, and those with three retentions rarely graduate.
- Are more likely to be members of a minority. Minority students have retention rates three to four times higher than do white students. Repeating a grade has the most serious effect on poor, minority and disabled students.

Many excuses for retention are given such as: the physical size of the child, emotional, social and academic immaturity, late birthday and needing a chance to grow. U.S. school districts spend nearly $10 billion a year to retain students. But dollars are not the only way to measure costs. Pupils who are retained pay with a year of their lives.

Parents can review their child’s records with the principal and teacher and, together, alternatives to retention can be considered—promotion with remedial instruction; summer school with a well-designed program which emphasizes enrichment, smaller classes and/or an alternative approach to learning; partial promotion or trial promotion, with tutoring or extra help if the student begins to have problems; or multi-grade groupings which allow students with heterogeneous abilities to work together.

The School Readiness Task Force report, *Here They Come Ready or Not*, states that classroom organization and teaching methods should reflect the heterogeneous skills and abilities of children and be designed to serve children with widely varying ranges of skills and abilities. This allows each child to progress according to his unique pattern of growth and development. The task force report and the California State Department of Education Program Advisory state that schools should be changed to fit the needs of their students rather than to continue to try to fit the children into programs that are inappropriate.
WHEREAS, General Principle #4 of the California State PTA Legislation Platform calls for “Budgets and financial support to provide needed public services for all children and youth with the continued constitutional guarantee of financial support for public schools as the first claim on all state revenues in the general fund;” and

WHEREAS, General Principle #6 of the California State PTA Legislation Platform calls for “Strong and broadly based tax structures at state and local levels;” and

WHEREAS, General Principle #7 of the California State PTA Legislation platform calls for “Establishment of and adherence to fiscal responsibility in government, with concern for fair taxation but keeping priorities for the needs of children and youth foremost;” and

WHEREAS, California State PTA actively participated in the development and passage of Propositions 98 and 111; and

WHEREAS, Proposition 98 is a technical mechanism that attempts to provide a stable funding base for K-14 education in California that does not require more than its fair share of state funding; and

WHEREAS, Through the amendments passed in Proposition 111, there is already a provision to decrease temporarily the Proposition 98 guaranteed funding for education in times of economic recession; and

WHEREAS, Some other state funded programs continue to grow more rapidly than state revenues; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts urge the Governor and the Legislature to not suspend Proposition 98; and be it further

RESOLVED, That California State PTA, its units, councils and districts urge the Governor and the Legislature to acknowledge Proposition 98 as a guaranteed floor for education funding, not as a ceiling; and be it further

RESOLVED, That California State PTA, its units, councils and districts urge the Governor and the Legislature to raise the necessary revenues to provide needed public services, including full funding for public education.

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BACKGROUND SUMMARY

The California State PTA is committed to the principle of public education having a constitutional guarantee of first call on revenue in the state general fund. For years, the State PTA has been a leader in the effort to secure adequate and equitable financing for our public schools. PTA was one of the originators of Proposition 98, designed to give education its “fair share” of state revenues.

Because of the current fiscal crisis in California, there is a strong movement in the Legislature and Governor’s Office to suspend Proposition 98. Unfortunately, this has become highly politicized. Although PTA is neutral in such partisan controversies, PTA cannot remain neutral regarding Proposition 98. Even with nonsuspension of Proposition 98, schools in California face significant budget cuts. If Proposition 98 is suspended, the cuts in school programs and services will be catastrophic.

The California State PTA Board of Managers is convinced that PTAs throughout California must unite in a concerted effort to prevent suspension of Proposition 98 and avert the disaster threatening our children’s education.
WHEREAS, Nutrition education has traditionally been a major concern of PTA, and PTA has long recognized that adequate nutrition is necessary for optimum physical, behavioral and intellectual development of each individual; and

WHEREAS, The recently released *Surgeon General’s Report on Nutrition and Health* documents the overwhelming amount of evidence that the risks for five of the ten leading causes of death in the United States are associated with dietary excess or imbalance and another three causes have been associated with excess alcohol consumption; and, together, these account for nearly two-thirds of the annual deaths in this country; and

WHEREAS, It has become increasingly evident that coronary heart disease, certain types of cancer, stroke, diabetes mellitus and atherosclerosis are linked in part to consumption of diets too high in fat, calories, salt and alcohol and too low in the consumption of whole grain foods and cereal products, vegetables (including dried beans and peas) and fruits; and

WHEREAS, Parents, teachers, children and youth should be educated about the changing knowledge regarding healthful nutrition; now therefore be it

RESOLVED, That a concerted effort be made by local units, councils and districts to emphasize the importance of improving nutrition education and awareness programs for parents, youth and the community; and be it further

RESOLVED, That PTAs urge school boards to include continually updated nutrition information in the curricula and urge teacher training institutions to include updated nutrition education as a part of the program for teacher credentialing; and be it further

RESOLVED, That local units, councils and districts mount an education and awareness campaign for parents, teachers and communities based on the United States Surgeon General’s Report (1988) to promote dietary habits designed to extend and increase the quality of our lives; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention.

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*Continued on next page*
BACKGROUND SUMMARY

The PTA has a long history of involvement in nutrition education and recognizes that parents should have access to information regarding adequate nutrition. Parents, teachers, children and youth should be educated about the increasing information on the effects of good nutrition.

The Surgeon General’s Report on Nutrition and Health documents the overwhelming amount of evidence that dietary changes can improve the health prospects of many Americans. What we eat may affect our potential risk for several of the leading causes of death for Americans, notably coronary heart disease, stroke, atherosclerosis, diabetes and some types of cancer. The report’s main conclusion is that over consumption of certain dietary components is now a major concern for Americans.

While many food factors are involved, chief among them is the disproportionate consumption of foods high in fats, often at the expense of foods high in complex carbohydrates and fiber that may be more conducive to health.

The report also documents the possible role of poor diet as a contributor to the higher infant mortality rate. The goal is to reduce risk for disease caused by dietary imbalance and excess, and to extend and increase the quality of our lives through better eating. The American Heart Association and the American Cancer Society concur.

PTAs can be instrumental in bringing this information to the public and in working with school districts to see that policies are adopted and implemented that provide all students with information about the importance of good nutrition. As the former Surgeon General C. Everett Koop states, “I am convinced that with a concerted effort on the part of policy makers throughout the Nation, and eventually by the public, our daily diets can bring a substantial measure of better health to all Americans.”
WHEREAS, California State PTA believes every child in the state is entitled to a free, quality public education; and

WHEREAS, California currently has the most crowded schools in the nation, with 40 of the 58 counties projecting enrollment increases of more than 20% over the next 10 years; and

WHEREAS, California schools are facing a facilities crisis of unprecedented proportion due to the rapid growth in enrollment; and

WHEREAS, A school district cannot meet the present and projected needs of its community’s students without the cooperation of city and county governments in finding resources and space to build new schools; and

WHEREAS, PTA believes that the facility needs of a school district must be considered wherever a land use decision is made, and that provision for schools must be included as a mandated element, along with parks, open space, streets and highways in the city/county general plan now required of all municipalities and counties in California; and

WHEREAS, Some communities have acted to provide for public schools in their general plans as dictated by good public policy, requiring such provision as a condition for approval of any new development; and

WHEREAS, The California State PTA has a number of position and resolutions supporting efforts to ensure adequate school facilities for California’s students; now therefore be it

RESOLVED, That the California State PTA seek and support legislation that would require public schools to be specified as a mandated element of the general plan currently required of every county and municipality in California; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to seek enactment of ordinances in their communities that would require the inclusion of adequate school facilities in all general plans.

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BACKGROUND SUMMARY

The extent of the facilities crisis in California is well known. There is a severe shortage of classrooms throughout the state as a result of rapid growth in the school-aged population. Lack of good planning and sound public policy has worsened the problem. In one Riverside County community, the planning and zoning process permitted a school enrollment growth of 124% in just one year. With no change in the planning process, similar increases are predicted over the next several years.

Without the cooperation of city and county governments, a school district cannot hope to meet the needs of its community’s future students. When a local housing development is approved, and families with children move into the new homes, there often is an impact on existing schools. Under current law, local communities are not required to consider the probable impact on school facilities when approving such developments. Local cities and counties must be required to consider the effect on school facilities as a factor.

The Coalition for Adequate School Housing (CASH) points out the obvious: additional development indeed creates the need for infrastructure such as roads, water, sewers and schools.

Without such requirements, which are part of the planning process for other infrastructure needs, communities are often forced to make tremendous efforts to exert enough pressure to gain even the most minimal concessions from developers as a condition of approval. Requiring cities and counties to include planning for adequate school facilities in their general plans would ensure that every student in California can attend a school free from overcrowding.
SCHOOL NUTRITION PROGRAMS:
IMPROVEMENT AND EXPANSION
Adopted by Convention Delegates May 1991
Reviewed by Board of Managers March 2012

WHEREAS, The California State PTA recognizes that children must be well nourished to achieve the optimal quality of life that they deserve; and

WHEREAS, Research has demonstrated that properly nourished children are better able to achieve their full potential in growth, physical development, academic and athletic performance; and

WHEREAS, Foods available on school premises should provide for the nutritional well-being of children and be considered as carefully as other educational support services; and

WHEREAS, Schools should encourage students to develop lifelong healthy eating habits by offering well-balanced, properly prepared and appealing foods that prevent the early physical symptoms and behaviors related to chronic diseases; and

WHEREAS, Schools should incorporate the recommendations of both the Dietary Guidelines for Americans and the California Dietary Food Guide when selecting the meals and snacks served on school campuses; and

WHEREAS, Schools should promote comprehensive health programs that include nutrition services and nutrition education for students, staff and parents; and

WHEREAS, Federal and state funds are available for the purpose of providing nutritious, healthful meals to all children at lowered costs to schools; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts urge school district governing boards to establish and promote school breakfast and lunch programs which provide balanced, nutritious meals; and be it further

RESOLVED, That the California State PTA, its units, councils and districts urge school districts to move towards higher nutritional quality foods and beverages served in the schools; to foster lifelong healthy eating habits through coordination of classroom instruction and the service of balanced, nutritious meals; and to comply with the laws and regulations governing food and beverage sales on school campuses.

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BACKGROUND SUMMARY

School lunch programs have been a continuing concern to National PTA and the California State PTA. Since 1944, the National PTA has supported the National School Lunch Program bill. In May 1974, the State PTA voted to support the Child Nutrition Act of 1974 which authorized school districts to apply for state and federal funds to assist schools in serving nourishing low-cost meals to children, and to provide free or reduced price meals to children from low-income families.

Nutrition programs have been shown to have a significant positive effect on children’s nutritional status and learning ability:

- A U.S. Department of Agriculture study of the lunch and breakfast programs, *The National Evaluation of School Nutrition Programs, 1983*, demonstrated that these programs make nutritional improvements in children’s diets. The report of the study stated: “The superiority of the school lunch program is reflected in higher daily intake of nutrients for the general school age population and for all the population subgroups that were examined.” In addition, the school breakfast program was shown to increase the likelihood that children will eat breakfast.

- A 1987 study in Boston, Massachusetts, documented improvements in achievement test scores, tardiness rates and absenteeism after a breakfast program was introduced.

- The recent studies carried out in carefully controlled “laboratory” settings have revealed that skipping breakfast negatively affects children’s performance in problem-solving situations similar to ones they face in a classroom setting.

PTA advocates that every school have a school nutrition policy. This policy can be used to teach school officials, school board members, school food services personnel, teachers, parents and students about the relationship between nutrition and learning, and about what schools can do to ensure that nutritional conditions are optimum for learning. Moreover, it helps schools plan improvements in the nutritional environment of their students.

The nutritional goals during childhood are to provide optimally for the needs of growth, physical development, athletics and academic performance while, at the same time, avoiding early physical symptoms and behaviors related to chronic diseases. Most experts agree that health extends beyond normal growth and development into the early prevention of obesity, heart disease, high blood pressure and osteoporosis. However, there is concern about doing harm through overly restrictive diets during critical periods of development or contributing to the problem of hunger among vulnerable groups. The nutrition guidelines for all school foods, as established by the State Department of Education, are a sound basis for the service of school nutrition programs and for all food and beverage sales on school campuses.
WHEREAS, PTA, since its inception, has been concerned that children and youth reach their fullest potential both physically and emotionally, that they develop a healthy personality, an abiding sense of personal worth, and that they achieve a purposeful and productive life; and

WHEREAS, The National PTA has recognized the importance of self-esteem and made it a priority in its work with the Keebler Company in developing the Self-Esteem Project, “Mirrors;” and

WHEREAS, In 1990, The California Task Force to Promote Self-Esteem and Personal and Social Responsibility established that there is a significant correlation between low self-esteem and the major social concerns which plague our state and nation (crime, unemployment, drug and alcohol abuse, teen pregnancies, educational failure and poverty); and

WHEREAS, The Task Force has documented that there are practical steps which can be taken to diminish these destructive patterns by nurturing healthy self-esteem and personal and social responsibility; and

WHEREAS, The family is first in importance in nurturing self-esteem and the schools are second in influencing high self-esteem and responsible behavior, and there are teaching strategies and curricula available which offer great assistance to faculties and parents; and, more than in any other single area of study, schools have demonstrated the all-encompassing importance of self-esteem; now therefore be it

RESOLVED, That PTA intensify its efforts in promoting parental skills in developing self-esteem and personal and social responsibility for both parents and their children by urging units, councils and districts to hold workshops/classes, and sponsor special projects and programs; and be it further

RESOLVED, That PTAs work in conjunction with school districts to ensure adoption of the promotion of self-esteem and personal and social responsibility for all children as clearly stated goals integrated into the total curriculum; and be it further

RESOLVED, That course work in self-esteem be required for education-related credentials and as a part of ongoing in-service training for all educators and all adults working with children in schools.

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BACKGROUND SUMMARY

In 1986, the California State Legislature passed and the Governor signed into law Assembly Bill 3659 (Chapter 1065 of the Statutes of 1986) creating the California Task Force to Promote Self-Esteem and Personal and Social Responsibility (hereinafter referred to as The Task Force).

The Task Force in its findings confirms what we have learned in our educational reform efforts. Students whose lives are plagued by drugs, gangs and teen pregnancy need special attention. One of the keys to preventing their failure in school is helping them to develop a sense of purpose, feel part of a nurturing community and believe in themselves enough to be able to resist peer pressure. Appreciating self-worth is futile if it fails to foster responsible character and integrity in actions. An individual’s character proceeds from a healthy sense of self and needs to be nourished.

The Task Force adopted as its official definition of “self-esteem” the following: “Appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly toward others.”

The Task Force came to the unanimous conviction that the family is the most crucial ingredient in nurturing the sense of self-esteem persons carry with them into life. Because parents are so crucial to self-esteem, steps need to be taken to assist them in fulfilling their critical tasks. The self-esteem of the parents themselves is one of the most crucial and essential elements. There is no fully adequate substitute for a loving family as the environment in which people learn to appreciate their own worth. There are, however, other important nurturing communities such as schools, churches and the workplace that can also provide support to help build integrity of character and self-esteem.

Since children spend so much of their time in school, the environment of that school plays a major role in the development of self-esteem. Schools that include self-esteem as a clearly stated component of their goals, policies and practices are more successful academically and more successful in developing healthy self-esteem. Every adult working at a school should feel responsible for every youngster in that school. Parents need assistance in becoming more effective partners in their child’s education. And the entire community needs to recognize and understand the diverse needs of the student population.

As stated by Bill Honig, Superintendent of Public Instruction for the State of California, “There is a critical link between competence and self-confidence; emotion and character development; and most important, successful strategies exist for promoting positive attitudes towards self and school.”
WHEREAS, California’s current fiscal condition seriously endangers the state’s ability to educate its children and provide for the needs of its citizens; and

WHEREAS, The California Legislative Analyst’s in-depth analysis of the structural deficiencies in the state’s tax system clearly shows that the tax base has become dangerously narrow and is unable to yield adequate revenues to meet the legitimate needs of California’s people; and

WHEREAS, General Principle #4 of the California State PTA Legislation Platform calls for “Establishment of and adherence to fiscal responsibility in government, with concern for fair taxation but keeping priorities for the needs of children and youth foremost;” and

WHEREAS, General Principle #7 of the California State PTA Legislation Platform calls for “Budgets and financial support to provide needed public services for all children and youth with the continued constitutional guarantee of financial support for public schools as the first claim on all state revenues in the general fund;” and

WHEREAS, Resolved #3 of the 1990 California State PTA convention resolution School Facilities Funding states, “That the California State PTA affirm its commitment to a strong and broadly based tax structure, and urge the State Legislature and the Governor to enact revisions in the state tax structure that will ensure fair and equitable taxation and provide annually sufficient income to pay for the governmental services required by the people in addition to school funds;” and

WHEREAS, The California State PTA has historically taken strong positions regarding the kinds of taxes that should be included in a broadly based, equitable state tax structure; now therefore be it

RESOLVED, That notwithstanding prior opposition to the use of the sales tax to fund needed public services, the California State PTA be authorized to support use of the sales tax as part of a comprehensive state tax structure; and be it further

RESOLVED, That the California State PTA vigorously seek and support legislation and/or necessary ballot measures to fundamentally restructure the state tax system to ensure a broadly based, equitable system of taxation that generates adequate revenues to fund education and all other services needed by the children, youth and families of California.

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BACKGROUND SUMMARY

The California State PTA is dedicated to ensuring the well-being of all children, youth and families, and to securing the highest quality of life for all citizens of our state. The problems facing our society are compounded by the size and diversity of the state’s population. The growth in population has placed an enormous burden on the state’s infrastructure. There has not been enough money to maintain the existing infrastructure, much less expand to accommodate the increasing demand.

The state’s fiscal crisis has led to crises in the water delivery systems, the transportation network, the quality of the education system, the health care system, the juvenile justice system, law enforcement, housing availability—and new problems surface daily.

For the last 14 years, state government has failed in its responsibility to plan and build for the future as well as failing to adequately address current needs.

The present crisis can be directly attributed to the deficiencies in the state tax structure. The tax base of the state can no longer yield revenues adequate to meet the needs of California’s citizens.

The California State PTA has been gravely concerned about and fought against the progressive erosion of the state’s tax base. The State PTA opposed Proposition 13 (1978), the complete repeal of the inheritance tax, the imposition of the Gann Limit and repeal of the Unitary Business Tax. The State PTA supported fair and realistic taxes on oil companies and the alcohol beverage industry, the closing of bank and corporate tax loopholes, sales taxes on tobacco and candy, a split roll property tax and a progressive state income tax. PTA lost these battles to a variety of vested special interests.

It gives the Board of Managers no satisfaction at all that the California State PTA positions have proven to be correct by the state’s current fiscal crisis and the Legislative Analyst’s comprehensive report on the deficiencies of California’s tax structure. The Board of Managers is convinced that PTA must be in the vanguard of efforts to reform California’s system of taxation.

PTA has always fought to give young people the opportunity to become productive citizens in a society that can provide a decent quality of life. The present crisis demands PTA leadership and action.
WHEREAS, 10.6 million of 20.7 million 7th through 12th grade students nationwide consume alcohol, with 8 million young people drinking weekly, and 5.4 million teens stating that they have binged (5 or more drinks in a row on one occasion) at least once, while 454,000 binge at least once a week; and

WHEREAS, Junior and senior high school students drink 35% of all wine coolers sold in the USA and 1.1 billion cans of beer each year; and

WHEREAS, The media and mass communication contribute significantly to the formation of public attitude and social norms, and the alcohol beverage industry spends between one and two billion dollars annually to market alcohol, more than half of which goes to television for beer and wine commercials; and

WHEREAS, A survey observed the relationship between childhood exposure to televised beer commercials and expectation to drink, and another study of prime-time television programming indicated viewers saw 8.1 alcohol drinking acts per hour; and

WHEREAS, Surgeon General Antonia Novella, the National Commission for Drug-Free Schools, the Department of Health and Human Services’ Healthy People Year 2000 objectives call for immediate measures to reduce youth alcohol use; now therefore be it

RESOLVED, That the California State PTA recommend that the National PTA seek and support legislation that bans alcohol beverage advertising on television and radio; and be it further

RESOLVED, That the California State PTA recommend that the National PTA make every effort to persuade the television industry to discontinue the glamorization of alcohol consumption in television programs and to refrain from showing alcohol consumption as glamorous in television programs shown during family prime-time viewing hours; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to inform and educate parents concerning the prevalence of teen drinking and the significant role of advertising in glamorizing and encouraging alcohol consumption, and how to exercise their rights as parents and consumers by contacting media sources and outlets about the use of such ads; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to encourage their communities to provide family oriented events, fiestas, celebrations, etc., which do not include alcohol/alcohol beverage companies in any way.

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BACKGROUND SUMMARY

The most recent comprehensive and definitive survey of youths’ views and practices concerning alcohol use was released by the Office of Inspector General, Department of Health and Human Services (HHS). This study was commissioned by Surgeon General Antonia Novello who is particularly concerned about the drinking habits of youth, the nation’s 20.7 million 7th through 12th graders. These concerns are echoed by HHS Secretary Louis Sullivan’s goals which are to reduce the prevalence of alcohol problems among children and youth. The findings include the following information:

- Fifty-one percent of junior and senior high students had at least one drink within the past year and 8 million students drink weekly.
- Junior and senior high school students drink 35 percent of all wine coolers in the United States and 1.1 billion cans of beer each year.
- More than 5 million students have binged at least once (3 million between May and June 1991) and 454,000 binge at least once a week.
- Students lack essential knowledge about alcohol and its effects.
- Alcohol beverage advertisements, friends and parents influence students’ attitudes about alcohol.

In surveying students’ perceptions about alcohol, 39% of all students named something they liked about advertisements for alcoholic beverages. The most common response was that advertisements spotlight attractive people and make drinking look like fun. Virtually all the students had seen advertisements for alcoholic beverages.

As high school students themselves readily admit, alcohol is our nation’s number one drug problem. In an effort to counter-act the barrage of risk-free, pro-drinking messages from the alcohol industry, many national entities have combined to attack the national crisis of youth drinking. These entities are the Surgeon General, Department of Health and Human Services, the National Commission for Drug-Free Schools, Office of Drug Control Policy, the Youth Committee of National Coalition to Prevent Impaired Driving and the Office of Substance Abuse Prevention. As each of these entities considered prevention strategies the following recommendations emerged:

- Eliminate alcohol advertising, promotion and sponsorship of public events where a majority of the audience is under legal drinking age.
- Eliminate alcohol advertising and promotion that portray activities that can be dangerous when combined with alcohol use.
- Eliminate the use of celebrities who have strong appeal to youth in alcohol advertising and promotion.
- Eliminate alcohol advertising and promotion on college campuses where a high proportion of the targeted audience is under the legal drinking age.

This resolution supports these prevention recommendations and particularly addresses the issue of alcohol advertising that targets youth.
HOT WEATHER STANDARDS IN THE SCHOOL SETTING
Adopted by Convention Delegates 1992
Reviewed by Board of Managers March 2012

WHEREAS, The Education Code of the State of California is silent in addressing acceptable temperatures for children in a school setting, in or out of the classroom, and

WHEREAS, Research by the American Academy of Pediatrics and others has identified children and adolescents as especially vulnerable to the harmful effects of heat; and

WHEREAS, The California Industrial Welfare Commission has established procedures to protect workers in the job setting from being subjected to excessive heat in the workplace; and

WHEREAS, The California Department of Social Services has recognized the necessity to set standards or limits by regulating inside temperatures to protect children in day care settings; and

WHEREAS, The expansion of year-round schedules throughout California has significantly increased the potential for children to be subjected to extreme heat in the classroom and on the playground and thereby increases the necessity for uniform and consistent measures to be followed by school personnel to ensure the protection of the health of California’s school children in hot weather; now therefore be it

RESOLVED, That the California State PTA urge the California Department of Education to conduct a thorough review of research relating to extreme heat and its impact on educational performance, and request that the department collect data on students currently attending classes in extreme heat conditions; and be it further

RESOLVED, That the California State PTA seek and support legislation to amend the California Education Code for K-12 classrooms to require conformance with Title 22 of the Department of Social Services Regulations, which establishes minimum and maximum temperatures (68 degrees to 85 degrees) in licensed day care facilities; and be it further

RESOLVED, That the California State PTA seek and support legislation to provide funds for air conditioning of schools where temperatures regularly exceed 85 degrees inside the classroom for an extended period of time while school is in session; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with local boards of education to encourage adoption of policies to mitigate the effects of hot weather on students and staff, and to conduct staff development to help school personnel recognize and treat heat related illness; and be it further

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RESOLVED,  That the California State PTA urge its units, councils and districts to educate parents and the community regarding the serious threat to the health and well-being of children and staff when subjected to conditions of extreme heat in classrooms and on playgrounds.

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BACKGROUND SUMMARY

In some areas of California, students and teachers are regularly exposed to health-threatening and performance-diminishing heat. It is not uncommon for students to be housed in classrooms where temperatures are above 90 or 100 degrees. Since the growth of year-round schooling in our state will greatly increase the number of days students face extremes of heat, it is time to address the serious health and educational problems that high classroom temperatures have created.

While national and international occupational health standards point to 86 degrees as an upper threshold temperature for light work, the State Education Code sets no upper limit for classroom temperatures. Most workers in California are able to expect “reasonable comfort” in the work place under current statutes, but schoolchildren are not protected by law. Children who attend licensed day care are legally protected from extreme heat, but children of the same age who attend public school are not given the same protection.

Research in both occupational safety and military performance has determined the health risks of extreme heat in the work place. Those who perform strenuous tasks during high temperatures risk, in the worst case, heat stroke, which if not treated in a hospital emergency room, can lead to death or permanent liver damage. Heat exhaustion victims, while not requiring hospitalization, can suffer nausea, vomiting, headaches, weakness, nosebleeds or fainting. Confusion and lethargy often precede full-blown cases of heat-related disorders.

Children are at high risk of developing heat-related disorders. They are the most active group in the population; it being far more natural for children to run and play than to be quiet and still. Children sweat less and produce more metabolic heat than adults in walking or running. They have a greater surface area:mass ratio than adults, which induces a greater heat transfer between the environment and the body. Children do not naturally rehydrate themselves; many often avoid drinking water or do not drink it in sufficient quantity to replenish fluids lost in the heat.

Students participating in physical education classes or organized sports are the group most at risk. There has been extensive research on the prevention of heat disorder illness among athletes. The information resulting from this research must be made available and prevention and monitoring measures should be implemented in the schools.

Since many of the problems in heat-related disorders develop because of dehydration, a public information campaign should be launched statewide in the educational community to ensure that all are aware of the crucial importance of proper fluid intake during times of extreme heat. This information is simple, but very often neglected. We treat hot days as something to endure, but not as the health-threatening emergencies that they truly can be for susceptible individuals.

Students should be learning and studying with motivation and concentration, not just “coping” with their environment. We cannot risk diminished performance due to student and teacher lethargy, dizziness and general heat discomfort.
WHEREAS, California business, industry and society depend upon and need a well-educated labor force to compete successfully in the national and world market places; and

WHEREAS, Changing demographics and public recognition of the importance of education to the state and the nation have placed new demands and expectations on California’s public schools; and

WHEREAS, The failure to properly provide the resources necessary for a quality public school system able to educate students for the technological and sophisticated workplace of the 21st Century raises serious questions about California’s future economic health and stability; and

WHEREAS, It is a recognized fact that children need proper nutrition, health care and decent shelter to enable them to benefit from the education process; and

WHEREAS, It is a fact that far too many children in California are homeless, malnourished and have no access to the health care system; and

WHEREAS, California’s current tax base is dangerously narrow, yielding revenues inadequate to provide the services the citizens need and deserve; and

WHEREAS, The California State PTA believes the true problem causing the state’s budget crisis is the patchwork crazyquilt of the state’s tax structure; and

WHEREAS, The California State PTA has adopted a position statement on State Tax Reform, and has advocated closing tax loopholes and ending tax inequities; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts call upon the Governor and Legislature to work together to develop a budget that meets the needs of the most important segment of the state’s population, our children; a budget that enables schools to maintain a quality education program, that provides shelter for homeless families and that gives access to health care for all children not covered by health insurance; and be it further

RESOLVED, That the California State PTA urge the Governor and Legislature to make every effort to prevent future budget crises by cooperating to give the people what they deserve: A rational, progressive, equitable system of taxation that provides needed services, places the greatest tax burden on those most able to pay it, and ends, once and for all, the threat of an annual budget debacle.

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WHEREAS, The National PTA has adopted education goals for the year 2000, including a goal to establish a comprehensive parent involvement program in every elementary and secondary school in the United States; and

WHEREAS, The California State PTA cosponsored AB 322 (Chapter 1400, Statutes of 1990), which requires each school district in California to adopt a policy on parent involvement that includes training teachers, administrators and parents in effective two-way communication; and

WHEREAS, Research has documented that parental involvement and support in the education of children is an integral part of improving academic achievement and success; and

WHEREAS, The teacher (including counselor) and administrator credentials in California do not require components on working with parents, on the importance of parent involvement, and on the necessity to understand the diverse cultures and ethnicities among the student population; and

WHEREAS, Institutions of Higher Education (IHE), county offices of education and school districts offering alternative paths to certification and in-service training programs do not require or include an emphasis on working with parents and the importance of parent involvement in the various curricula; and

WHEREAS, Studies show that teachers, counselors and administrators must be prepared to work with parents to ensure student success; now therefore be it

RESOLVED, That the California State PTA develop and support legislation to require the inclusion of a component on parent/family involvement for the teacher, counselor and administrator credentials; and be it further

RESOLVED, That the California State PTA, its units, councils and districts urge institutions of higher education, county offices of education, educational associations and school districts, as part of their respective teacher/administrator training programs, to develop curricula on and require training in the changing family (including ethnic and cultural diversity) and how to effectively involve all families in the education of their children.

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BACKGROUND SUMMARY

The California State PTA has been concerned for several years that educators are neither trained about the importance of parent involvement in the education of all students nor are they provided with strategies on how to accomplish this. The changing family structure in our society creates new challenges; there are now more students with single parents or two working parents. California’s student population is becoming increasingly diverse, making understanding the various ethnicities and cultures a matter of extreme importance.

Many studies have shown that parent involvement has a positive impact on students’ educational success, behavior and school attendance.

The California State Board of Education adopted a policy in 1989 on parent involvement. California State PTA cosponsored legislation (AB 322, 1990) to require all school districts to develop and implement a parent involvement policy (Education Code, Chapter 16 section 11500-15506). The law requires that programs to implement the policy

- must answer the needs of the total community,
- provide ways to support parents as they work with their children,
- build consistent and effective communication between school and home,
- train teachers and administrators in effective ways of communication with parents and integrate parent involvement programs as part of the school’s master plan for academic accountability.

The California Legislature, in Assembly Concurrent Resolution Number 45 (Bates, 1991), requested all public and private institutions of higher learning with approved teacher training programs to implement instruction related to parent involvement, regardless of socioeconomic status, educational level or culture.

Members of the Department of Education’s Intradepartmental Committee on Parent Involvement and the Superintendent’s Advisory Committee identified key issues facing the successful development, delivery and evaluation of parent involvement programs in California public schools. One of the key issues identified was that teachers and school administrators should be better prepared and supported in their efforts to implement comprehensive parent involvement programs.

There is no mandate to require that teacher and/or administrator credentialing programs include a component to train educators to work with and involve parents in their children’s education. Despite the enactment of the parent involvement law, there is no component to train educators to include and work with parents in decision making at the school.
PAINTBALL GUN CONTROL
Adopted by Convention Delegates May 5, 1993
Reviewed by Board of Managers July 2012

WHEREAS, The California State PTA believes that the safety and welfare of our children depend on securing laws that protect them, whenever possible, from death, serious accidents and injury; and

WHEREAS, There is serious concern about the growing use of paintball guns by minors and the increasing number of injuries resulting from this use; and

WHEREAS, Paintball guns are not toys and cannot be legally purchased by anyone under eighteen; and

WHEREAS, Parents are responsible for and are liable, under California law, for acts of their minor children; and

WHEREAS, Paintball guns resemble actual firearms and, therefore, could result in accidental death or injury to a minor child by law enforcement personnel and others who believe that their lives are in jeopardy; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to educate parents, students, and their respective communities about the possible dangers to children and youth from paintball guns; and to monitor the use and misuse of paintball guns within their communities; and be it further

RESOLVED, That the California State PTA urge units, councils and districts to seek enactment and enforcement of regulations in their respective communities limiting the use of paintball guns; and be it further

RESOLVED, That the California State PTA seek and support legislation to require all manufacturers of paintball guns to attach safety information and warnings to the paintball guns prior to their sale, and to require vendors to comply with manufacturers’ recommendations regarding the sale and use of paintball guns; and be it further

RESOLVED, That the California State PTA seek and support legislation that would prohibit the sale of carbon dioxide canisters and paintballs to persons under the age of 18.

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BACKGROUND SUMMARY

Paintball is a sport that has grown significantly during the past decade. People armed with paintguns, which are powered by carbon dioxide cylinders, shoot paintballs at other players in war game simulations. Figures supplied by the International Paintball Players Association (IPPA) estimate that the paintball industry is growing by 15 to 20% each year, and that nearly one million persons participate in the United States each year.

Participants in paintball games recognize that this is a hazardous sport. The IPPA Safety Guidelines mandate eye protection for anyone exposed to shooting areas when paintguns are discharged. Their safety guidelines are stringent: Goggle lenses must be at least 0.6” thick, without cracks, and the goggle frame must be secure, with a secure headband. This is evidence that the goggle/shield system is intended to provide a seal around the eyes to protect against a direct impact from a paintball shell. Players are encouraged to protect their head, neck and groin areas, and field operators are supposed to discourage direct shooting at these areas.

As the popularity of paintball has increased, the use of paintball guns and paintpistols in non-sport settings also has increased, and this has resulted in injuries to children. On Halloween night, 1992, an eleven-year-old boy was shot in the right eye with a paintpistol used by a teenager. Surgery and a lens implant were necessary to save his vision. Several other children were also injured the same night; they suffered skin welts where they were hit. There have been other incidents of paintball gun-caused injuries, and reports of paintball gun vandalism.

The Palos Verdes Council of PTAs’ study on the informal use of paintball guns showed that thirteen- and fourteen-year-olds have their own paintball guns and play with them in areas behind their houses. Since paintball guns are classified as firearms, they may not be legally sold to anyone under the age of eighteen. Some communities control the use of paintball guns by enforcing the firearms regulation.

The problem of indiscriminate use of paintball guns and resulting injuries and property damage can be alleviated by a two-step program:

- requiring manufacturers to attach safety information and warnings to paintball guns before shipping them for sale;
- requiring vendors to comply with manufacturers’ recommendations regarding sale and use of paintball guns.

In addition, if PTAs will urge their local communities to enforce the firearms law regarding paintball guns, the indiscriminate use should decrease. PTAs also must educate parents, students and the community about the possible dangers to children from indiscriminate use of paintball guns. Parents must be informed about the legal classification of paintball guns as firearms and their responsibility, under California law, for injuries to individuals and damage to property caused by their children.
WHEREAS, the fourth Object of the National PTA states: To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth; and

WHEREAS, the fifth Object of the National PTA states: To develop between educators and the general public such unified efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education; and

WHEREAS, the California State PTA Mission Statement reads as follows: The mission of PTA in California is threefold:
- to support and speak on behalf of all children and youth in the schools, in the community, and before governmental agencies and other organizations that make decisions affecting children;
- to assist parents in developing the skills they need to nurture children; and
- to promote parent and public involvement in schools and communities; and

WHEREAS, the Effective Schools research has shown that among the elements effective schools have in common is a strong parent involvement program; and

WHEREAS, Extensive research by the California State PTA has shown that “grass roots” action is the best means of securing quality education for all children, an education that will prepare them to be successful, productive citizens in the 21st Century; and

WHEREAS, The California State PTA has adopted four education White Papers, detailing PTA’s education philosophy. These are: Education: The Early Years, Ages Four to Six; Education: The Elementary Years, Ages Six to Ten; Education: The Middle Years, Ages Ten to Fourteen; Education: The High School Years, Ages Fourteen to Eighteen; and

WHEREAS, The California State PTA’s position paper, SCHOOL-BASED MANAGEMENT GUIDELINES, states, in part: The California State PTA believes that parents and other concerned adults have a right to join together to affect the education of all children and to participate in making decisions affecting policies; and

WHEREAS, Despite Proposition 98 (which was supposed to guarantee an adequate level of school funding), the severe recession in California has resulted in major reductions in education funds in fiscal years 1991-92 and 1992-93, and the state’s fiscal condition is not expected to improve in the foreseeable future; now therefore be it

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RESOLVED, That the California State PTA provide for its units, councils and districts information and strategies to enable them to effect changes necessary to ensure quality education in their local schools, to enable them to interact effectively with their school districts, and to enable them to build alliances within their communities in support of their schools; and be it further

RESOLVED, That the California State PTA provide a training program for its units, councils and districts that will enable them to take a leadership role in efforts to ensure that school districts and local schools make changes necessary to provide quality education for all children;
• hold schools and teachers accountable for student performance;
• involve themselves in outreach programs to include all parents in such efforts; and
• involve themselves in the creation of community alliances to accomplish these goals; and be it further

RESOLVED, That the California State PTA and its units, councils and districts seek to effect a reordering of priorities in the allocation of education funds to ensure a more effective, efficient and improved delivery of the instructional program to better meet the needs of all students.

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BACKGROUND SUMMARY

The California State PTA has serious concerns about the adverse effects of the severe budget cuts of the last two fiscal years on California’s public schools and on the progress of school reform. Therefore, the Board of Managers, at its October 1992 meeting, authorized a study committee to investigate the situation and bring its conclusions and recommendations to the Board by March 1993. The Education Policy Study Committee developed a survey, which was sent through the districts, to be completed by its membership. Currently practicing teachers, and leaders in education and business throughout the state were interviewed. The committee members also immersed themselves in reading the many articles, reports and books necessary to gain a working knowledge of the pertinent issues.

The committee agreed early in its deliberations that the PTA’s philosophy of education and equal educational opportunity for all children and youth combined with California’s fiscal condition required a primary focus on these three questions:
• How can the public school system be changed to ensure that all students are given the same opportunity to achieve excellence?
• Are any new laws necessary to accomplish this?
• How can available dollars be used more effectively and efficiently?

Of course, many other questions and concerns were involved in the study.

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The committee was surprised to discover that no new laws are necessary. Everything needed to accomplish the goals implicit in the three main questions is already in place. The overriding question then was – why isn’t any of this happening? The answers are many and complex, but as each of the interview respondents said, and as the survey replies and the literature showed, it is simply a matter of a catalyst to make change happen. And what is that catalyst? What PTA members have always known and worked toward – Parent and Community Action.

The California State PTA is firmly convinced that the changes necessary to create a true student-focused public school system can come only through parents and community members acting together to hold the schools accountable for student performance. The better use of education dollars can come about only if parents and community members unite in demanding a reordering of priorities in how funds are spent in their school districts and at their local schools.

Parents and community members must take collective action to ensure that each school provides a quality education for all its students. The California State PTA is committed to making every effort to assist PTA units, councils and districts to take the leadership role in making such action possible and effective.
SCHOOL BUS SAFETY
Adopted by Convention Delegates May 5, 1993
Reviewed by Board of Managers July 2012

WHEREAS, In California in 1989-90 (calendar year 1990), nearly 3,000 school buses were involved in accidents; and

WHEREAS, Buses that carry school children as well as other passengers as a part of the operation are not held to the same standards of physical inspection and driver training as school buses, and any injuries or fatalities to school children on the way to and from school on these buses are not included in government statistics; and

WHEREAS, California state law requires that all passengers riding in private passenger motor vehicles and taxis wear safety belts and that children under four years or weighing less than forty pounds be in a child passenger restraint system; and

WHEREAS, There is no federal or California state law requiring safety belts on school buses weighing more than 10,000 pounds; and

WHEREAS, In 1977, federal standards improving safety requirements on school buses were issued for all buses manufactured after April 1, 1977; and

WHEREAS, The State of New York requires all school buses manufactured after June 30, 1987 and operated within its jurisdiction to be equipped with seat belts, and the State of New Jersey requires safety belts on all school buses purchased after September 1, 1992 and, in New York state, it is illegal to transport pupils in school buses manufactured or assembled prior to April 1, 1977; and

WHEREAS, In 1991, 33% of all school buses in operation in the state were of pre-1977 manufacture, making California the leading state in their continued use; and

WHEREAS, Studies indicate that seat belts on post-1977 buses may reduce the likelihood of fatalities and injuries and may lead to improved student conduct on buses; and

WHEREAS, The California Highway Patrol now supports safety belts in school buses if the federal government can develop standards for the buses and safety belts to ensure they enhance the safety of children; now therefore be it

RESOLVED, That the California State PTA seek and support legislation requiring that all school buses and drivers transporting children be held to the same safety standards regardless of origin or destination; and be it further

RESOLVED, That the California State PTA seek federal or state guidelines and support legislation requiring one passenger restraint per child on every new school bus purchased for use in California, and that each child be required to wear his or her restraint in order to ride the bus, and that all parents, teachers, and students receive school bus safety instruction.

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BACKGROUND SUMMARY
School bus safety should no longer be a controversial issue. There are many more fatalities and injuries on buses that carry school children as well as other passengers than are reported in government statistics. One need only look at the school bus accident of July 31, 1991 in Palm Springs involving Girl Scouts which had 7 fatalities to realize that the government excludes some school buses from their data. Ron Kinney, Director of Pupil Transportation Services, California Department of Education, states that from “1982 through 1991, there were only three fatalities on school buses.” This is because “Vehicles that are designed and built as school buses, but are operated by the military or other federal, state, or local agencies; churches; or colleges or universities are not classified as school buses.”

In 1977, the National Highway Transportation Safety Act (NHTSA) issued standards that everyone agrees substantially improved the crash worthiness of school buses through an approach known as compartmentalization (seats with higher backs and more padding). At that time NHTSA said that seat belts were not warranted on Type 1 school buses (buses greater than 10,000 pounds). In 1985, NHTSA again found no compelling reason to require seat belts. However, in its report, “School Safety and Security Management,” dated January 31, 1990, NHTSA responded to the continuing debate about seat belts by quoting the portion of its 1977 standards that said, “It is important to emphasize that the federal standards specify the minimum safety requirements applicable to school buses. Nothing prohibits a state or local jurisdiction from purchasing buses equipped with safety belts.”

The major problem with relying on compartmentalization to protect our children is that this concept ignores the fact that young children often get out of their “compartment.” They stand, hang over the seat backs to talk to their friends behind them, and simply are not always stationary. Smaller children are often out of their compartment simply because they do not have the size or weight to withstand moving about as the result of normal driving. Perhaps most importantly, compartmentalization cannot protect children from a side or rollover collision.

In 1989, the Transportation Research Board (TRB) found that “Seat lap belts, when properly used on post-1977 Type 1 school buses, may reduce the likelihood of death or injury to passengers involved in school bus crashes by up to 20 percent.” The TRB further said that “Some members (of the committee) believe that a uniform occupant restraint policy for all motor vehicles is important enough that states and local school districts should be encouraged to equip new school buses with seat belts.” In reaching its conclusions that seat belts are beneficial, the TRB relied on both a 1967 University of California, Los Angeles study and the 1972 Wojcik and Sande study.

New Jersey state law now requires that seat belts be included on all school buses. New York no longer allows pre-1977 school buses to transport children. Unless California outlaws the purchase of any more pre-1977 school buses, California runs the very real risk of becoming a dumping ground for the rest of the nation’s pre-1977 buses.

Lastly, the Transportation Research Board, the Federal Department of Transportation, and National Highway Transportation Safety Act all concluded that student behavior improved when students used seat belts.
TELEVISION LITERACY AND PROGRAM ACCOUNTABILITY

Adopted by Convention Delegates May 5, 1993
Reviewed by Board of Managers May 2014

WHEREAS, The Children’s Television Act of 1990 is now Public Law 101-437, which requires television stations to air shows that serve the educational and information needs of children, and puts a limit on the number of minutes of ads per hour in children’s programming; and

WHEREAS, The California State PTA believes television programming not specifically designed for children’s viewing may prove harmful to their health habits, to their concepts of realistic family relationships, to their attitudes and behavior patterns, and to their self-image; and

WHEREAS, The California State PTA believes that censorship is not the solution in addressing the problems that may result from unsupervised children’s television viewing, but rather believes that parents must take responsibility for developing television viewing skills for themselves and their children, and for using the power of television as a positive rather than a negative teaching tool; now therefore be it

RESOLVED, That the California State PTA continue to urge its units, councils and districts to keep parents informed of the existence and the provisions of the Children’s Television Act of 1990; and continue to urge them to hold their local network television stations accountable for the amount and the quality of children’s programs they broadcast; and be it further

RESOLVED, That the California State PTA work closely with allied agencies and organizations in helping to provide current television viewing information and materials to its units, councils and districts; and be it further

RESOLVED, That the California State PTA urge its units, councils, and districts to empower parents by promoting television literacy and critical viewing skills among parents, children and teachers wherever possible, to encourage the promotion of critical television viewing skills within the school curriculum.

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BACKGROUND SUMMARY

Television viewing has become a major factor in the life style of most families. Statistics reveal that in 1989, for example, the average child in the United States still spent more time watching television than any other activity except sleeping. Television’s influence on children is a function of the length of time they spend watching and of the cumulative effect of what they see. For some children, the world shown on television becomes the real world. (American Academy of Pediatric News, April 1990)

While much information and documented statistics have been published regarding the effect on children of television programming that places undue emphasis on sexual conduct, violence and unrealistic portrayals of lifestyles, the responsibility for taking action is usually placed on the need to work with television broadcasters, station managers and advertisers to change their methods and to redirect their goals. Over the past number of years, delegates to State PTA and National PTA conventions have adopted resolutions that deal with this issue.

Today, however, the Children’s Television Act of 1990 (Public Law 101-437) states that TV stations that do not comply with the provisions of the new law risk losing their licenses. For the law to be effective, citizens must make sure that its provisions are carried out. They cannot rely on corporate compliance or the oversight of regulatory agencies. In addition, the campaign for television literacy in the ‘90’s seeks to encourage viewers—adults and children—to develop their own sensitivities to quality television programming.

The intent of this resolution is to emphasize the continuing need to work in concert with those responsible for television programming, and to empower the California State PTA to urge its units, councils and districts to assist in promoting television literacy among parents so that parents and their children will be better able (1) to make intelligent choices and decisions regarding television viewing habits, and (2) to use the potential power of television in the most productive ways possible.
WHEREAS, The U.S. Department of Health and Human Services has declared that tobacco use is the most important single preventable cause of death in the U.S., that children are beginning to smoke at younger ages, and that the earlier cigarette smoking begins, the less likely the smoker is to quit; and

WHEREAS, Even those children who experiment only occasionally with smoking are 16 times more likely to become adult smokers than are children who never tried smoking; and

WHEREAS, Despite widespread information on the adverse effects of cigarette smoking and recent efforts to encourage smokers to quit and young people not to start, cigarette smoking continues to appeal to millions of youth; and

WHEREAS, The tobacco industries are not following their voluntary advertising codes that limit the use of youth-oriented images and messages and, in fact, they often target those under the legal smoking ages with highly attractive and persuasive advertising and promotion techniques; and

WHEREAS, Research has shown that advertising and promotion campaigns using techniques such as the “Joe Camel” cartoon character have a significant impact on children; and

WHEREAS, The California Department of Health Services, state and local agencies, and other organizations are calling for a ban on advertising of tobacco products; and

WHEREAS, The U.S. Supreme Court has ruled that commercial speech does not enjoy the same protections as regular speech and that government has the right to regulate or prohibit advertising of products that are inherently harmful; and

WHEREAS, In 1984, the Comprehensive Smoking Education Act imposed labeling requirements on cigarette advertising through Federal statute which requires cigarette manufacturers, packagers, and importers to display four health warnings, rotated quarterly, on cigarette packages and advertisements; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts seek and support legislation, regulation and/or other state and local measures to restrict any tobacco advertising or promotion that tends to encourage tobacco experimentation or use by minors; and be it further

RESOLVED, That the California State PTA join with the California Department of Health Services, California Department of Education, state and local agencies, and other organizations in working toward the prohibition of tobacco advertising and promotion that targets minors; and be it further

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RESOLVED, That the California State PTA and the National PTA seek legislation and/or regulation to have an additional warning added to the existing Surgeon General’s Warning on tobacco products to say: “Smoking causes lung cancer, heart disease, emphysema and may complicate pregnancy. Smoking is addictive—once you start you may not be able to stop;” and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for action at the National Convention in 1993.

BACKGROUND SUMMARY
Historically, the PTA has actively promoted education about the dangers of tobacco and has tirelessly supported efforts to prevent tobacco use among minors. Effective anti-smoking campaigns are widely available and most schools now have at least some tobacco use prevention education. But even with the vast body of information about the dangers of cigarette smoking and the efforts to encourage young people not to start, millions of our youth, especially girls, are beginning to smoke at ever younger ages.

Current research findings reported by the U.S. Center for Disease Control/National Center for Health Statistics include the following information:

- Most adult smokers began as children, 90% of them by age 19.
- Smokers who start as children are likely to consume more cigarettes daily, are more likely to become addicted and are less likely to be able to quit smoking.
- About 60% of high school seniors are current smokers or have experimented with smoking; one-fourth smoked their first cigarette by grade 6, one-half by grade 8.
- Even infrequent experimenters with cigarette smoking are 16 times more likely to become adult smokers than are children who have never tried cigarettes.
- The number of high school seniors who are daily smokers has not significantly decreased since 1984.
- The percentage of smokers among teens is the same whether or not they had taken a class on health risks of smoking or had recently seen, heard or read materials about the adverse effects of smoking.
- About three in every four current teen smokers have made at least one serious but unsuccessful attempt to quit.

There is clear evidence that tobacco advertising tactics are undermining our efforts to discourage smoking among our children. The tobacco industry’s own research showed that children relate to cartoon characters more than to photographs. The industry’s self-generated advertising codes that would limit the use of youth-oriented images are strictly voluntary and largely ignored. The U.S. Surgeon General and the National Commission on Drug-Free Schools have charged that the tobacco industry often targets youth with clever advertising and promotional techniques. One example is “Old Joe” camel, the cartoon character used to advertise Camel cigarettes; it is as familiar to six-year-olds as Mickey Mouse. Since the “Joe Camel” cartoon was introduced in 1988, Camel cigarette’s share of the under-18 market has increased dramatically—from 0.5% in 1988 to 32.8% in 1991.

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The U.S. Department of Health and Human Services includes in its “Healthy People 2000” health plan, an objective to “eliminate or severely restrict all forms of tobacco product advertising and promotion to which youth younger than age 18 are likely to be exposed.” The American Medical Association, the American Public Health Association and others concerned about health issues also support a ban on advertising of tobacco products.

The U.S. Supreme Court decisions in Central Hudson (1980) and in Posadas (1986) held that a ban or restriction on commercial speech is constitutional if it serves a substantial governmental interest and the action is necessary to accomplish that interest. The 1989 ruling in State University of New York v. Fox confirms provisions of the two earlier decisions, indicating that restrictions on tobacco advertising are likely to be held constitutional.

The PTA must continue its commitment to promote tobacco use prevention education programs and more effective enforcement of laws prohibiting sales to minors. PTA also must work to stop the tobacco industry’s attempts to recruit new smokers through clever advertising and promotion aimed at youth.
WHEREAS, The third Object of the National PTA states: To secure adequate laws for the care and protection of children and youth; and

WHEREAS, There is great public concern based on recent studies that electro-magnetic fields (EMF) may cause or promote certain cancers; and

WHEREAS, In response to the 1992 Swedish national study indicating an increase in childhood leukemia with exposure to EMFs, the Swedish government announced that it would act on the assumption that there is a connection between exposure to power frequency fields and cancer, and, would propose legislation limiting EMF exposure to 1 milliGauss (mG) or less; and

WHEREAS, Children are exposed to sources of EMFs other than power lines, such as school computers, microwave ovens, televisions, and all electrical equipment; and

WHEREAS, Legitimate and proven methods of mitigating EMFs from power lines, computers, and other sources are available; now therefore be it

RESOLVED, That the California State PTA seek participation in coalitions to study the effects of electro-magnetic fields; and be it further

RESOLVED, That the California State PTA educate and inform its districts, councils and units about the potential hazards of EMFs and encourage school districts and schools to develop risk reduction policies and continue to disseminate information on the subject as it becomes available.

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BACKGROUND INFORMATION

There is growing concern about the effects of electro-magnetic fields (EMFs). A large body of evidence indicates a connection between exposure to EMFs and cancer. Some studies (for example, a study paid for by Southern California Edison) have not found a connection, but, more importantly, no study has concluded that EMFs do not cause or promote cancer.

Many experts in the field including Carl Blackman, a biophysicist with the Environmental Protection Agency (EPA) and David Carpenter, Dean of the State University of the New York School of Public Health advocate “prudent avoidance.” In other words, avoid EMF exposure whenever possible.
The problem is that most people do not understand where EMFs come from, let alone how to avoid exposure to EMFs. Most people assume that EMFs are generated only from high voltage transmission lines. In fact, EMFs are generated from many sources, including all electrical appliances (e.g., computers, hair dryers, electric blankets) and high levels of EMFs can be found in any home or school simply due to the way the building is wired.

Most public utilities offer free measurement services. All homes and schools should be measured as a matter of course. Where levels are unacceptably high, public utilities should be encouraged to mitigate the problem. The public also should be educated about the fact that legitimate methods and devices for mitigation exist and that the California Department of Health has a list of mitigation experts.

Computers are a major source of EMF exposure in schools. However, even old computers can be cheaply and easily retrofitted to reduce exposure. Sweden, which has taken the lead in the study of EMFs, has issued guidelines on computers and EMF exposure which should be followed until we have all the facts. The New York City Schools instituted such guidelines early in 1992.

Lessons learned from studies on smoking, asbestos, second-hand smoke and radon must not be ignored. We have an obligation to learn from the past and protect our children by reducing their exposure to what is clearly a serious and potential health hazard.
EDUCATIONAL TECHNOLOGY FUNDING
Adopted by Convention Delegates May 1995
Reviewed by the Board of Managers April 2015

WHEREAS, Technology is now generally recognized as an important component of teaching and learning and as an essential skill for the work force of the 21st Century; and

WHEREAS, PTA’s mission is to “speak on behalf of all children and youth.” And, at present, technology is being implemented throughout California on a district-by-district basis without reference to the California Master Plan for Educational Technology or any other effective, consistent and equitable plan; and

WHEREAS, Access to the information superhighway will provide extensive opportunities for all students for distance learning, school-to-work internship training, business partnerships, information dissemination (particularly when libraries are on-line with schools), education reform, collaborative learning, community outreach, parental involvement, instructional support, operational efficiencies, and staff development; and

WHEREAS, In 1993, California ranked 44th of the 50 states and, in 1994, ranked 50th of the 50 states in the student to computer ratio. In ’93-’94, California allocated only $2.35 per student for technology (compared, for example, to $153 per student in Connecticut and $149 per student in Kentucky); and

WHEREAS, The Goals 2000: Educate America Act includes a national vision and strategy to infuse technology and technology planning into all educational programs and staff development carried out within school systems; and

WHEREAS, California policy makers, including the Governor, California educators, the California Business Roundtable and the Education Summit have addressed the need for technology to become a high priority for California education; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to educate parents, teachers, administrators, students and the community about the California Master Plan for Educational Technology, the role technology can play in the classroom and also to encourage them to bring together community resources to support the implementation of technology in education and be it further

RESOLVED, That the California State PTA support legislation to address technology needs on a statewide basis, with a consistent effort to link all schools and libraries to the information superhighway; and be it further

Continued on next page
RESOLVED, That the California State PTA support legislation to promote the inclusion of technology in California’s educational institutions, with particular attention paid to supporting proposals to fund the infrastructure, staff development, curriculum design, software and equipment required, with consistent and adequate funding outside the Proposition 98 funding level guarantees, including, but not limited to bond issues, public-private partnerships, incentives to business, use of special funds, competitive grant programs (private and federal), revenues generated by regulatory processes, and allocation of state resources.

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BACKGROUND SUMMARY

Technology can play many roles in education today. When properly used it can make the process of education easier, more enjoyable, and more precise. It can allow teachers and schools more flexibility in how they organize classes and where students are located. It provides a connection and access to resources outside the classroom. Its use prepares students for the jobs that will be available in the 21st century. For all these reasons, technology should be an integral part of a modern education.

Today the business world and government have made great strides in connecting their offices to the information superhighway. The areas that have been left behind are our nation’s schools and libraries, yet these are perhaps the most important to link to the world of communication. On a national level, through Goals 2000 and the Office of Educational Technology, a commitment has been made to make technology a basic component of our system of education, but the states retain the obligation to implement technology in the schools.

California has committed some resources to technology (over $122 million since 1984) in the form of grant programs and regional and state support services. In 1992 the California Department of Education published its California Educational Technology Master Plan, making recommendations in nine areas:

- Technology in every learning environment
- Professional development and support
- A Golden State Education Network
- Instructional & Information Resource
- Student data Resource
- Management information system
- Educational Technology Coordination
- Evaluating the Implementation of the Plan
- Resources to Accomplish the Plan

(list from The California Master Plan for Educational Technology, April 1992)

Continued on next page
The Commission that wrote the Plan estimated the cost to fully implement the plan would be around $1 billion. At this time there is no designated funding source that comes anywhere close to that figure. Existing state programs make approximately $13 million available to pilot projects, resource centers and programs, and to individual districts and consortia in the form of grants; private industry adds well over a million dollars to that total. Both major telecommunications companies in California, Pacific Bell and GTE, have announced programs to provide free consulting services, communications credits, and technical support to link schools to their phone lines. As positive as these efforts are, none of these commitments will provide the resources needed to fully integrate California’s schools with the information superhighway and provide our students with the skills necessary to succeed in an increasingly complex world.

This resolution is an effort to engage California PTA’s significant lobbying strength on behalf of funding for technology in the schools. It is important that the state identify a stable funding source for this effort. It is also essential that the money for technology not come from funds already allocated to the classroom. Our schools are so underfunded now that additional cuts to support technology would be counterproductive. The technology effort should be funded outside the Proposition 98 funding guarantee, and creativity should be encouraged in finding a funding source for those funds. The state should look at all options, including state bonds, a small end user surcharge on telecommunications services, and federal and private grants. Any money raised for this purpose should not be available for diversion into other programs, but should be restricted to the technology effort.

If California can make the necessary commitment to technology in the schools, the education system in the state will serve its students better and will provide an outstanding .. for the 21st Century.
WHEREAS, The California State PTA, at its 1973 state convention, adopted a resolution, “Weapons on Campus,” requiring support of legislation to control illegal possession of handguns and other lethal weapons on school campuses; and

WHEREAS, Plank #10 of the California State PTA Legislation Platform requires support of legislation to, “Prevent, control or eliminate hazards to the health, safety and well-being of all children and youth;” and

WHEREAS, The number of motor vehicle-related deaths in the United States has decreased while the number of firearm-related deaths has increased, and gunshot wounds are now the leading cause of deaths among teen-age boys in America; and

WHEREAS, Gun education programs are widely available and heavily promoted, the American Academy of Pediatrics Committee on Injury and Poison Prevention cautions educators to choose educational programs and approaches carefully, avoiding those that might inadvertently encourage or promote children’s access to firearms; and

WHEREAS, President Clinton has stated, “Getting weapons out of the hands of juveniles is important, yet reducing their motivation to arm themselves in the first place should be the higher priority;” and

WHEREAS, One in five students (22%) claim they have carried a weapon to school in 1993 and it is estimated that 120 U.S. children under the age of 18 are slain by gunfire each month; and

WHEREAS, One of the objectives of Goal #6 of the National PTA’s “PTA National Education Goals” states, “By the year 2000, parents, businesses and community organizations will work together to ensure that schools are a safe haven for all children;” now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to participate in firearm safety and awareness programs carefully chosen to avoid those that might inadvertently encourage or promote children’s access to firearms; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to educate parents, children, youth and communities about the importance of firearm safety and awareness; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to promote public education campaigns to alert parents and community members about the harm and injury handgun violence is inflicting on children and youth; and be it further

Continued on next page
RESOLVED, That the California State PTA encourage its units, councils and districts to collaborate with other community organizations having similar interests in countering the epidemic of firearm injuries and deaths occurring among children and youth; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at its convention.

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BACKGROUND SUMMARY

In 1994, 61% of school districts nationwide reported incidents of finding weapons on school grounds. It is estimated that more than 53% of American teenagers believe that threats of violence in their schools are indicated because students carry guns. According to the Center to Prevent Handgun Violence, handguns are an overwhelming choice of firearms for those who commit gun violence in schools.

In February 1994, a nine year-old neighbor boy pulled a high-powered military-style rifle from under a mattress and fired one round into the chest of his playmate, 7 year-old Kimberly Bracey of Los Angeles. What will happen to the boy is undetermined, but the adult owners of the gun must face the results of the Children’s Firearm Accident Protection Act of 1992, which provides that an adult can be sentenced to up to three years in state prison and fined $10,000 for keeping a loaded weapon that is accessible to a minor.

Security experts and child advocates advise schools to incorporate programs to prevent gun violence into their curricula, and to start educating children at an early age. Such programs must deal with attitudes and actions that endanger children and youth, not simply gun safety.

Dr. Mark Rosenberg, Dr. Patrick W. O’Carrol and Dr. Kenneth E. Powell from the division of Injury Control, National Center for Environmental Health, assembled seven panels who concluded:

a. There is a need to develop guidelines for those who would engage programs to prevent youth violence in general, in their own communities.
b. There is a need to support the design, implementation and evaluation of multi-faceted community-based youth violence prevention programs.
c. There is a need to develop a national system or infrastructure for preventing violence.

Gun violence is NOT just a problem of urban minorities. Guns and violence permeate everyone’s life, including the lives of school children. It is important for PTAs to support efforts to educate children starting at the earliest and most impressionable ages about the necessity for the utmost caution in the presence of firearms. This effort is as critical as PTA’s support for teaching children the importance of not speaking to strangers and of wearing safety belts when riding in a car.
STRATEGIES TO REDUCE SCHOOL, FAMILY AND COMMUNITY VIOLENCE

Adopted by Convention Delegates May 1995
Reviewed and deemed relevant November 2017

WHEREAS, Since its inception in 1897, PTA has been a leader in advocacy for Child Health and Safety; and

WHEREAS, Violence in America has escalated to epidemic proportions. For example, violence resulting in interpersonal, intentional physical injury is the leading cause of death and disability for the under 44 years of age population in Los Angeles County. Every day in America 14 children are killed by gunfire. In 1992, in California, there were 603 handgun injury deaths among youth aged 19 and under. Willful handgun homicides of juveniles (ages 17 and under) were reported in half of the counties in California; and

WHEREAS, For children to learn and teachers to teach, schools must be safe. Children across the country reasonably hold the grim view that school violence is spiraling from bad to worse; and

WHEREAS, To help combat youth violence in America, there are numerous strategies and programs being used successfully in schools, communities and families throughout the nation. Among these strategies are conflict resolution, peer counseling, anger management, media campaigns, student community work, family/home support programs and other preventive interventions involving students, families, and communities; and

WHEREAS, PTA is in an ideal and unique position to raise awareness, mobilize schools, parents and communities to conduct training and promote the use of violence prevention and reduction programs and strategies; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to promote an awareness and educational campaign* urging the use of violence prevention and intervention strategies and also urge them to collaborate with appropriate agencies; and be it further

RESOLVED, That PTA units, councils and districts urge local school districts and community organizations to work collaboratively to develop and implement a comprehensive, sustainable curricula to reduce the incidence of all forms of violence; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at its convention.

* Such a campaign could include the use of workshops, parent education programs, training programs, conferences, studies and symposiums.

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BACKGROUND SUMMARY

There has been a dramatic increase of violence within our communities during the last two decades. Attorney General Janet Reno says youth violence is the greatest single crime problem in America today. Between 1987 and 1991, the number of teenagers arrested for murder around the country increased by an unprecedented 85% according to the Department of Justice. Many young people not only experience violent acts within the home neighborhood, but have become witnesses to violent acts against family members and friends. This direct exposure to violence very likely has an effect on the student’s functioning in the school setting.

The National School Safety Center says 1-5 students carries a weapon to school; 135,000 students carry a gun on campus every day.

Our young people are being killed and maimed in record numbers. They are victims in a culture characterized by guns, poverty and parental and community neglect, as the National Research Council concluded in its massive study of violence two years ago. . . “A successful intervention at just one point in a long causal chain can prevent some events or reduce their consequences.”

Deborah Prothrow-Stith, M.D., Assistant Dean for Government and Community Programs, Harvard School of Public Health, states that primary violence prevention efforts seek to redefine the “hero,” create alternative problem solving strategies and reward nonviolent problem solving. These types of violence prevention programs may include mass media messages, classroom education, peer counseling, leadership and community based training programs, and anger management.

Among the most comprehensive and innovative school-based programs for violence prevention is the Resolving Conflict Creatively Program (RCCP), a K-12 conflict resolution and mediation program that began in New York City in 1985 and has since expanded to four other school systems across the country.

Conflict resolution is one of the more widely used educational approaches in violence prevention programs. One example is Dr. Deborah Prothrow-Stith’s Violence Prevention Curriculum for Adolescents, developed in collaboration with Education Development Center, Inc. (Center for Violence Prevention and Control, 55 Chapel Street, Newton, MA 02160, (617) 969-7100). This 10-session curriculum develops adolescents’ understanding of the risk factors for violence, of anger’s role in interpersonal conflict, how anger can be channeled constructively, and how to resolve issues once a conflict has taken place. Developed in 1987, it is one of the few violence prevention programs targeted to high risk urban youth. It was evaluated under a contract from the National Institute of Justice (NIJ) as having a positive impact on adolescents.

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We have come a long way in the last decade. Politicians are listening to the logic of prevention. Existing violence prevention programs are expanding. New programs are being developed. More and more people and communities are demanding a different response to the violence in our society. New anti-violence television programming, curricula, and other educational tools are being developed. Collaborative programmatic efforts will help to establish concrete working relationships across the disciplines. Model programs across the country have charted new ground in their responses to the community violence. The California State PTA recognizes the social pressures facing today’s youths and believes concerned individuals, agencies and organizations must join together to address the needs of all children. Together, families, schools and communities can effectively strengthen and enhance the growing-up process of our children, resulting in emotionally secure, healthy and socially responsible adults.
WHEREAS, The California State PTA convention delegates in 1989 adopted a resolution REDUCTION OF STUDENT:TEACHER WORKLOAD (CLASS SIZE), directing the California State PTA to “support a student:teacher workload that does not exceed 25 students per teacher at the elementary level and for middle/secondary level academic classes;” and

WHEREAS, According to California Department of Education data, there are more students per teacher enrolled in California public schools than any state in the nation, and some school districts have ratios of 30 or more students per teacher; and

WHEREAS, Recent research provides compelling evidence that smaller classes help, at least in the early grades, including specific findings that

- reducing class size in grades 1-3 resulted in significant improvement in academic performance, specifically in math and reading skills;
- the study findings applied to poor and well-to-do, farm and city, minority and majority children;
- the beneficial effects of smaller classes in the early grades continued into later grades when children are returned to regular-sized classes;
- smaller classes in the primary grades produced greater academic improvement than regular-sized classes with a teacher’s aide, and students from the small classes continued to perform better than the students from a regular-sized class with or without a teacher’s aide; and

WHEREAS, Having fewer children in a classroom reduces the distractions and allows the teacher more time to devote to each child and increases the likelihood that any potential problems will be identified and prevented and that student achievement can be significantly increased; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts urge the citizens and policy-makers of California to make a commitment to reducing class sizes in California public schools; and be it further

RESOLVED, That the California State PTA, its units, councils and districts conduct a public media/information campaign to educate the public on the lasting benefits to public school students of reduced class size; and the California State PTA develop and make available to PTA units, councils and districts a standardized basic California class size reduction presentation which includes facts and statistics that can be presented to every level—school, community, business and government—to convince all Californians of the need to reduce the class size in California schools; and be it further

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RESOLVED, That the California State PTA, its units, councils and districts seek and support or sponsor legislation to reduce class size, beginning with primary grades 1-3; and be it further

RESOLVED, That the California State PTA and its members throughout the state urge their local school districts to work toward reducing class size.

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BACKGROUND SUMMARY

The California State PTA has long been concerned about the large class sizes in California schools. This concern was expressed in a 1989 California State PTA convention resolution, “Reduction of Student:Teacher Workload (Class Size).” That resolution put the California State PTA on record as supporting an elementary and middle/secondary level academic class size of no more than 25 students per teacher.

California continues to have the highest ratio of students to teachers of any state in the nation. Class sizes in California are calculated by averaging the number of students to the number of teachers. Using California Department of Education enrollment data, EdSource reports a statewide average of 24.1 students for every teacher in the California public schools compared to a nationwide average of 17.3 students. This statewide “average” is misleading because it does not reflect actual academic class sizes of 28 to 38 students in classrooms throughout the state.

Tennessee’s Student Teacher Ratio Project (Project Star) is the most comprehensive study to date of the effects of reducing class size. The study measured the impact on student achievement of reducing class sizes from about 23 students to about 15 students. The research included a large number of schools and students, controlled for differences between students and schools. The results showed higher scores on standardized tests for students in the smaller classes. The achievement gains were sustained through the sixth grade. Gains for disadvantaged students were greater than for middle class students.

The California Legislative Analyst in her report to the Legislature stated, “Unfortunately, there is little data to provide definitive answers on the costs and benefits of different ways to improve student achievement. Project Star, however, shows that smaller class sizes produce broad sustained increases in student achievement. For this reason, we recommend the Legislature adopt the long term goal of reducing average class size to about 20 students per K-3 class in California schools.”

This resolution seeks to reemphasize the PTA position that California schools must significantly reduce class size, especially in grades one through three. We now have clear and convincing evidence that lower class size in the early grades can have a significant, lasting impact on students’ behavior and performance.
WHEREAS, Since its inception PTA has been concerned about the safety of children and youth and continues to advocate for safe, healthy environmental conditions in the schools and communities; and

WHEREAS, According to Playing it Safe: A Second Nationwide Safety Survey of Public Playgrounds, U.S. Public Interest Research Group and the Consumer Federation of America, May 1994, “nearly 170,000 [children] were injured seriously enough to require emergency room treatment in 1992,” and according to the same reference, “tragically, an average of 17 children die each year playing on playgrounds;” and

WHEREAS, According to excerpts from the California Health and Safety Code (Chapter 1163, Section 2 of the Statutes of 1990) the proper design, installation, inspection, maintenance (including flooring and fall zones) and supervision of playgrounds would prevent many costly injuries and deaths in California; and

WHEREAS, The California Health and Safety Code (Chapter 4.5, Playground Safety) states that “those regulations...shall, at a minimum, impose guidelines and criteria which shall be at least as protective as the guidelines in the Handbook for Public Playground Safety produced by the United States Consumer Products Safety Commission...;” now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts and their PTA safety committees to work in cooperation with their respective local school and school district safety committees to develop, maintain and monitor playground equipment safety standards (including flooring and fall zones) as required by the California Health and Safety Code and as recommended by the Handbook for Public Safety by the United States Consumer Product Safety Commission; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to conduct playground safety awareness campaigns (e.g., speakers, programs, playground safety tips, etc.) for parents, school staff, students and communities using information from federal, state and local resources; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at its convention.

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BACKGROUND SUMMARY

By 1992 California had fallen behind other states and the federal government in providing guidelines and other support for safe playgrounds which develop skill and confidence in children without posing undue risks.

PTA, as advocates for the health and safety of children and youth, is in an ideal position to conduct a playground equipment safety awareness campaign. According to the California Health and Safety Code, encouraging playground safety by requiring the proper design, installation, inspection, maintenance and supervision of playgrounds would prevent many injuries and deaths. PTAs working in cooperation with their school districts to see that the State Health and Safety Code requirements for playground equipment safety are observed exemplifies teamwork at its best.

Each year, about 170,000 children are treated in hospital emergency rooms nationwide for playground equipment-related injuries; approximately 17 children die each year as a result of playground equipment-related incidents. Most of the injuries result from falls. Adverse and dangerous conditions in schools and communities place our children at risk, and we must advocate for the best possible conditions to ensure their safety and protection.
BAN ON THE MANUFACTURE AND SALE OF SATURDAY NIGHT SPECIALS/JUNK GUNS*
Adopted by Convention Delegates May 1997
Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS,  The third object of the National PTA states: “To secure adequate laws for the care and protection of children and youth;” and

WHEREAS,  The National PTA Health and Welfare Policy #3 states: “To provide regulation of manufacture, advertising or sales of products hazardous to children and youth;” and

WHEREAS,  The California State PTA, as part of its Legislation Platform, will support legislation “To prevent, control or eliminate hazards to the health, safety and well-being of all children and youth” (Legislation Plank #10); and

WHEREAS,  The U.S. Department of Justice reports juvenile homicides with guns has quadrupled in the past ten years while non-gun homicides remain unchanged; and

WHEREAS,  According to a 1996 report of the Coordinating Council on Juvenile Justice and Delinquency Prevention, in the state of California firearm deaths became the number one cause of death for juveniles in 1995 (more than by car accidents, diseases or drugs) and the Coalition to Stop Gun Violence reports that nationally 14 children a day are lost forever to guns; and

WHEREAS,  The Coalition to Stop Gun Violence and the office of U.S. Senator Barbara Boxer (CA) report that Saturday Night Specials/Junk Guns are 3.4 times more likely to be involved in a crime as other guns; and

WHEREAS,  Seventeen cities in California have approved passage of a ban on the sale of Saturday Night Specials/Junk Guns; and

WHEREAS,  Currently no federal regulatory agency, including the Consumer Product Safety Commission and the Bureau of Alcohol, Tobacco and Firearms (ATF), has the power to impose minimum design and safety standards on domestically manufactured guns, including Saturday Night Specials/Junk Guns; now therefore be it

RESOLVED,  That the California State PTA encourage its units, councils and districts to educate its members and communities concerning the dangers of Saturday Night Specials/Junk Guns; and be it further

RESOLVED,  That the California State PTA urge its units, councils and districts to seek and support legislation, regulation and/or other national, state and local measures to ban the manufacture, sale or possession of Saturday Night Specials/Junk Guns; and be it further

RESOLVED,  That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA convention.

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Ban on the Manufacture and Sale of Saturday Night Specials/Junk Guns – continued

*Saturday Night Specials, also known as Junk Guns, are defined as short barreled (four inches or shorter), easily concealed handguns that generally lack any sporting purpose and are often made from inferior materials.

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BACKGROUND SUMMARY

America is in a gun crisis. Our children are being killed by guns at a record rate. In 1995, firearms became the number one cause of death of our children in California. A University of California at Davis study showed that Saturday Night Specials/Junk Guns are 3.4 times more likely to be involved in a crime as other guns.

In addition to the human toll, the economic cost of firearm violence is over 20 billion dollars annually. The Centers for Disease Control and Prevention’s estimate of the lifetime economic cost, including hospitalization, rehabilitation and lost wages, makes firearm injuries the third most expensive injury category. In 1991, California spent $329 million for direct medical care for firearm injuries alone. Over 85 percent of that cost was passed on to the taxpayer.

Following the assassination of Senator Robert J. Kennedy, Congress passed the Gun Control Act of 1968 which prohibited the importation of Saturday Night Specials/Junk Guns. At that time most of the junk guns were made overseas, so it was not necessary to restrict their domestic manufacture. Unfortunately, by eliminating the foreign competition, the Gun Control Act of 1968 unintentionally created a lucrative domestic gun industry. Since this act was passed, southern California has become the Junk Gun capital of the United States.

Saturday Night Specials/Junk Guns are especially attractive to youth because they can easily be concealed in the palm of the hand. These guns are sold at retail prices as low as $69, the same price as a pair of sneakers. In 1995, the Bureau of Alcohol, Tobacco and Firearms stated that one type of gun most frequently traced to use in a crime was the Junk Gun.

The poor quality, lack of safety devices and the inferior design of Saturday Night Specials/Junk Guns make them dangerous to their owners. The guns are a poor choice for self-defense or sport, and are known to fire if bumped or dropped. They are also easily jammed, which can cause accidental discharge. In February 1968, arguing in favor of the ban on the importation of Saturday Night Specials/Junk Guns, The American Rifleman, a publication of the National Rifle Association, identified Saturday Night Specials/Junk Guns as “miserably-made, potentially defective arms that contribute so much to rising violence.”

National public opinion polls indicate that 66 percent to 73 percent of those polled support banning the sale of Saturday Night Specials/Junk Guns. Even gun owners overwhelmingly support a ban on Saturday Night Specials/Junk Guns. A 1993 Harris poll indicated that 35 percent of children ages six to twelve fear their lives will be cut short by gun violence. In too many cases, even a simple trip to and from school is frightening and potentially dangerous.

For 100 years PTA has advocated for the safety and well-being of all children. The California State PTA has adopted resolutions on the Ban on Military Assault Type Weapons (1989) and on Firearm Safety Awareness (1995). It is the responsibility of the PTA to speak out for the children whose lives are being threatened and lost due to Saturday Night Specials/Junk Guns. By passing this resolution we can take the first step to prevent another innocent child from being murdered by a Saturday Night Special.
INCREASED SCHOOL NURSE TO STUDENT RATIOS

Adopted by Convention Delegates May 1997
Reviewed and deemed relevant January 2016

WHEREAS, There is a greater need for credentialed school nurses who are the only professionals in our public schools with the knowledge, skills and capabilities to provide administration and supervision of the more complex student health care required by children during the school day; and

WHEREAS, The responsibilities of the school nurse are defined in the Education Code Section 49426 and the legislative intent in Section 49427 states “The governing board of each school district and each county superintendent of schools maintain fundamental school health services at a level that is adequate to accomplish all of the following: (1) preserve pupils’ ability to learn; (2) fulfill existing state requirements and policies regarding pupils’ health; (3) contain health costs through preventative programs and education;” and

WHEREAS, There are no state-mandated ratios of school nurse to student populations, some school districts have one nurse to 30,000 to 35,000 students making compliance in the delivery of mandated school health services difficult; and

WHEREAS, It is estimated that five to 30 percent of the entire student population is afflicted with one or more chronic illnesses which may require observation or treatment during the school day; and

WHEREAS, There appears to be a strong correlation between a lower ratio of students to the school health nurse and child well-being, and there are 16 states in the United States which have now passed legislation that mandates a student to school health nurse ratio; and

WHEREAS, In the state of California, the California Teachers Association (CTA) Policy Handbook states that they believe the health and safety needs of children are best met through the services of a credentialed school nurse and that certificated instructional staff shall not be required to perform services of specialized health care (e.g., dispensing of medication, catheterization, gavage feeding, suctioning); and

WHEREAS, Children with disabilities must be provided an appropriate public school education in regular classrooms to the greatest extent possible according to the Education for All Handicapped Children Act (EAHCA) of 1975 and the Amendment passed in 1990 which changed the name of EAHCA to the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973; and

WHEREAS, The number of children who have been identified as needing specialized health care in order to attend school has increased dramatically in the 20 years since the original law was passed; now therefore be it

Continued on next page
RESOLVED, That the California State PTA and its units, councils and districts urge the citizens and policymakers of California to promote legislation that would encourage a greater concentration of school nurses to students, state funding therefore not to be taken from existing educational appropriations; and be it further

RESOLVED, That the California State PTA and its members throughout the state urge their local school districts to work toward establishing increased school nurse to student ratios and increasing the number of days school nurses are on school campuses.

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BACKGROUND SUMMARY

In many school districts where the number of school nurses is limited the school nurse is being placed in the position of having to manage care for many more students than would be considered safe—the students themselves could be placed in jeopardy or the school district at great risk for liability. Along with their mandated duties, school nurses perform such additional tasks as hearing, vision and scoliosis screening and family referrals to community resources as well as health education curriculum development and the supervision and training of unlicensed assistive personnel. In some schools the school nurse must train personnel to do certain procedures because s/he cannot physically be in so many geographic areas at one time.

Advanced technology and procedures have increased the survival of many children which has led to an increase of school children requiring ongoing health care needs. These children now are being mainstreamed into the general education system which has increased the work load of the school nurse dramatically.

The increased number of health care needs such as oxygen use, ventilators, tube feedings, catheterizations, tracheotomy suctioning, multiple medications and emergency injections, and the increase of children with chronic health care conditions such as diabetes, asthma, allergies, epilepsy, cancers, genetic disorders, rare disease syndromes, and HIV/AIDS, require more complicated health evaluation, treatment, supervision and emergency care by the school nurse.

The National Association of School Nurses believes that the maximum ratio of nurse per students should be one nurse to 750 students in the general school population, one nurse to 225 students in the mainstreamed population, one nurse to 125 students in the severely chronically ill or developmentally disabled population, and in the medically fragile population, a ratio based on individual needs. The National Association of School Nurses believes that it is the school nurse who should determine the appropriate utilization of assistive personnel and supervision of the school health services.

The California School Nurses Organization recommends one nurse to 1200 elementary students, one nurse to 1500 secondary students, and one nurse to 100 severely handicapped students. According to the Department of California Basic Educational Data System (CBEDS), there are 2031.91 full time equivalent (FTE) school nurses to 5,467,224 school children, or an average of one FTE school nurse to 2690.68 students in the state of California, including the severely handicapped students, based on data collection in October 1995.
ONLINE SAFEGUARDS FOR INTERNET USE
BY CHILDREN AND YOUTH
Adopted by Convention Delegates May 1997
Reviewed and deemed relevant February 2017

WHEREAS, The third principle of the National PTA Statement of PTA Principles states “We believe that the home is the basic unit in the structure of our society and should be the most constructive influence in building character, a sense of values, and a concept of the world for all children and youth;” and

WHEREAS, Telecommunication via the Internet is becoming increasingly accessible to children through home, school, and community computers; and

WHEREAS, Many parents are becoming concerned about the dangers and risks to children through the unsupervised access to information available via the Internet; and

WHEREAS, Parents need to be directly involved in the regulation of materials to which minor children have access; and

WHEREAS, Some parents are unaware of how to effectively supervise and guide their children’s access to appropriate material; and

WHEREAS, The Internet, properly used, can be a fun, safe and informative place for children to gain knowledge and information; now therefore be it

RESOLVED, That the California State PTA support and work toward the establishment of a national, voluntary, multidimensional rating system of Internet information to aid families in their supervision and guidance of their children’s use of the Internet; and be it further

RESOLVED, That the California State PTA and its units, councils and districts offer information, materials and tips to parents, teachers and students for safe and effective use of the Internet; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to encourage school districts to develop and adopt policies regarding the appropriate use of the Internet by their students.

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BACKGROUND SUMMARY

Children and young people are among the most active users of new media and often are the first users of the Internet (information superhighway) within a family. Estimates show that more than four million children between the ages of two and eighteen are now online, with the number expected to grow nearly four times by the year 2000.

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Online Safeguards for Internet Use
By Children and Youth – continued

There are 50 million children now attending elementary and secondary schools in the United States. Nine percent of elementary/secondary classrooms have Internet access and 50 percent of all schools in the United States have some kind of access to the Internet.

Parents are increasingly aware that certain information online is not appropriate for children. Most parents have strong feelings about what their children should be exposed to and are concerned about how easy it is to get information online. Parents worry about materials that are sexually explicit, violent, racially biased and overly commercial. Advertising is becoming increasingly common on the Internet, and as children spend or influence the spending of a significant part of a family’s income, much advertising is aimed at children.

The usual regulations to protect children using the telephone and television do not apply in cyberspace. In addition, the distinctions between advertising and content that exist in traditional media are absent online and make the job of protecting children from inappropriate marketing difficult. Parents need to be aware of the commercialism online and decide how they want to limit their children’s exposure. There are parental control features/mechanisms offered by commercial online services such as America Online, CompuServe, Prodigy and Microsoft Network. The Internet, a global “network of networks,” is not governed by any entity and therefore has no limits or checks on the kind of information that is maintained and accessible to users.

California has some legislation in process to make it a felony to attempt to seduce minors through the use of electronic mail. In other states politicians are calling for tight restrictions on content of Internet transmissions. Computer experts believe the limitless scope of the Internet makes any national control plan unfeasible.

By taking responsibility for their children’s online computer use, setting reasonable rules and guidelines for this use and monitoring compliance with these rules, parents may better safeguard their children from deceptive and exploitative online practices.

Parents are encouraged to communicate with those who prepare, sponsor, deliver and broadcast technology to commend good programs and productions and to voice their objections to those whose products are inferior, offensive, who advertise products to children that are hazardous or deceptive, or who coerce or exploit children and youth.

Parents must be urged to participate in the development of school policy regarding student access and use of the Internet. The potential educational value of the Internet is immense, and as with other information resources, should be evaluated on its merits and possible contribution to instruction and curriculum. Many departments of education in other states, as well as local school districts, recommend schools develop a contract (Acceptable Use Policies) with every student and staff member using online services at the school site to insure they are using the Internet properly.
REGULATION OF LIQUOR LICENSES NEAR SCHOOLS
Adopted by Convention Delegates May 1997
Reviewed and deemed relevant November 2017

WHEREAS, The first Object of the National PTA is to promote the welfare of children and youth in home, school, community, and place of worship, and as PTA has long worked to protect children and youth from the harmful effects of alcohol; and

WHEREAS, Zoning ordinances within California cities and counties are not consistent nor adequate in addressing the proximity of on-site beverage sales establishments to schools and youth facilities; and

WHEREAS, As noted in the brochure Questions and Answers Concerning the Alcoholic Beverage Control Act and Related Constitutional Provisions, California Business and Professions Code 23789 authorizes but does not require the Department of Alcoholic Beverage Control to deny issuance of a retail license for premises located within the immediate vicinity of churches and hospitals, and within 600 feet of schools and public playgrounds; and

WHEREAS, Parents, administrators, teachers, students and communities are extremely concerned about the steady rise in teenage drinking and the need to create an environment to counter that increase; now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts to contact and urge city and county agencies to develop and implement legislation that would deny the licensing or transfer of license of any establishment which sells alcoholic beverages within 600 feet of schools; and be it further

RESOLVED, That the California State PTA and its units, councils and districts encourage the California Department of Alcoholic Beverage Control to adopt new policies which would require the refusal of issuance or transfer of on-site retail licenses for premises within 600 feet of schools; and be it further

RESOLVED, That the California State PTA and its units, councils and districts strongly encourage city, county and state agencies, including local offices of the Department of Alcoholic Beverage Control, to conduct mandatory community hearings, with timely and written notification transmitted to all interested school leaders (district, site and parent) prior to issuance of a new license, transfer of an existing license, and/or a duplicate license for on-site beverage sale businesses located within 600 feet of schools and youth facilities.

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BACKGROUND SUMMARY

PTA has long worked to protect children and youth from the harmful effects of alcohol. The California State PTA convention delegates passed resolutions in 1982 on Alcohol Related Driver Education; in 1985 on Limiting Concurrent Sales of Gasoline and Alcohol and the Proliferation of Outlets; and in 1992 on Alcohol Beverage Advertising That Targets Youth. A concern that has not been addressed is the issuance or transfer of liquor licenses to businesses near schools.

The California Department of Alcoholic Beverage Control is authorized but not required to refuse the issuance of on-sale retail licenses for premises within 600 feet of schools and playgrounds. The booklet *Questions and Answers Concerning the Alcoholic Beverage Control Act and Related Constitutional Provisions* of the Department of Alcoholic Beverage Control states: “Generally speaking, the Department refuses to issue either on-sale or off-sale licenses for premises within the immediate vicinity of schools and churches when it is shown that the issuance of the licenses would be contrary to public welfare and morals. Mere proximity by itself is not sufficient.”

The condition that denial be based on the license being contrary to public welfare and morals is a loophole that in fact weakens the entire policy. A nightclub or liquor outlet next to a school not only advertises substance abuse but also glamorizes it. In addition, a 600 foot distance is inadequate for the protection of grade one through 12 schools from possible effects from such licensing.

There is a proliferation of beverage services businesses near public schools and youth facilities. Furthermore, once granted, an alcohol license is transferable. When a business is sold, the existing license can be transferred with the business. And once licensed, a business can expand so that the conditions for the surrounding community are no longer the same as when the license was originally issued. Many California schools and their surrounding communities have chosen to be in “Drug Free Zones,” alcohol being recognized as a drug. The schools and communities have no opportunity to influence the issuance of licenses to businesses in close proximity to their sites.
ARTS EDUCATION
Adopted by Convention Delegates May 6, 1998
Reviewed by Board of Managers March 2009

WHEREAS, The California State PTA and the National PTA have a long history of commitment to promotion of cultural arts and have encouraged their constituent organizations to strengthen arts curriculum in the schools; and

WHEREAS, Educational research shows that arts education greatly enhances learning and studies have shown that arts improve the academic achievement of high risk students; and

WHEREAS, According to the College Entrance Examination Board, students of the arts outperform non-arts educated peers on measures of academic ability (in 1995 SAT scores of students who studied arts for more than four years were 59 points higher on the verbal portion and 44 points higher on the math portion than were the scores of students with no course work or experience in the arts); and

WHEREAS, A study conducted by UCLA found higher levels of student involvement and educational achievement among high school students taking advanced arts courses; and

WHEREAS, The National Endowment for the Arts 1997 report reveals that serious and systematic arts instruction appears to be the exception rather than the rule for most students, and that arts education appears to be imperiled; and

WHEREAS, The 1997 Report of the California State Superintendent’s Task Force on the Visual and Performing Arts finds that throughout California today arts education programs are underfunded, understaffed and undervalued; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts support the goal established by the California State Superintendent’s Task Force on the Visual and Performing Arts that “All students in California public schools have high-quality arts education programs from pre-kindergarten through grade twelve;” and be it further

RESOLVED, That the California State PTA and its units, councils and districts support measures that would guarantee funding for high-quality arts education programs from pre-kindergarten through grade twelve and require that such programs be included in the school curriculum; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to promote public understanding of the importance of the study of arts to high academic achievement and to a vibrant, productive society.

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Continued on next page
Arts Education – continued

BACKGROUND SUMMARY

In the 1988 convention resolution “Arts Education,” the California State PTA recognized the importance of the study of art to a vibrant, productive society. Recent educational research documents that arts education greatly enhances learning for all children and leads to higher academic achievement. *(This resolution updates and replaces the 1988 “Arts Education” resolution.)*

The National Endowment for the Arts, The President’s Committee on the Arts and Humanities, and the California State Superintendent’s Task Force Report on the Visual and Performing Arts all conclude that arts education is underfunded, understaffed and undervalued.

In California, arts education programs are frequently the first items cut out of budgets at times of recession. Even when the recession ends, these programs are not always fully restored.

According to the California State Superintendent’s Task Force Report, “Arts education in California has been in a state of continuing crisis for decades, partly because of funding shortages throughout the State’s education system since the passage of Proposition 13 in 1978.”

Even after Proposition 98 (which passed in 1988) guaranteed a minimum level of funding for the schools, the Task Force finds:

- In a majority of school districts, only 10 to 25 per cent of students participate in some form of arts education.
- California ranks 50th among the states in the ratio of music teachers to students.

The report adds that without a broad base of support an educational initiative for the arts is likely to be superseded by other pressing needs.

The California State PTA has always held that Proposition 98 must provide a floor, not a ceiling, for educational funding. In addition to traditional state support out of Proposition 98 funds, innovative options must be created to support arts education. These options might include expanded government funding, designated tax revenue, and grants from foundations, organizations, business/industry and individuals.

It is important for the PTA to publicly recognize the connection between arts education and academic performance and commit the organization to supporting a guarantee for funding.
ATTENTION DEFICIT DISORDER IN CHILDREN
Adopted by Convention Delegates May 7, 1998
Reviewed and deemed relevant November 2017

WHEREAS, The fifth Object of the National PTA states, “To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education;” and

WHEREAS, Attention Deficit Disorder, also called Attention Deficit Hyperactivity Disorder (ADD/ADHD), is recognized as one of the leading problems of school-age children today; and

WHEREAS, Current medical research suggests that ADD/ADHD is a dysfunction of the central nervous system and may be present from birth; and

WHEREAS, When unidentified and untreated, ADD/ADHD children are at much greater risk for academic under-achievement, school failure and dropout, low self-esteem and family and social problems; and

WHEREAS, The National Association of School Psychologists believes that effective intervention should be tailored to the unique learning strengths and needs of every student and that such interventions for students with ADD/ADHD may include instructional and behavior modification, education of school staff and families, and medication when indicated for reinforcement of such interventions; and

WHEREAS, The National PTA in 1993 adopted the resolution “Attention Deficit Disorder in Children” calling for actions to increase awareness, appropriate interventions and funding for further research; now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts, in collaboration with a broad spectrum of health care professionals, to promote awareness among parents, school personnel and communities about ADD/ADHD, and stress the importance of early diagnosis and management; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to work with schools and school districts to ensure that appropriate resource materials and in-service training are available for parents, teachers and other school staff members; and be it further

RESOLVED, That the California State PTA support the goals and intent of the 1993 National PTA resolution “Attention Deficit Disorder in Children.”

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BACKGROUND SUMMARY

ADD/ADHD is a leading cause of school failure and under-achievement. Nationally, it is estimated that approximately three to ten percent of the school-aged population has some form of ADD/ADHD. Although there is no known cause, scientific evidence suggests that in some cases it is genetically transmitted and results from a chemical imbalance that alters the way the brain affects behavior.

Just as the cause is uncertain, there also is divergent opinion within the medical community regarding the best methods of diagnosis and management. Effective interventions must be tailored to the unique strengths of every child and, when available, school psychologists should have a vital role in developing and monitoring effective interventions with students with ADD/ADHD.

ADD/ADHD is an increasingly recognized challenge in our schools that has an impact on all students, whether it be the students with ADD/ADHD who need accommodation or the remainder of the students in the classroom.
WHEREAS, California’s economy is the 7th largest in the world and its per capita income ranks 13th in the United States, while its rank is 41st nationwide in per student funding; and

WHEREAS, California per student funding for basic district operations, after adjusting for inflation, is $400.00 per student less today than in 1987, and currently an increase of $1,100.00 per child funding is necessary just to reach the national average; and

WHEREAS, California still has the most crowded classrooms in the United States, despite the recent “Class Size Reduction Program,” with an average of about 24 students per teacher compared to the national average of 17 to 1; and

WHEREAS, California funding for state adopted textbooks ranks 45th in the nation, providing $29.00 per student per year, while the average cost of textbooks is $60.00 to $80.00 per student per subject; and

WHEREAS, California has one school librarian for every 6,179 students while the national average is one per 882 students, and California school libraries average 11 books (with an average copyright date of 1973) per student compared to the national average of 20 books per student; and

WHEREAS, California schools rank 49th in the nation on the number of district officials and administrators per student, 50th in the nation on the number of principals per student, and 51st in the nation on the number of guidance counselors serving our students; and

WHEREAS, California school districts are faced with a rapidly growing population that will require about $15 billion of new construction before 2005 and $22 billion to repair and modernize aging facilities, while hampered by the current requirement of a two-thirds majority vote to pass a local school bond; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts work to educate local public officials, the community and the media that California K-12 public schools are underfunded, which has created a crisis situation in both school facilities needs and in educational program needs; and be it further

RESOLVED, That the California State PTA and its units, councils and districts work with local and state policy-makers to develop and pursue a long-term school facilities plan that addresses the current school facilities crisis and ensures that school districts will be able to secure adequate funding to meet their school facilities needs; and be it further

Continued on next page
RESOLVED, That the California State PTA urge its units, councils and districts to mobilize local public officials and community members to encourage state senators, state assembly members and the Governor to increase funding for basic education in California K-12 public schools to no less than the national average.

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(School funding data was drawn from information published by EdSource in 1997, and from information provided by the California Department of Education.)

BACKGROUND SUMMARY

California schools are challenged with the task of educating twelve percent of our nation’s children. How our state meets the needs of these K-12 students will not only impact our state, but our nation as well.

Our school districts have never recovered from the impact of the funding cutbacks due to the passage of Proposition 13. While this initiative was meant to provide tax relief to homeowners, in fact the major portion of tax relief (about two-thirds) has benefited corporations, not homeowners. This law reduced the income of our school districts by billions of dollars annually. Furthermore, Proposition 98, which was intended to provide a minimum below which schools could not fall, has been treated by lawmakers as a ceiling.

Despite some state funding increases in recent years, California has plunged from the envy of the nation in school resources to a spot near the bottom of the U.S. in funding support for K-12 education. If Californians spent the same percentage of their incomes on schools today as they did 25 years ago, our schools would have $17 billion per year more than we have today.

Funding is needed to alleviate crowded classrooms, to provide necessary textbooks, library books, administrative and resource personnel, and to build new schools to meet the needs of a growing population and to repair aging facilities. Contrary to public opinion, California schools receive very little from the state lottery, actually less than two percent of the educational budget.

The school facilities crisis, a critical PTA issue for many years, is becoming even more severe as an increasing number of aging school buildings need repair and modernization, additional classroom space is needed to reduce class size, and new facilities are needed in growing communities. State school bond measures provide only a portion of the school facilities funding needed statewide. Local communities must be given the tools to do adequate school facilities planning and to generate revenue from local sources, including local school bond measures which are costly to mount, but currently are very difficult to pass because of the required two-thirds majority.

We, the members of the California State PTA, are presenting this challenge to our locally elected leaders and policy-makers: to realize just how desperate is the status of California school funding and to encourage the resolve of our leaders to remedy this crisis of neglect. The “Great State of California” can do better for its children—our future depends on it.
WHEREAS, The fifth Object of the National PTA states, “To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education;” and

WHEREAS, The Mission Statement of the California State PTA includes the statement, “to promote parent and public involvement in schools and communities;” and

WHEREAS, The United States Department of Education has stated in its publication “America Goes Back to School,” that if families, schools and communities make improving reading skills a priority, then America will become a reading, literate society; and

WHEREAS, The California Reading Task Force* recommends that parents and communities work cooperatively with schools to promote reading achievement, and that parent and community volunteer programs be established to support and encourage reading; and

WHEREAS, The EdSource School Involvement Project states that children are more likely to believe that reading is vital if they actually see and hear the evidence of the importance of reading at school, at home and in the community; and

WHEREAS, The Advisory Committee of the California State Board of Education has emphasized in its “California Reading Initiative (1996)” the importance of reading aloud to children as one of the effective methods of reading instruction; now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts to work with their schools, school districts and school boards to make reading a community priority; and be it further

RESOLVED, That the California State PTA and its units, councils and districts encourage parents to work in partnership with schools, businesses, community organizations and appropriate allied agencies to create community-based campaigns to promote reading; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to work with their schools and communities on programs or events that promote reading aloud and in any other form to children.

* The California Reading Task Force, a 27-member cross section of California teachers, principals, school board members, parents and others, was appointed by California State Superintendent of Public Instruction Delaine Eastin to develop a set of recommendations for improving student achievement so that “every student might leave the third grade no longer learning to read, but reading to learn.”

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Creating Lifelong Readers – continued

BACKGROUND SUMMARY

Research has shown that children’s ability to learn to read is directly and dramatically influenced by early childhood experiences. In addition, school-aged children are more likely to believe reading is vital if they hear and see evidence of its importance not only at school, but at home and in their neighborhoods.

Failure to learn to read begins in the early grades and has harmful lifetime effects. National and state reports indicate that a majority of California children cannot read at basic levels. The urgency of this crisis resulted in the creation of a Reading Task Force by State Superintendent of Public Instruction Delaine Eastin. The 27-member California Reading Task Force concluded that teaching children to read must be of the highest priority.

Reading aloud to children is a critically important activity. In The Read Aloud Handbook, author Jim Trelease cites much research to support reading aloud to children of all ages. He found that reading aloud to children improves their reading, writing, speaking, listening, and their attitudes about reading. Reading aloud awakens children’s imaginations and improves their language skills. In a comparison between classrooms, Trelease found that the students who were read to on a regular basis were more “turned on” to reading. He also notes that according to the national report, Becoming a Nation of Readers (commissioned and funded by the U.S. Department of Education), “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. ... It is a practice that should continue throughout the grades.” In fact, until about the eighth grade, children listen on a higher level than they read. Therefore, children can hear and understand stories that are more complicated and more interesting than anything they could read on their own.

Reading to a child conditions the child to associate reading with pleasure. (We tend to repeat things which give us pleasure.) Reading aloud exposes the child to a positive reading role model, new information, a rich vocabulary, good grammar, the English language spoken in a manner distinctly different from that in television sitcoms or cartoons, a broader variety of books than might be chosen on one’s own, and to new experiences, people and places. By reading aloud to children, we can create “lifetime” readers.
IMPROVING K-12 MATHEMATICS EDUCATION
Adopted by Convention Delegates May 7, 1998
Reviewed and deemed relevant April 2018

WHEREAS, An understanding of mathematics opens the doors to science and technology, to employment and success in many careers, and is increasingly needed for personal financial decisions as well as participation in community and world affairs; and

WHEREAS, The competitiveness of California and its citizens, in the interconnected global economy and marketplace of the 21st century, will depend significantly on knowledge and understanding of mathematics, science and technology; and

WHEREAS, Recent national and international tests of mathematics achievement indicate that California’s 4th and 8th graders rank below the national average, and U.S. 8th graders in turn rank below the international average; and

WHEREAS, Due to the recognized shortage of teachers qualified in mathematics, some people teach mathematics in secondary schools without a mathematics credential, and some teach mathematics in elementary schools without a strong background or competency in the subject matter; and

WHEREAS, Studies indicate that students’ success in mathematics is influenced by the teachers’ knowledge and understanding of mathematics, and by teaching ability and the quality of the mathematics in the lessons; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts support legislation to

- provide strong incentives for more teachers to develop greater competency in mathematics and in teaching mathematics, and to encourage people with mathematics backgrounds to obtain a teaching credential and enter the teaching profession;
- require more knowledge of mathematics content for prospective mathematics teachers, and continuing professional development in mathematics content for all who teach K-12 mathematics;
- provide funding for methods of improving elementary (K-6) mathematics education, including, but not limited to, the use of mathematics specialists, mentors, lead teachers, demonstration, lesson modeling, and early intervention programs;
- require that every secondary (7-12) mathematics teacher have or be working toward a mathematics credential;
- provide local control and flexibility for school districts and for teacher trainers in choosing pedagogical styles and organization of course material to meet or exceed state standards;
- adopt statewide goals for the professional development of mathematics teachers to be met by 2010, with periodic progress reviews; and be it further

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RESOLVED, That the California State PTA and its units, councils and districts encourage an understanding of the importance of mathematics among the public at large; the broadening of mathematics education to include critical thinking and other skills important to the modern workplace; the recognition that every student in every school must have the opportunity to develop real mathematical understanding; and participation and cooperation among parents, teachers and administrators in mathematics education; and be it further

RESOLVED, That PTA encourage parents to explore simple mathematics with their very young children and to promote the study of basic mathematics (including algebra, geometry, statistics and probability) for all secondary school students, with the goal of mathematical literacy for all upon completion of school and entering the workplace.

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BACKGROUND SUMMARY

An understanding of mathematics, and the ability to use it well, is required for many disciplines and occupations. Many high school science courses have mathematics prerequisites. Numerous college majors, and even college admission, are closed to those with inadequate mathematics preparation in high school. Many occupations require significant mathematical skill and understanding. Not only scientists, engineers, bankers and accountants, but also attorneys, journalists, mechanics and electricians have a growing need for quantitative skills and reasoning.

The California State Superintendent of Public Instruction has noted that in 1900, in our manufacturing economy, 60 percent of the jobs required only unskilled labor; today that number is only 20 percent. Some fast-food restaurant chains now have mathematics tests as part of their job application process.

As our world becomes more complex, society is faced with masses of data to digest and interpret. Sound quantitative reasoning is essential to effective decision-making. Yet among students being graduated from California’s high schools, the best available estimates indicate that only 44 percent have completed algebra I, 25 percent have completed high school geometry, and fewer still have studied mathematics beyond basic algebra and geometry.

Nationally, the opportunity to study basic mathematics and the encouragement students receive for continuing vary widely by location, by gender, and by ethnicity. This inequity in mathematics education is reflected in colleges and in the job market.

For 100 years PTA has advocated improving educational opportunities for all children. California State PTA and National PTA position statements address mathematics education and stress teacher preparation and parent support. By passing this resolution, PTA can help ensure that all our children will be well prepared to meet the challenges of the next century.
PROTECTION OF CHILDREN FROM THE HARMFUL EFFECTS OF AIRCRAFT EMISSIONS
Adopted by Convention Delegates May 7, 1998
Reviewed and deemed relevant November 2017

WHEREAS, It is in the interest of the California State PTA to ensure that each student in California schools is provided a safe and positive school climate and that the communities in which students live are free from avoidable health hazards; and

WHEREAS, Children who attend California schools and who live in communities near airports may be subjected to airport and/or aircraft emissions which inhibit safe and positive school climates and which create avoidable health hazards; and

WHEREAS, Studies show that aircraft exhaust emissions can cause severe health problems for children in particular, including respiratory ailments and cancer, and that air traffic will significantly increase over the next decade; and

WHEREAS, Although airports and aircraft can be considerable sources of toxic pollution, airports are not required to report their toxic emissions nor are airports subject to the restrictive requirements of the Clean Air Act Amendments of 1990 even though local attempts to control airport emissions are pre-empted by federal law; and

WHEREAS, The Federal Aviation Administration has jurisdiction over essentially all critical aspects of U.S. aviation; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts encourage additional study to determine the extent to which children in California schools and communities are harmed by toxic emissions from the operation of aircraft, especially in and around airports; and be it further

RESOLVED, That for those schools and communities for which it is determined that children are particularly vulnerable to the harmful effects of toxic emissions from the operation of aircraft, especially in and around airports, the California State PTA and its units, councils and districts urge the appropriate agencies to initiate immediate remedial steps to ensure the protection of school children from these harmful effects; and be it further

RESOLVED, That the California State PTA support legislation that places responsibility for monitoring and controlling toxic emissions from the operation of aircraft, especially in and around airports, with the Environmental Protection Agency; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA convention.

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BACKGROUND SUMMARY

Studies show that airports and aircraft emissions are major sources of air pollution. Airports use highly toxic substances to support aviation operations and jet aircraft exhaust adds significantly to reduced air quality. Many airport and aircraft operations are, therefore, harmful to children who attend school and live near airports and near the traffic lanes used by aircraft. Because of recent increases in air traffic, and further projected increases, most of the major airports in California have recently expanded or will significantly expand in the near future. Children who attend school and live in areas near airports may be exposed to harmful levels of toxic emissions. It is necessary to promptly find out how exposed these children are by asking the appropriate agencies to assess the impact of toxic aircraft emissions on them.

The Federal Aviation Administration (FAA) is the federal agency which is primarily responsible for establishing safety standards for airports and aircraft, and for overseeing virtually all aspects of aviation throughout the United States. However, airports and aircraft are not subject to the pollution reporting requirements identified in the Clean Air Act Amendments of 1990. This allowed the aviation industry to continue polluting at relatively high levels, and the aviation industry’s “contribution” to air pollution is expected to increase with projected air traffic increases. Logically, oversight responsibilities concerning the emissions from airports and aircraft belong with the Environmental Protection Agency rather than with the FAA. Legislation that will accomplish this goal must be supported by our political leaders.
WHEREAS, the initiative process through which ballot measures are submitted to the electorate of California is an important and valued component of the democratic process; and

WHEREAS, many ballot propositions deal with the health, education and welfare of children and youth, which is the proper concern of PTA; and

WHEREAS, many ballot propositions may be unclear because of the complexity and ambiguity of the wording which often overrides the understanding of the issue; and

WHEREAS, most voters learn about ballot issues through election campaigns which do not explain the complexities of measures, but seek to influence the electorate with emotional pleas and sound bites; and

WHEREAS, many propositions are prepared by special interest groups, are poorly drafted, or are challenged in court following passage; and

WHEREAS, the California State PTA must spend both human and financial resources in attempts to defeat initiatives that are not in the best interests of children, youth and families; now therefore be it

RESOLVED, that the California State PTA participate in statewide efforts to educate the public about the initiative process in general and about specific initiatives as they appear on the ballot; and be it further

RESOLVED, that the California State PTA and its units, councils and districts support efforts to provide the public with clear and understandable information on ballot propositions and encourage full discussion of the issues; and be it further

RESOLVED, that the California State PTA encourage all efforts to ensure full disclosure during petition signature gathering and election campaigns of supporters on both sides of any ballot measure, including specific sources of funding for all facets of initiative campaigns; and be it further

RESOLVED, that the California State PTA support legislation that would mandate full campaign disclosure on ballot measures.

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BACKGROUND SUMMARY

Increasing use of the initiative process in recent years has been one of the most startling changes in California’s system of governance. In the 88 years since the initiative process was established by vote of the electorate in 1911, only 272 initiative petitions have actually qualified for a statewide ballot; forty percent (109) of these appeared in the 20 years between 1978 and 1998. In just the last six statewide election years, Californians voted on 79 measures placed on the ballot by initiative petition.

The initiative process was born of citizen discontent and frustration with the domination of special interests over all of California government and politics in the early 1900s. It was a major feature of the government reform package placed on the ballot by then Governor Hiram Johnson and a group of progressive California legislators. The initiative process provides the people with a mechanism to bypass the Legislature and to place an issue of concern directly on the ballot for voter approval or rejection. By gathering the required number of signatures of qualified voters in the state, any group of citizens may propose changes in statutory law or the California constitution.

In recent years many citizens have complained that the initiative process itself seems to have become a tool of special interests. Anyone with enough money can hire paid signature gatherers to circulate petitions and to produce slick marketing and public relations campaigns to effectively promote or defeat any ballot measure. “For most voters, initiative campaigns are a blur of slogans and misleading advertising...leaving voters feeling confused and frustrated rather than informed and empowered” (Jim Shultz, The Initiative Cookbook).

Despite increasing voter frustration with special interests’ manipulation of the initiative process, polls show that very few voters would abandon the process. However, many would welcome certain reforms. Two of the most promising steps toward reform include requiring more complete and open disclosure of the support and opposition for each measure, and providing the public with better sources of information about the actual content and consequences of the measure.
WHEREAS, California State PTA believes a quality physical education program that operates cooperatively within a school’s comprehensive health program is essential to the well-being of youth, and,

WHEREAS, Physical activity promotes positive, lifelong, healthy attitudes, improves muscular strength, flexibility, and endurance, helps in weight reduction, improves self-confidence, self-esteem, self-control and helps children establish and strive for achievable personal goals, and

WHEREAS, Promotion of developmentally-appropriate physical activity for children and adolescents is one of the most effective means of improving health and enhancing function and quality of life, preventing obesity and other cardiovascular risk factors, and

WHEREAS, Children experience stress in their daily lives and a quality physical education program reduces stress, anxiety, tension and depression, and

WHEREAS, It is recognized that participation in physical activity can lead to multi-cultural and international understanding while providing the opportunity for enjoyment, self-expression and communication, and

WHEREAS, Improved physical fitness also enhances school morale, class behavior, and leads to a healthy lifestyle; and

WHEREAS, Only about one-half of United States young people (ages 12-21 years) regularly participate in vigorous physical activity, one-fourth report engaging in no vigorous physical activity, and classtime spent in physical education is rapidly decreasing, now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts to urge their local school districts to provide quality, age and developmentally-appropriate physical education programs in grades Kindergarten through 12 instructed by qualified teachers, and be it further

RESOLVED, That the California State PTA and its units, councils and districts offer information to parents, teachers and students about the importance of physical activity to physical, emotional and mental development and to the promotion of healthy lifestyles, and be it further

RESOLVED, That the California State PTA and its units, councils and districts urge schools at all levels to develop and encourage positive attitudes toward physical exercise, provide opportunities to learn physical skills, and perform physical activities for all students in grades Kindergarten through 12.

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BACKGROUND SUMMARY

The Centers for Disease Control and Prevention (CDC) recently released new guidelines urging schools, parents and communities to promote physical activity programs for young people that will provide lifelong benefits. Physical activity is defined as “any bodily movement produced by skeletal muscles that results in energy expenditure…and is done to improve or maintain physical fitness.” Its key finding is that people of all ages can improve the quality of their lives through a lifelong practice of moderate physical activity.

School and community programs that promote regular physical activity among young people could be among the most effective strategies for reducing the public health burden of chronic diseases associated with sedentary lifestyles. A program of physical education should provide students with developmentally-appropriate activities and use a variety of teaching methods based on each student’s individual needs and ability.

A recent study reported that even though 97 per cent of elementary school students take physical education classes, they spend only three minutes, or less than 10 per cent of class time, engaged in moderate to vigorous activity.

Participation in all types of physical activity declines strikingly as age or grade in school increases. Only 19 per cent of all high school students report being physically active for 20 minutes or more in daily physical education classes, and many schools eliminate the physical education requirement in grades 11 and 12.

Parents must be urged to encourage their schools to make physical education taught by certified physical education specialists a mandatory daily class for all students. The Physical Education Framework adopted in September 1992 provides philosophical direction and perspective on curriculum development. It is an important resource for curriculum planners, decision makers, teachers and parents. Through a united effort we can prepare our children to lead healthy and fit lives.

To quote Herophilus (300 BC), personal physician to Alexander the Great, When...”health is absent, wisdom cannot reveal itself, art cannot become manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied.”
WHEREAS, The California State PTA believes that education should include training in life skills: goal setting, decision making, responsibility, and recognition of the consequences of choices; and

WHEREAS, The financial requirements of modern life are becoming increasingly complex; and

WHEREAS, Most high school graduates are leaving school without the knowledge and ability to make critical financial decisions affecting their lives; and

WHEREAS, Much of the information young people have regarding finances is learned at home; and

WHEREAS, Children and youth are bombarded with sophisticated commercial advertising specifically targeting them as a “market;” and

WHEREAS, More than 90% of teens are involved in a financial transaction each week with teens spending a total for 1997 of $122 billion, while in 1996, nine percent of individual financial bankruptcy filings were by persons 25 years of age or younger; now therefore be it

RESOLVED, That the California State PTA provide materials to promote financial literacy and urge its units, councils and districts to make available information to educate families and help teach financial understanding, fiscal responsibility and effective decision making; and be it further

RESOLVED, That the California State PTA encourage and support the development of integrated curricula in personal finance education for grades K-12; and be it further

RESOLVED, That the California State PTA encourage the development of statewide academic standards in personal financial literacy as a requirement for high school graduation; and be it further

RESOLVED, That the California State PTA support legislation which holds credit card companies, and marketing and lending agencies accountable for establishing and observing responsible credit limits and lending practices, especially for youth under 21 years of age; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National Convention.

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BACKGROUND SUMMARY

Recent studies have shown that a majority of American high school students are graduating without enough background in practical financial decision making. The consequences of that lack are far-reaching in their lives since they must deal with an ever increasing number of complex financial decisions—how much and what kind of insurance they need, what kinds of credit to seek, what effect interest rates have, how to secure a good home mortgage, how to invest for retirement or to pay for their children’s education. Pending Social Security reform could include a component allowing workers to invest their own retirement funds. Such action would make knowledge of investment options even more imperative.

Present mandates for financial literacy education are not in place in all states, and even where they are much more is needed to assure that effective curricula standards are adopted and that students receive meaningful instruction. Parents and other care givers need to be better informed in order to help instruct their children and to provide good role models in financial decision making.

Bankruptcy filings in the United States have risen sharply in recent years due in large part to consumer and credit card debt being at an all time high. In his analysis of the 1997 Jump$tart financial literacy survey of 1,532 high school students, Dr. Lewis Mandell, an economist and Dean of Business at Marquette University, found a correlation of high bankruptcy rates in states in which the test scores of high school seniors were low. In addition, savings rates in the United States fell 28% during the ten-year period from 1987 to 1997 to 3.8%, the lowest level in 58 years.

According to the Christian Science Monitor, teens spent $84 billion of their own money in 1997, an increase of 12% from 1996. In addition, teens spend or influence the spending of an additional $25 billion of family money.
WHEREAS, Firearms continue to be a leading cause of unintentional deaths among children (5 to 14 years old) and youth (15 to 24 years old), yet more than 30% of these deaths could have been prevented by the use of a firearm safety device; and

WHEREAS, A child-proof safety device could have prevented all the incidents in which children under the age of 6 years killed themselves or others with a firearm; and

WHEREAS, Every day more than a million elementary school aged latch-key children have access to guns in their homes; and

WHEREAS, Several types of firearm locking devices that are currently available would significantly reduce, if not eliminate, all unintentional firearm injuries and deaths to children; now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts to educate the community about the risks of unsecured firearms in the home, and about the availability and proper use of gun locks/trigger locks and other safety devices; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support legislation, regulation and/or other national, state and local measures to require that all firearms offered for sale or transfer be equipped with a safety locking device that would render the firearm incapable of firing; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA convention.

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BACKGROUND SUMMARY

Every day in America, 14 children or youth, age 19 and under, are killed by firearms. Many of these deaths are preventable. According to the federal General Accounting Office, nearly one-third of the unintentional deaths could be prevented with inexpensive gun safety devices. Load notification devices would add less than fifty cents to the cost of a gun. A safety locking device is available at any gun shop for $10.98 or less. Tragically for these children, their families and those who unintentionally kill them, legislation requiring these devices has not even been allowed to reach the floor of Congress.

A magazine lock would also add less than fifty cents to the cost of a gun. Often a gun owner will remove the magazine from a gun and think it is unloaded, forgetting or not knowing that one bullet remains in the chamber. This device will disable the gun until the magazine is reinserted.

A trigger lock is a keyed lock that goes over the trigger and prevents the gun from being fired. These are especially effective in preventing young children from unintentionally firing a gun and properly used, with the key stored in a separate, secure place, can be effective for older children as well. All Smith and Wesson products that have been shipped from the factory since September 1997 have been equipped with trigger locks. Following their lead Glock, Beretta and other responsible gun manufacturers have agreed to include locks with all guns shipped.

A public education campaign is needed to inform current gun owners of the availability and affordability of such locks and all gun owners of the need to use the lock once it is purchased. This can compared with the use of seat belts in cars: when seat belts first came out people complained about the additional cost and the restrictiveness. Through public education and enforcement, “buckling up” is now second nature for most people. The same happened when child safety seats were first introduced. Now, many hospitals will not release a newborn to go home without a proper child safety seat. With proper legislation, education and enforcement, having a load indicator and trigger lock device on every gun could also become the norm.

By passing this resolution, PTA promotes the third Object of PTA, “to secure adequate laws for the care and protection of children and youth,” and the National PTA Health and Welfare Policy #3 “to provide regulation of manufacture, advertising or sale of products hazardous to children and youth.”
WHEREAS, PTA is concerned with the health and welfare of all children and their families; and

WHEREAS, The pool of people willing to be traditional foster parents has decreased, leading to a foster care system in crisis; and

WHEREAS, The recruitment of capably trained, educated and licensed foster parents is constantly on the decline, and retention of new foster homes is difficult without the financial and emotional support needed; and

WHEREAS, The foster parent reimbursement is not sufficient to cover the actual cost of care, and liability insurance for foster parents does not exist in most counties; and

WHEREAS, Kinship care (grandparents and other relatives) is supported at rates lower than foster parent rates; and

WHEREAS, Upon reaching the age of 18, even though they may still be in high school, foster children must leave the foster care system with no support from state or county and are unprepared for independent living, now therefore be it

RESOLVED, That the California State PTA promote an awareness of the need for more trained foster families and for more people willing to provide supportive foster care, kinship care, and guardianship for children in the dependency system; and be it further

RESOLVED, That the California State PTA support legislation that would provide kinship care with the same remuneration as non-kinship foster care; and be it further

RESOLVED, That the California State PTA support legislation that would increase the reimbursement to foster parents and kinship foster parents to cover costs for the needs of the children in their care; and be it further

RESOLVED, That the California State PTA support the concept that foster children at the age of 18 may continue in foster care, kinship care or guardianship to complete their high school education and be prepared for independent living, and be it further

RESOLVED, That the California State PTA support the concept of the establishment of a support network for adult children leaving the foster care system as they transition into independent living situations.

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BACKGROUND SUMMARY

Historically, foster care dates back to the late 1870s, when it was considered to be an act of humanity and prudence. To guard against the pure mercenary who might attempt to become a foster parent, reimbursement of costs was always kept at a minimum. For years it was believed that foster parents were being well paid. At no time has payment covered all the costs. As costs of caring for children increase, as women move into the labor market, and as the number of single parents increases, the pool of people willing to be traditional foster parents results in a shortage of foster families. Many needy children do not have a foster family.

Foster families receive insufficient funds to take care of the simple needs of the children. Many of the foster children come from homes where mothers have abused drugs and the babies need special care or have other problems. The cost of child care is not provided for foster families, and a baby sitter must be a “licensed” baby sitter which represents an added cost to foster families. Last year, the Foster Families Association requested a 25% increase in payment. The Legislature agreed to a 6% increase.

During the past legislative session, several bills which would have made recruiting foster homes easier were vetoed by the Governor or failed passage in the Legislature.

- AB 1820 (Honda) Foster Children: Child Care–would have reimbursed foster parents working outside the home for the cost of licensed child care. In addition, child care costs would have covered foster parents participating in required foster parent training, or fulfilling necessary foster care-related administrative duties.
- AB 2043 (Goldsmith) Foster Care: Provider Reimbursement–would have increased the reimbursement rate by 19% effective January 1, 1999.

At the present time, foster children upon reaching the age of 18 must leave the foster care system with no support from state or county. Many are unprepared for independent living and may need skills to survive “on their own.” The Youth Connection group is looking for legislators to sponsor three bills:
1) to provide a stipend for higher education;
2) to extend MediCal to age 22; and
3) to extend foster care until age 21.

The California State PTA is concerned for the well-being of all children and youth. Support for foster families can help ensure that all children will have the opportunity to grow up in a caring family environment.
LOWERING THE 2/3 VOTE REQUIREMENT ON SCHOOL AND LIBRARY BONDS
Adopted by Convention Delegates May 1999
Reviewed by Board of Managers March 2013

WHEREAS, Free and public educational systems, including schools and libraries, are the cornerstone of democracy; and

WHEREAS, Delegates to the annual California State PTA convention adopted in 1968 a resolution calling for lowering of the 66-2/3 vote requirement for school and library bonds; and

WHEREAS, The school facilities crisis, a critical PTA issue for many years, is becoming even more severe as an increasing number of aging school buildings need repair and modernization, additional classroom space is needed for reduced class size, and new facilities are needed in growing communities; and

WHEREAS, Local communities must be given the ability to do adequate planning and to generate the necessary funds for school facilities and libraries; and

WHEREAS, Local bond campaigns are time consuming and expensive to conduct, but are currently very difficult to pass because of the required 2/3 vote requirement; and

WHEREAS, Educational bond financing is one of the few remaining areas where the will of a minority of voters may defeat the majority of voters; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts support legislation and ballot measures to lower the requirement of a 2/3 vote presently required to pass school and library bond measures.

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BACKGROUND SUMMARY

The inadequacy of school facilities, a growing crisis of major proportions in many California communities, has long been a high priority issue for PTA at all levels. Research evidence and common sense indicate that adequate school facilities and the availability of public libraries contribute positively to both school achievement and the overall quality of community life.

PTA recognizes that the school facilities crisis cannot be fully addressed by an occasional state school bond measure or minor adjustments to the state school facilities program. Even when state school bond funds are available, local communities must provide up to 50% in matching funds. Local general obligation bonds are the major source of local matching funds, but the requirement for a two-thirds majority vote for approval of local bond measures makes it extremely difficult to mount a successful local school bond campaign. It often requires two or more attempts to achieve the required two-thirds majority vote for approval of a local bond measure. These campaigns are costly and time consuming and inevitably drain money away from educational programs. Local communities must be given the power to work efficiently toward meeting their own school facilities needs through adequate planning, and by allowing a majority of voters in local districts to make the decisions on their own local bond measures.

California is one of only four states in the nation that still requires more than a simple majority vote for passage of local school and library bond measures. Thirty-one years ago in 1968, delegates to the annual California State PTA convention adopted a resolution calling for lowering the two-thirds vote requirement for approval of school and library bonds. More recently, PTA convention delegates adopted another resolution, “School Facilities Crisis” (1990), which included a declaration of support for reducing the two-thirds vote requirement for approval of local school bonds to a simple majority. This continues to be a critically important PTA issue.
MENTAL ILLNESS: TREATMENT AND SUPPORT
Adopted by Convention Delegates May 1999
Reviewed and deemed relevant November 2017

WHEREAS, The California State PTA has declared its commitment to promote the adequate care and treatment of mental illness, and the prevention of teen suicide; and

WHEREAS, Mental illness in children and adolescents can lead to substance abuse, suicide, and other self destructive behaviors; and

WHEREAS, When left unrecognized and untreated, mental illness often results in significant difficulties with everyday life, including poor school performance, failed interpersonal relationships, loss of employment, and problems with the law; and

WHEREAS, With early identification and appropriate intervention, certain childhood mental illness can be effectively treated and the children returned to a path of healthy development; and

WHEREAS, Insurance companies and HMOs are not required to provide coverage for care and treatment of mental illness at parity with that provided for other illnesses, and they often impose discriminatory restrictions and limits on mental health care; and

WHEREAS, Support groups, usually organized under volunteer leadership to promote education, advocacy, support, and destigmatization, can be of substantial benefit to mentally ill persons and their families: and

WHEREAS, Adequate training is needed for the education community, law enforcement and other authorities to help them recognize symptoms of mental illness and how to respond appropriately or assist as needed; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts make available materials, including information from mental health agencies, that promote awareness of issues regarding mental and emotional health and teen suicide, and urge units, councils, and districts to use such materials to promote parent education; and be it further

RESOLVED, That the California State PTA and its units, councils and districts urge Legislators to support legislation that would require insurance companies and HMOs to include treatment for mental illness at parity with other illnesses; and be it further

RESOLVED, That the California State PTA encourage the medical community to provide information and resources to the support groups for patients and families of the mentally ill; and be it further

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RESOLVED, That the California State PTA and its units, councils and districts urge that members of the education community and local law enforcement agencies receive training to ensure that peace officers and educators can recognize symptoms of mental illness and appropriately respond when dealing with persons, especially children and youth, who show signs of mental illness; and be it further

RESOLVED, That the California State PTA support the appropriation of state and federal funds to expand systems of care for mentally ill children and youth, and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA convention.

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BACKGROUND SUMMARY

Diagnosis and treatment of mental illness has undergone enormous change from the days of Freud and psychoanalysis to the current treatment methods that use a combination of drugs and therapy. Many mental disorders are now known to have a biological or biochemical basis; but despite major advances in pharmacology in recent years, continued research is needed especially in the treatment of mental disorders in children.

Mental illness often begins in childhood, becomes more severe in adolescence and is very difficult to diagnose as the severity of symptoms vary. Many mentally ill persons tend to hide their problems as best they can because there is still a stigma attached to mental illness; and, when their illness is not being successfully managed, the mentally ill are prone to self medicate.

Behaviors associated with some mental disorders make holding a job very difficult if not impossible, and often bring mentally ill persons into conflict with law enforcement and other authorities. Studies have found that the rates of serious mental disorders among youth involved in the juvenile justice system are much higher than among the general population of youth in the community. Because mental illness may not be readily recognizable as a treatable illness it presents a challenge to the entire community, but especially to educators, law enforcement and other authorities, and to the health care system.

What is needed?
- Greater awareness among the general public of the issues surrounding mental illness, and understanding that it is an illness that like any other illness requires treatment, will help to remove the stigma and contribute to making sure appropriate treatment will be provided.
- Recognition of the signs of mental illness, especially by educators, law enforcement and other authorities, will help to avert many of the difficulties encountered by mentally ill youth.
- Appropriate and timely treatment, including counseling, access to medicine, and hospital inpatient and outpatient care as needed, is essential.

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Mental Illness: Treatment and Support — continued

- Requiring insurance companies and HMOs to broaden their coverage to include diagnosis, care and treatment for mental illness at parity with any other illnesses would enable mentally ill patients to receive better and more timely care.
- Support groups can be of enormous benefit to mentally ill persons and their families, especially when they operate with the active cooperation and assistance of medical personnel.

PTA can be a significant force in promoting awareness and understanding of the issues and in encouraging public policy changes that would improve the lives of our mentally ill relatives, friends and fellow citizens. Many notable, creative people, despite having to cope with mental illness, have made great contributions to the world. It is time to remove the stigma associated with mental illness so that ALL of our children can live full, productive lives.
ORGAN AND TISSUE DONOR AWARENESS

Adopted by Convention Delegates May 1999

Reviewed and deemed relevant by Board of Managers August 2020

WHEREAS, National PTA adopted the resolution “Awareness Program for Organ Donation and Transplantation” at its 1985 convention: and

WHEREAS, PTA advocacy includes actions to promote education and awareness among the general public about issues that concern the health and well-being of all children and youth; and

WHEREAS, The United Network for Organ Sharing reports that over 60,000 patients in the United States are currently on the waiting list for donated organs, with over 2,000 of these being children under the age of 18; and

WHEREAS, The California Transplant Donor network states that every two hours, someone in this country dies because of the shortage of donor organs, every 18 minutes another person’s name is added to the list of thousands who await life-saving organ transplants; and

WHEREAS, The Health Resources and Services Administration reports that organ and tissue transplants can improve and save lives, however, the number of individuals awaiting transplants continues to grow, and approximately 3,000 patients per year die because donor organs are not available to them; and

WHEREAS, Transplant Communications, Inc. states that a single donor can provide organs for up to eight people and tissue to as many as 100 people; and

WHEREAS, The Uniform Anatomical Gift Act allows anyone over 18 years of age to indicate their desire to be an organ donor, and parents can authorize donations on behalf of their children under the age of 18; now therefore be it

RESOLVED, That the California State PTA encourage its units, councils and districts to promote or assist with education and awareness efforts in their local communities about the critical need for organ and tissue donors, from both living and deceased.

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BACKGROUND SUMMARY

Approximately 3,000 people will die each year because of the shortage of organ donations. Nearly 60,000 patients names appear on organ donation lists, over 2,000 of these are children.

Organs that can be donated to benefit those in need include kidneys, heart, liver, intestine, lungs, and pancreas. Some body tissues can also be donated including corneas, skin, bone, middle ear, bone marrow, connective tissues, and blood vessels.

The largest number of patients on organ transplant lists are the nearly 40,000 in need of a kidney. Eleven thousand are on waiting lists for a liver. The heart transplant list, while much smaller is still over 4,000. Three thousand are on the waiting list for a lung.

The Uniform Anatomical Gift Act states anyone over 18 years can indicate the desire to be an organ donor by signing a donor card and carrying it in their wallet or by expressing their desire to have their organs donated to a family member. Relatives can donate a deceased family member’s organs, even those under the age of 18. Donor cards can be obtained through the Department of Motor Vehicles, the American Red Cross, or they can also be printed from several websites.

Public awareness is an essential step toward increasing organ and tissue donation and transplantation.
The California State PTA expresses its profound shared sense of loss with the families in Littleton, Colorado after the devastating events of April 20, 1999 in which 15 people died at Columbine High School in the worst student-initiated violence in U.S. history.

VIOLENCE PREVENTION IN SCHOOLS
Adopted by Convention Delegates May 1999
Reviewed by Board of Managers May 2020

WHEREAS, The California State PTA and the National PTA promote policies and programs that enlist cooperation and collaboration among schools, parents, students and community members to provide a safe and positive school climate that is free of violence and other hazards to the safety and well-being of all students; and

WHEREAS, Incidents of student-initiated violence at school are rare, but are increasing; and

WHEREAS, Counseling and other support services in California schools have been substantially reduced in recent years, and California now ranks 51st in the national ratio of counselors to students and 50th in its overall ratio of students to support staff; and

WHEREAS, Comprehensive violence prevention programs have been shown to be effective and are available for use in schools and communities; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts reaffirm its commitment to the promotion and support of violence prevention in schools and communities; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to promote education of parents, students, teachers and the community in recognizing signs and circumstances that may lead to potential outbursts of violence; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to promote programs that educate and empower parents, students, teachers, staff and the community to strive to eliminate bias, prejudice and violence; and be it further

RESOLVED, That the California State PTA support efforts to ensure that adequate counseling and other support services are available in the elementary, middle and high schools of California; and be it further

RESOLVED, That the California State PTA promote the inclusion of violence prevention programs in the elementary, middle and high schools, and support measures to improve the ability of school staff to respond to incidents and expressed threats of violence that may occur.

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BACKGROUND SUMMARY

The most recent tragic mass homicide is part of a deadly trend in the United States. Only two cases of multiple homicides in schools were recorded between 1992 and 1995. Since 1995 there have been ten incidents of multiple homicides in our nation’s schools.

There is no single precaution that might prevent a recurrence of violence in schools. It would help if schools had more people on staff whose training and duties enabled them to identify and reach out to students who may be susceptible to violent behavior. While it is impossible to predict which students will turn violent, there are warning signs. According to the American Psychological Association, “violence is a serious possibility” in children who exhibit certain typical warning signs.

While counseling alone cannot do the job, California needs to rise from last in the nation in the number of school counselors per student. The California Department of Education gives the 1997-1998 actual ratio of students to counselors at 1056 to 1. The California School Counselors Association recommends 300 students to 1 counselor in secondary schools, with 450 students to 1 counselor at the elementary level.

Schools and communities across the country have benefited from school-based violence prevention programs such as conflict resolution and anger management programs, and use of the National PTA’s Community Violence Prevention Kit. School staff and others responsible for student safety also need to have the tools to enable them to respond quickly and appropriately when incidents do occur.

In the wake of the Littleton, Colorado shooting it is all the more important to pursue appropriate prevention strategies to ensure that students receive the support and assistance that may help to reduce the incidence of violence.
WHEREAS, The California State PTA recognizes the importance of a child’s early years in developing social skills, self-confidence and readiness for academic learning, and the key role that parents/families play in early child development and the successful transition of their young children into the academic learning environment; and

WHEREAS, Decades of research show that using developmentally appropriate strategies with infants and young children contributes to creativity, better language skills and higher levels of cognitive functioning; that high quality preschool programs can accelerate the development of all children, particularly low-income children; and that children who attend developmentally appropriate classrooms in the early grades continue to benefit in subsequent years; and

WHEREAS, Today’s Kindergartens are becoming more narrowly focused on academic goals, and many parents and Kindergarten teachers are concerned that a significant number of children are entering school unready for the tasks that await them; and

WHEREAS, The National Education Goals Panel* found that strengthening achievement requires not only getting children ready for school, but also getting schools ready for the particular children they serve; and

WHEREAS, Young children learn in ways and at rates that are different from older children and to make them successful students schools must tailor assessments and educational programming to the children’s unique needs; and

WHEREAS, A key to success for early childhood programs and the transition into elementary school is meaningful parent/family involvement in which parents/families are valued partners with the school in reaching mutual goals and objectives for the children; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts encourage parents/families, schools and others who work with infants and young children to recognize and use developmentally appropriate activities and strategies that are designed to meet the unique needs of each child; and be it further

RESOLVED, That the California State PTA and its units, councils and districts assist in providing information to parents/families about the developmental and educational needs of infants and young children and how they can participate most effectively in fostering the successful development of their children; and be it further

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RESOLVED, That the California State PTA and its units, councils and districts support efforts to ensure that all children will have opportunities, including access to high-quality developmentally appropriate preschool programs, to develop the readiness skills they need to become successful academic learners; and be it further

RESOLVED, That the California State PTA and its units, councils and districts urge school staff and school districts to provide the learning environments and experiences for young children that will help every child grow in competence and meet high expectations.

*The National Education Goals Panel was formed for the development and implementation of Goals 2000.

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BACKGROUND SUMMARY

Research over the past few decades has convincingly demonstrated that a young child’s environment has a decisive impact on his or her cognitive and emotional development. The years from birth to five are critically important in shaping a child’s capacity and enthusiasm for learning. How children are nurtured—talked with, played with, responded to, allowed to explore, and encouraged to express themselves—is formative for subsequent learning and their development into adults. In order for parents to succeed as their child’s first teacher, they should have access to the training and support they need.

Early Kindergartens emphasized socialization rather than academic tasks, but a growing body of research indicates that today’s Kindergartens are becoming more narrowly focused on academic goals. Kindergarten teachers concerned that a significant number of children are entering school unready for an academic learning environment are calling for raising the age of entry to five years old by September 1. Many parents, particularly those with higher socioeconomic status, are delaying entry of their children for an additional year. Typically these are children under age five. Most states now require a child to be five years old on or before September 1 to enter Kindergarten. Twelve states place the cut-off date during September or early October, and only seven other states have cut-off dates as late as December or January 1.

Experts agree that age alone is not the only factor in school readiness. Research has shown that early enriched care characteristic of high quality preschool programs can have long-lasting positive effects on cognitive and emotional development and academic achievement, including decreases in special education placements and in involvement in the juvenile justice system. Conversely, poor early environments, including neglect or care in cognitively sterile environments, can have lasting negative effects on brain development.

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Early Childhood Development and Education – continued

Although not all parents will need or want to send their children to preschool, many parents are desperately looking for quality preschool programs. It is estimated that half of the 1.6 million California children aged five years and younger are in child care outside the family. Unfortunately, numerous research studies indicate that many of these care settings are mediocre or poor in quality and that a majority of young children spend their day in settings that compromise their long-term development. Access to high quality preschool for all children aged three to five years would assure equal opportunity for every child to receive the necessary preparation to be ready to learn in the primary grades.

While readiness of each child is important, it is imperative to insist on “ready schools” that are committed to the success of every child and provide a learning environment that is appropriate for the child’s level of development. Some studies indicate that despite the importance and availability of effective teaching-learning approaches for young students, many schools are not effectively utilizing this approach. Activities to assist young children in transitioning from home or preschool to elementary school are also important, but remain the exception rather than the rule in our schools. Because early experiences play such an important role in preparing children for success in school and because the family’s influence is fundamental in children’s early years, it is critical to link the subsequent steps in a child’s education to earlier experiences and to involve parents in these linking activities.
WHEREAS, The California State PTA supports quality public education for all children and encourages the development of each student to his or her full potential; and

WHEREAS, School counselors assist students with academic planning, vocational, career and college choices and provide assistance and referrals to students who are troubled by social or other problems; and

WHEREAS, The National PTA resolution Comprehensive Guidance Counseling Services states that “students in school are vulnerable to the pressures and problems of the society in which they are nurtured,” and “failure to identify learning problems and difficulties experienced by youth may result in problems of greater magnitude;” and

WHEREAS, According to recent national data collected by the United States Department of Education, California ranked last among states in its average student-to-counselor ratio; and

WHEREAS, The current average ratio is one counselor to 1056 students in California schools, while the American School Counselor Association recommends a ratio of one counselor to 250 students; and

WHEREAS, Increasing the ratio of counselors to students would allow counselors to give students more individual attention for academic or social guidance; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts support efforts to educate the public about the need for more counselors in schools; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support efforts in their local communities to increase the ratio of counselors to students in schools; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support legislation to increase the ratio of counselors to students in schools.

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BACKGROUND SUMMARY

The role of the school counselor is extremely important in the life of a student. The counselor provides direction in planning academic courses, helps the student explore career options and provides information and guidance in the selection of a college or vocational program.

In many schools, counselors also handle discipline. This may include meeting with students and parents, planning and implementing strategies for improvement, and serving as a resource to school staff on behavioral issues.

In addition to these duties, the counselor is often the person the student turns to for help with personal problems such as depression, family crisis and peer relationships. Without intervention, such personal problems can seriously hamper a student’s ability to succeed in school. Depending on the severity of the situation, the counselor may lend a sympathetic ear, suggest solutions or connect the student and family with additional outside help.

As a result of a shortage of counselors in California, many students do not receive the assistance they need. A counselor with more than 500 students has less opportunity to provide individual attention to students. Students may not receive the academic and vocational guidance they need. This guidance is critical as students face a rapidly changing job market and a complex and competitive college application process.

Drug abuse and violence continue to be problems in schools and counselors often represent the first line of defense in dealing with these issues. When counselors are overwhelmed by an extremely large group of students to assist they are less likely to identify the students who need additional help and less able to give these students the time and attention they need.

The American School Counselor Association recommends one counselor to 250 students. In order to give each student the best chance of success, it is vitally important to increase the ratio of counselors to students.
INTERNET ACCESS FOR CALIFORNIA CLASSROOMS
(Adopted by Convention Delegates May 2000)
Reviewed by Board of Managers February 2021

WHEREAS, The California State PTA believes that all children and youth should receive a quality, comprehensive and diversified education to encourage equal opportunities for maximum individual development; and

WHEREAS, Effective use of educational technology has been linked to positive measurable differences in student achievement, attitudes, school attendance, and interaction with educators and peers; and

WHEREAS, California ranks the lowest of all 50 states in the ratio of students to instructional computers and 44th in the ratio of students to Internet-connected computers, with only 67% of California schools having Internet access; and

WHEREAS, To fully integrate technology into curriculum, schools need compatible hardware and software including safeguards, Internet connections, training for staff, and support and maintenance for equipment; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts support efforts to wire every California classroom and to bring hardware, integrated curriculum, training for staff and parent/school volunteers and funding for ongoing technology support; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support legislation to meet technology needs on a statewide basis, with a continuing effort to link all California classrooms to the World Wide Web and other evolving technologies.

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BACKGROUND SUMMARY

According to a recent national survey by Education Market Research, in California the student per Internet-connected computer ratio is 19.3 students to 1 computer, whereas the national ratio is 13.6 students to 1 computer. Only 67% of California schools have Internet access from one or more classrooms.

A recent report by the U.S. Department of Commerce, entitled “Falling Through the Net: Defining the Digital Divide,” noted that at the end of 1998 over 49% of American households had computers and 25% had Internet access, and that computer ownership and Internet access increase with income.

Regardless of income level, Americans living in rural areas lag behind in Internet access. At the lowest income levels, those in urban areas are more than twice as likely to have Internet access than those earning the same income in rural areas. People with higher educational levels are more likely to have a computer at home and to have home Internet access.

Access to the Internet offers students the opportunity to find information quickly and easily from institutions such as the Library of Congress, the Centers for Disease Control and Prevention, university libraries and government entities. Internet access enlarges the world of information available to students, supplements their school curriculum and provides students an opportunity to engage in interactive educational projects with others in remote locations. Internet access in California classrooms would also provide increased benefits to teachers.

Wiring California classrooms will promote equal opportunity for all students to participate in the larger world of information available through the Internet.
LEARNING DISABILITIES AND LEARNING DISABILITIES IN GIFTED CHILDREN

(Adopted by Convention Delegates May 2000)
Reviewed by Board of Managers May 2021

WHEREAS, the California State PTA believes that children and youth have the right to equal educational opportunities through public education to develop their capabilities to the maximum, and that a closer relationship between the home and the school must be established to promote more effective parent participation in the education of children and youth; and

WHEREAS, the Individuals with Disabilities Education Act (IDEA) mandates that all children have available to them a free and appropriate education designed to meet their needs; however some students who are identified as learning disabled, including gifted students with learning disabilities, are in schools or districts that do not have the resources to properly assist them; and

WHEREAS, there is a need to increase awareness and sensitivity to the diverse educational and social needs of children and youth who have learning disabilities, including gifted students with learning disabilities; and

WHEREAS, the individuals who influence a child’s or youth’s educational success need training in early and accurate identification of learning disabilities, in appropriate modification of classroom and instructional strategies, and in the need for and value of parent involvement; and

WHEREAS, learning disabled and learning disabled gifted students need assistance beyond the classroom with social development, post secondary education and employment; now therefore be it

RESOLVED, that the California State PTA and its units, councils and districts work with the California Department of Education to make available materials to support and educate school districts, school staff, parents and students regarding learning disabilities and learning disabilities in gifted students; and be it further

RESOLVED, that the California State PTA encourage and support legislation and school district policies that will further staff development and training and provide support staff in the areas of learning disabilities and learning disabled gifted students; and be it further

RESOLVED, that the California State PTA encourage the statewide development and use of appropriate assessment tools, testing materials and methods to assess growth in student learning and to identify students with learning disabilities and/or learning disabilities with giftedness; and be it further

RESOLVED, that the California State PTA encourage its units, councils and districts to make available materials to support and assist school districts, parents and youth in the area of social development, preparation for post-secondary education and post-education employment for learning disabled and learning disabled gifted students; and be it further

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RESOLVED,  That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention in June 2001.

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**BACKGROUND SUMMARY**

Current studies on learning disabilities and the occurrence of learning disabilities in gifted children have produced heightened awareness, and consequently a greater percentage of students are being identified as learning disabled. There are still many learning disabled students who are not identified, especially among gifted children.

In 1998 in California there were 344,824 documented learning disabled students according to California’s Special Education Statewide Enrollment Data, by disability category as of December 1, 1998. There are no statistics on how many of those students are gifted because the state of California does not record this information. Some learning disabled students and gifted students with learning disabilities are identified but attend schools that do not have the resources to properly assist them. Between 1977 and 1996, the percentage of children with specific learning disabilities as a percentage of total public school enrollment (grades K-12) rose from two to six percent. (Reference The Condition of Education 1998, Indicator 45.)

The occurrence of learning disabilities among gifted children is a real condition that has not been properly addressed. The results are often that these students drop out academically and socially because not only are their unique academic and social needs not being met, they are frequently not even recognized.

Many of the issues expressed in this resolution can be summarized in the following quote by Mary E. Cronin, Ph.D. and Paul J. Gerber, Ph.D. from the *TL & LD Journal*, 1982, “Preparing the Learning Disabled Adolescent for Adulthood,” pg. 55:

> The experience of learning disabled students in late adolescence is markedly different from that of their normal peers. By definition, they are a group of individuals with diverse psychological, academic, social, emotional and vocational profiles.

Further, the Learning Disabilities Association Post-Secondary Education Subcommittee in *The Gram*, March/April 1999, states:

> For a student to have a good experience in the world of work, the amount and type of preparation that leads up to employment can make the difference between success and failure ... preparing for entry into the job market is a developmental process and well thought out transition planning can insure that the student is ready to take on the challenge.

The learning disabled and the gifted student with learning disabilities continue to need help in these areas throughout late adolescence in order to master the coping skills necessary to become productive adults.
WHEREAS, One of the Objects of the PTA is to promote the welfare of children and youth in home, school, community and place of worship; and

WHEREAS, Firearms continue to be a leading killer of children and youth in California and across the nation; and

WHEREAS, California state law does not require licensing of gun owners nor periodically renewable registration per se of handguns; and

WHEREAS, The licensing of handgun owners along with a hands-on proficiency test and a hands-on safety test would promote a basic knowledge of gun safety regulations; and

WHEREAS, The registration of handguns would help law enforcement officials track guns used in criminal activity; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts support state and federal legislation and/or regulations that require all handgun owners to hold a periodically renewed license that includes a hands-on proficiency test and hands-on safety test in order to purchase, receive or possess a handgun; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support state and federal legislation and/or regulations to facilitate the registration of all handguns on a periodically renewable basis and at all instances of transfer of ownership; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention in June 2001.

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Continued on next page
BACKGROUND SUMMARY

The term licensing applies to the owner of a gun and the term registration applies to the gun itself.

If licensing of handgun owners were required, a license would be issued to an individual after a test that, at a minimum would indicate knowledge of gun safety rules and regulations including safe storage of a gun and, ideally, would require loading, unloading, clearing and handling a gun as a part of the test. Included would be a background check on the individual with a thumbprint search of criminal records. This license would allow an individual to purchase a handgun and the license would be subject to periodic renewal.

If registration were required, each individual handgun would be registered. This registration would take place at the time the gun is purchased, would be renewable on a periodic schedule, and would provide a way of notifying the registering body when there is a transfer of ownership, if the gun is stolen and/or if the gun is destroyed, confiscated or otherwise not in possession of the registered owner. If a licensed owner has more than one handgun, each would be individually registered.

Several states already have laws that require the licensing of handgun owners and registration of their firearms. Other nations have much stronger laws.

The two leading killers of children and youth are guns and auto accidents. Owners and operators of autos are licensed and the autos are re-registered each year. California already requires a test before issuing a hunting license to make sure the hunter understands the rules and regulations. Although the state of California requires prospective handgun purchasers to have a basic firearms safety certificate (BFSC), there is no requirement for a hands-on proficiency/safety test.

Polling data reported by the Centers for Disease Control and Prevention indicate wide public support for licensing and registration. Many law enforcement officials believe such measures would help them trace weapons used in crimes and would encourage people to report stolen weapons. Licensing and registration fees could cover the administrative costs. There may be some one-time set up costs to put a licensing/registration system online.

This resolution assists PTA in promoting the third Object of the PTA, “to secure adequate laws for the care and protection of children and youth.”
WHEREAS, The state of California has adopted a new Public School Accountability Act (PSAA) that is designed to evaluate the quality and improvement of public schools as they relate to student achievement; and

WHEREAS, Assessment is an integral part of the instructional program and is essential to all aspects of teaching and learning; and

WHEREAS, Testing and student assessment are necessary to diagnose students’ strengths and needs, to plan and adjust curriculum and instruction, and to provide feedback to students and parents regarding student progress and achievement; and

WHEREAS, The California State PTA believes that assessment of student performance must be linked to curricular goals that are compatible with the challenges and the changes in education; and

WHEREAS, The California State PTA further believes tests should not be limited to multiple choice or true/false questions, but must provide multiple ways for students to demonstrate what they have learned; and

WHEREAS, Parental involvement plays a vital role in determining a student’s success in meeting academic and performance standards; and

WHEREAS, A student’s academic success is a shared responsibility between parents, teachers and the students themselves, and parents expect test scores to reflect student achievement as accurately as possible; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts advocate for the continued development of a comprehensive California State Student Assessment System that equitably measures individual student achievement and the breadth and depth of the instructional program; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate at the state and local levels for a commitment of the resources (including funds, teachers, support staff and facilities) needed to provide all students with equal opportunity to learn and, when necessary, to provide access to the appropriate early intervention strategies and remediation programs required for academic success; and be it further

RESOLVED, That the California State PTA and its units, councils and districts partner with schools to educate parents and community members about the purpose of student assessment and testing and to help them understand everyone’s role and responsibility for the academic success of all students.

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BACKGROUND SUMMARY

In April 1999, Governor Davis signed into law California’s new Public School Accountability Act (PSAA), a collection of related programs designed to evaluate the quality and improvement of public schools. Upon its implementation, only one test was available and all students’ test scores, regardless of English fluency and other factors, were included in the reported results. Currently, only this high-stakes test is being used to measure educational quality and to create test scores for individual students. Other planned tests, such as the High School Exit Exam, will do the same.

Testing experts agree that the purpose of standardized tests is to provide better information for students, parents, teachers, administrators, policy makers, and the general public. Student assessment should validate what students know as a result of classroom instruction, as well as measure a student’s proficiency in relation to state standards. Tests should provide feedback to students and their parents regarding progress and achievement.

Researchers have concluded that sound educational assessment programs include multiple performance-based measures. The most beneficial assess the many different kinds of knowledge and skills that a student is expected to acquire. Additionally, they support the concept that parents play a vital role in helping their children to succeed in school. Parents should be involved at all levels, including the design, development, implementation, and evaluation of a viable student assessment program. Parental involvement plays a vital role in determining a student’s success in meeting academic standards. Parents need to help their children attain test readiness by being aware of their school’s assessment methods and testing dates, by striving to ease their child’s anxiety, by encouraging healthy sleeping habits, and by promoting good test-taking practices. Afterwards, parents should examine test results and meet with their child’s teacher to discuss the results.

It is imperative that California create an educational assessment system that aligns content standards, performance standards, curriculum and instruction materials, classroom instruction, teacher preparation, testing, reporting and accountability so that California’s children and youth are not negatively impacted by any assessment or accountability system. State funding also needs to be available to support new approaches to improve student learning and achievement, as well as to support mandated remediation programs at the school site.

Finally, it is essential that California look not to one single test, but instead build a testing system that is comprehensive and coherent. A one-size-fits-all approach to student assessment and school accountability does not provide an accurate measurement of student achievement and education quality.
ANTIBIOTIC RESISTANCE AWARENESS
(Adopted by Convention Delegates April 2001)
Reviewed by Board of Managers March 2012

WHEREAS, The PTA believes that sound health is vital to the welfare of children and youth, the community, and the nation; and

WHEREAS, Medical experts are in agreement that an increasing number of bacteria such as staphylococcus, streptococcus and mycobacterium that cause bacterial infectious diseases such as tuberculosis, gonorrhea, pneumonia, meningitis, and even simple ear infections have developed strains that are resistant to many of the common antibiotics previously used to fight these bacterial infectious diseases, and that overuse and inappropriate use of antibiotics has hastened this development; and

WHEREAS, National and international organizations such as the Centers for Disease Control and Prevention and the World Health Organization, and prestigious medical journals such as The New England Journal of Medicine have published reports documenting the increase of antibiotic resistance; and

WHEREAS, The National Foundation for Infectious Diseases has ranked antibiotic resistance and emerging infections as the first among the top ten problems in infectious diseases on which it will concentrate its efforts; and

WHEREAS, The problem of antibiotic resistance is global and poses an increasingly urgent threat to public health, which is of particular concern in children because of frequent use of antibiotics in the outpatient setting for the treatment of common childhood diseases; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts work with public health authorities, the medical community, and health care providers to educate parents and community members concerning antibiotic resistance, its causes, and the steps they can take to reduce and inhibit its spread; and be it further

RESOLVED, That the California State PTA submit this resolution to National PTA for consideration at its 2002 convention.

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Continued on next page
BACKGROUND SUMMARY

Antibiotics in the 21st century are increasingly compromised in their ability to conquer diseases and infections that even 10 years ago were easily controlled. The spread of antibiotic resistance has become one of the most critical emerging infectious disease threats in this country, according to the Centers for Disease Control and Prevention (CDC). There is a real threat that unless something drastic is done, certain bacteria may emerge that cannot be treated at all.

Each year more than 133 million prescriptions for antibiotics are written to non-hospitalized patients; 190 million doses a day are administered in hospitals. According to the CDC, up to 50% of antibiotic use may be inappropriate. The inappropriate use is for viral infections against which antibiotics are ineffective. In addition, appropriately prescribed antibiotics are in many cases taken improperly.

Reducing the inappropriate use of antibiotics is part of an effective strategy to slow antibiotic resistance. Habits which lead to inappropriate antibiotic use include:

• insisting on an antibiotic when the physician says no;
• not taking a prescribed antibiotic for the full course of treatment;
• using antibiotics without a doctor’s care or using leftover antibiotics; and
• using antibiotics prescribed to others.

The California State PTA, together with the California Medical Association Foundation, the California Department of Health Services and representatives of health plans, the pharmaceutical industry and consumer groups have initiated a five-year project to reduce the unnecessary use of antibiotics and reduce the prevalence of antibiotic resistant bacteria in California. The drugs available today can be used knowledgeably to cure the bacterial infections of today. However, unless a more serious effort to educate parents and caretakers about the proper use of antibiotics is undertaken, bacteria resistant to antibiotics will increasingly threaten to send the world back to a pre-antibiotic age.
SAFETY HELMETS FOR SCOOTER, SKATEBOARD AND SKATE USERS UNDER THE AGE OF 18
(Adopted by Convention Delegates April 2001)
Reviewed by Board of Managers May 2020

WHEREAS, With the reemergence of scooters and the growing popularity among youth of skateboards, skates and the “extreme sports” phenomenon, injuries, disabilities and deaths have increased; and

WHEREAS, From January 2000 through November 2000, the U.S. Consumer Product Safety Commission estimates there were about 32,700 injuries related to scooters; the commission also reports there are approximately 26,000 persons treated each year in hospital emergency rooms with skateboard related injuries, while in 1996 an estimated 76,000 children and teenagers younger than 21 years were injured sufficiently while in-line skating to require emergency department care; and

WHEREAS, The statistics related to injuries and deaths related to non-use of safety helmets while using scooters, skateboards and skates continue to rise, with six out of every 10 skateboard injuries occurring in children under the age of 15 and about 85% of the injuries related to scooters occurring in children less than 15 years old, while industry forecast sales of scooters for the year 2000 to reach 2 to 5 million units; and

WHEREAS, National PTA recognizes “that head injuries are one of the leading causes of death and disabilities for young people in America and studies have shown that use of protective helmets can significantly reduce the frequency and severity of bicycle and other sports-related head injuries;” and

WHEREAS, A review of studies by the California Department of Health Services concludes that mild head injuries (MHI) can have a significant and sustained impact on the ability of children and adolescents to learn and function effectively; and

WHEREAS, There is no compulsory requirement for youths under the age of 18 to wear safety helmets while using scooters, skateboards, or skates in the state of California; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts urge school districts to adopt policies that require all students to wear safety helmets when using scooters, skateboards and skates on school campuses; and be it further

RESOLVED, That the California State PTA and its units, councils and districts inform students, parents and the community on the need for, and the use of, safety helmets for scooters, skateboards and skates; and be it further

Continued on next page
RESOLVED, That the California State PTA support the adoption of state legislation mandating the use of Consumer Product Safety Commission and/or American Society for Testing and Materials approved safety helmets for all youths under the age of 18 using scooters, skateboards and skates in the state of California; and be it further

RESOLVED, That the California State PTA forward this resolution to National PTA for consideration at its 2002 convention.

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BACKGROUND SUMMARY

In 1995, the California Legislature with the urging of the California State PTA authorized the Bicycle Helmet Law to protect youth while using bicycles. It is time to extend this protection to the youth that use scooters, skateboards and skates.

Much attention has been focused on severe, traumatic brain injuries. But 90% of the new cases of medically diagnosed head injuries each year are mild head injuries (MHI). Though the patients may not show immediate signs of neurological problems or need to be hospitalized, studies have shown the effects of MHI can have significant and sustained effects on children’s ability to learn and function effectively in school.

Other states have passed legislation addressing this concern. Laws in the states of New York and Oregon require helmet use by child and adolescent skaters. The City Council of Manhattan, New York, unanimously passed a law on January 24, 2001 requiring children under 14 to wear helmets while riding foot-powered scooters.

The unnecessary injury and death of children could be avoided if the California Legislature mandated the use of Consumer Product Safety Commission approved safety helmets for youth under the age of 18 using scooters, skateboards and skates. Currently private skate parks have such requirements to mitigate their liability in the event of an accident. Parents need to prevent children’s injuries by providing them with the safety equipment and instructions for proper use. PTAs throughout California can protect the safety and well-being of children by promoting safety programs for scooters, skateboards and skates that emphasize the use of safety helmets. In addition, PTAs throughout California should also urge school districts to adopt policies that require all students to wear safety helmets when they use such equipment.
WHEREAS, The California State PTA recognizes the importance of promoting school safety policies, educational outreach programs, and implementing traffic and pedestrian safety solutions for pre-Kindergarten through grade 12 school children, parents, and communities; and

WHEREAS, The need for traffic engineering, new safety technologies, education outreach, and the enforcement of safe driving laws are recognized by safety experts as vital to improving safe routes to and from schools by reducing hazards and increasing student, community, and motorist awareness; and

WHEREAS, Recent data show that California ranked 12th highest in the nation in child pedestrian vs. vehicle fatalities and serious injuries for children 5-12 years old, and the National Highway Traffic Safety Association states that 43% of school age pedestrian fatalities occur between 3 p.m. and 4 p.m.; and

WHEREAS, Safety studies have identified key school pedestrian and traffic safety issues including

1. unsafe routes to school,
2. speeding/reckless driving in school zones,
3. unsafe parking and drop-off/pick-up practices,
4. school bus loading zone conflicts and double parking,
5. unclear school area signs and crosswalks with low visual impact and recognition,
6. poorly maintained/faded crosswalks and signs,
7. utility construction and street/public works hazards,
8. inadequate crossing guard program funding,
9. lack of sustainable school safety education/staff training, and
10. inconsistent enforcement and parking control intervention; and

WHEREAS, Inconsistent state and local safety policies, as well as ineffective safety procedures and school zone traffic signs/crosswalk markings, contribute to traffic and pedestrian safety risks for school children, and further reinforce the critical need for implementing comprehensive statewide school safety improvements, training programs, operational procedures, and legislation; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts urge the creation and implementation of school safety committees where none exist; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to participate with school safety committees and to work with parents, students, teachers, local law enforcement, other appropriate agencies, and their school communities to improve traffic and pedestrian safety for children, and identify and improve, where necessary, safe routes to and from schools; and be it further

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RESOLVED, That the California State PTA and its units, councils and districts urge their superintendents, school boards, elected officials and other policy-makers to support local and state efforts to (1) reduce traffic and pedestrian safety problems/hazards for children, (2) increase motorist and pedestrian awareness by using the latest technological improvements (technologies) in signs, crosswalk design, pavement markings, and traffic control devices, and (3) implement policies in a systematic and uniform manner for all of California’s schools to address traffic/pedestrian safety education and enforcement; and be it further

RESOLVED, That the California State PTA and its units, councils and districts urge state and local legislators and other policy-makers to support comprehensive improvements in traffic and pedestrian safety for pre-Kindergarten through grade 12 school children, and to create a safer environment for all of California’s school children in partnership with schools, community organizations, city, state, and appropriate federal agencies; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate and support legislation on the state and local level to double all traffic fines for moving violations within posted school zones—and further advocate that fine revenues be committed to school traffic safety/pedestrian programs, including crossing guards.

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BACKGROUND SUMMARY

Major school safety policy reform and traffic engineering technology upgrades are needed to improve statewide and local approaches to traffic safety for pre-Kindergarten through grade 12 school children. Changes are needed in the areas of (1) local and school district operations and policy in the areas of school safety education, (2) traffic engineering, signs and control devices design, and (3) safety laws and enforcement.

The new technologies and design applications currently available have proven to be effective in increasing the visibility of pedestrians in school zones, as well as increasing motorist and pedestrian awareness of safety and compliance with traffic laws. These approaches are cost efficient and are effective in reducing pedestrian fatality and injury to school children and the community at large, when applied uniformly and maintained and reinforced with sustainable safety education and law enforcement.

Second District PTA’s study, “PTA School Children’s Traffic Safety Project 2000,” and its plan of action and recommendations supported by their PTA community advisory group in participation with the City and County of San Francisco Board of Supervisors, Board of Education, Transportation Authority, Traffic Engineering Department, Police/California Highway Patrol, California State Automobile Association (AAA) and others, recommended action in the areas of safety education, traffic engineering, law enforcement and legislation. Many of these recommendations have been implemented.

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School Traffic and Pedestrian Safety Improvement – continued

The adoption of this resolution and a comprehensive plan of action for local school districts can result in increased motorist awareness, stronger visual impact of school zones and crossings, higher compliance with traffic laws through education and uniform enforcement, and could ultimately reduce the fatalities and injuries to California’s pre-Kindergarten through grade 12 school children.

In the belief that the greatest gift to our children is a safer school and community environment, this resolution is dedicated to those school children who have been injured and lost their lives while walking to and from their schools over the years.
WHEREAS, PTA believes that every child should graduate from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world and to be prepared for life-long learning; and

WHEREAS, PTA believes all students must have equal access to an education that meets the needs of tomorrow’s high skill, high technology workplace; and

WHEREAS, An overwhelming percentage of parents surveyed by the Governor’s School-to-Career Advisory Council endorse and support the School-to-Career concept; and

WHEREAS, A comprehensive School-to-Career model integrates academic and technical skills and enhances existing educational programs, and prepares students for lifelong learning, advanced education, and a successful transition into the workplace; and

WHEREAS, Research indicates that students involved in School-to-Career, including those who are at-risk or in special education, may demonstrate an increase in school attendance and academic performance, and

WHEREAS, The innovative learning strategies of School-to-Career curricula that encompass career awareness components, work-based learning, internships, service learning, workability, and career academies have led to improved academic performance and increased graduation rates among students who are most likely to drop out of school; and

WHEREAS, School districts involved in School-to-Career learning have students who are more likely to meet University of California admission requirements, take Advanced Placement courses, and complete algebra by the ninth grade; and

WHEREAS, School-to-Career instruction engages business to work in effective partnerships with the educational community to provide success-based, relevant learning environments for all students; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts educate parents about the need to support School-to-Career curricula in their schools as an integral part of their children’s education; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support efforts to promote School-to-Career instruction within local schools/school districts, as well as support efforts to expand and strengthen the alliances and partnerships formed between schools/school districts and local business communities, and between schools/school districts and institutions of higher learning; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate for continued and sufficient funding of School-to-Career education.

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BACKGROUND SUMMARY

To be successful in school, students, as learners, must be engaged in meaningful and relevant curriculum. Schools must meet the needs of all students by offering challenging academics, and also preparing students for their future participation in an ever-changing global economy.

School-to-Career instruction provides educational opportunities that enhance the quality of learning experiences for all students. Experiences in the workplace help students develop competence, confidence, and connections that can help ensure successful careers and citizenship in later life. Further, School-to-Career partnerships are an excellent way to increase the employment rate of all students, including those with disabilities. Research shows that when students’ basic academic skills and employability skills are improved, so are their chances of finding employment.

School-to-Career curricula serve as a link between the school and business community. Students who participate in the School-to-Career opportunities are more likely to attend classes regularly, maintain good grades, have well-above average test scores, graduate from high school, and meet college entrance requirements. Research indicates that

- 55.9% of School-to-Career students, as compared to 12.9% of all other students, are likely to meet UC admission requirements;
- 36.1% School-to-Career students, as compared to 7.7% non School-to-Career students, take Advanced Placement courses;
- 44.6% of School-to-Career students, as compared to 16.8% of traditional students, take algebra by the ninth grade.

Today, there is a vital need for School-to-Career development within public schools. The United States is one of only a few industrialized nations that does not have an organized, comprehensive system to help young people prepare for and enter the workforce. Over fifty percent of U.S. employers report that they are unable to find qualified applicants for entry-level positions. Furthermore, high skilled jobs are growing at three times the rate of other jobs. In addition, American business spends an estimated $30 billion on training and re-training its workforce. Effective School-to-Career curricula within our public schools can help meet America’s growing need for qualified, skilled employees.
TEACHER QUALITY: RECRUITMENT, RETENTION AND RESOURCES

(Adopted by Convention Delegates April 2001)
Reviewed by Board of Managers March 2012

WHEREAS, The California State PTA believes that all children and youth should have the opportunity, through free public education, to develop to their full potential, and that educators and the general public should unite in efforts to secure for all children and youth the highest advantages of physical, mental, social and spiritual education; and

WHEREAS, Research shows that teacher quality – the combination of teacher knowledge, skills and expertise – is the single most important educational resource influencing student learning and academic performance; and

WHEREAS, California teachers possess varying qualifications and levels of preparedness, and many do not possess certification in the subject matter they teach, and have a limited understanding of how to teach students from diverse backgrounds with an array of learning styles; and

WHEREAS, A high number of teachers currently in California classrooms have only an emergency teaching permit or waiver, and a disproportionate number serve in low performing schools; and

WHEREAS, Studies show that high quality teacher preparation along a continuum that includes well supervised and supported student-teaching experience in the areas of classroom management, lesson-planning and curriculum implementation, and induction programs that provide support and assistance for beginning teachers, contribute to a more highly skilled teacher corps and to increased teacher retention, as well as to student achievement; and

WHEREAS, High quality, standards-based and subject-relevant professional development, (including teacher in-service and continuing education) that is well planned and carefully targeted to help both new and experienced teachers improve their skills and expertise promotes opportunities for individual academic success for children; and

WHEREAS, To sustain a high-quality, credentialed teaching pool, schools must have funding sufficient to provide compensation for teachers that is comparable to other professionals, necessary classroom supplies and teacher materials, teacher support, adequate teacher resources and improved working conditions; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts work to educate their membership and the general public about the need for quality teachers who are knowledgeable in their subject matter and teaching methods, and who are able to provide learning opportunities that enable all children to develop to their full potential; and be it further

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Teacher Quality: Recruitment, Retention and Resources – continued

RESOLVED, That the California State PTA and its units, councils, and districts advocate for and support state and local policies, programs and practices that promote the recruitment, hiring and retention of well prepared, fully credentialed teachers, and that reduce California’s dependence on emergency teaching permits and waivers; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate for:
- Rigorous, standards-based teacher preparation programs that prepare competent, credentialed teachers;
- Policies and programs that provide financial and profession-based incentives that encourage individuals to enter and remain in the teaching profession;
- Implementation of policies and programs that support beginning teachers; and be it further

RESOLVED, That the California State PTA and its units, councils, and districts advocate that appropriate state and local agencies provide for all teachers high-quality, standards-based professional development and continuing teacher education programs for which they are compensated, aimed at assisting both new teachers and experienced teachers to improve their teaching skills, methodologies and practices; and be it further

RESOLVED, That the California State PTA advocate for sufficient state funding to provide for teacher salaries competitive with other professions, materials essential to the performance of teaching responsibilities, and teacher support, including but not limited to mentoring, peer assistance, networking and team building.

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BACKGROUND SUMMARY

The demand for teachers in California has grown dramatically during the 1990s and is expected to continue to increase. According to a recent report, Teaching and California’s Future – The Status of the Teaching Profession, at least 26,000 new teachers are needed each year. Study after study has demonstrated the strong relationship between teacher quality and student learning. But more than one in ten classrooms in the state are staffed with teachers who have not met the state’s minimum qualifications, and a third of new teachers quit within their first three years on the job.

Teacher candidates who come from rigorous, well designed teacher preparation programs make the easiest transition to the classroom, are most likely to remain in the teaching profession, and are the most satisfied with their chosen field. Induction programs that support beginning teachers help transition individuals from learning about teaching to being good teachers. Induction programs result in improved teaching and student success because of the focus on professional teamwork and student progress. As standards rise for what all California students are expected to know and be able to do, so must the standard qualifications rise for teachers as they enter the classroom and begin to gain the necessary experience that increases their skills. States with high achieving school systems have beginning teachers with solid liberal arts backgrounds, expertise in their subject areas and in teaching methodology, and extensive student teaching experience before even entering the profession.

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Teachers who regularly participate in professional development, in-service and continuing education are more confident and competent in their field. They bring more knowledge to the classroom, not only in their subject but how to teach it. When teachers experience quality professional development pertinent to their field of study, they become more effective and are able to enrich the educational environment in which children learn. Professional development must be a continuing process and ALL teachers must participate. States that have year-round, continuing professional development, paid in-service conferences throughout the year, and an extended school year (e.g., one week at the beginning and one at the end) for staff development help teachers do a better job educating students.

RAND, a nonprofit institution that helps improve policy and decision-making through research and analysis, states, “The role of compensation is very important in attracting and keeping quality teachers, including increase to teacher pay to be more competitive with other occupations... the move to link salary with performance is based on sound economic theory.” RAND also explains that poor working conditions and lack of equipment, materials and space adds to frustration. In addition to improved working conditions, other needed incentives include better work environments, mentoring, peer assistance and networking.
ALCOHOL AND TOBACCO USE IN YOUTH: EDUCATION, PREVENTION AND INTERVENTION
(Adopted by Convention Delegates May 2002)

WHEREAS, The California State PTA recognizes the importance of promoting school health and safety policies; and

WHEREAS, Research shows that substance abuse costs schools at least $41 billion a year due to class disruption and violence, special education and tutoring, teacher turnover, truancy, children left behind, student assistance programs, property damage, injury and counseling; and

WHEREAS, Each year, 13.2 million students ages 12 to 17 become new users of tobacco, alcohol and other gateway drugs; and

WHEREAS, Teen tobacco use and underage drinking are a major public health concern throughout the state of California and additionally are the fuel for perpetual health, social and economic problems that result in harm to youth and society; and

WHEREAS, Teen tobacco use and underage drinking detract from the ability to provide the best possible education for all children; and

WHEREAS, Thousands of children are killed annually in alcohol-related crashes, and 400,000 Americans die from tobacco related illnesses each year; and

WHEREAS, The use of tobacco and alcohol are illegal for persons under the ages of 18 and 21 respectively; now therefore be it

RESOLVED, The California State PTA and its units, councils and districts support the establishment of research-based standards to develop and implement best practices designed to address underage drinking and tobacco use in youth; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate and support student advocacy including meeting with the governor and other state and local public officials for the development and implementation of community-based, youth-oriented alcohol and tobacco programs that address education, prevention and intervention strategies; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support legislation that will lead to the establishment of a governor’s task force and/or provide resources for the development of comprehensive programs on underage drinking and smoking, and be it further

RESOLVED, That California State PTA encourage all other state PTAs to adopt a similar resolution.

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BACKGROUND SUMMARY

Parents, health officials and community leaders are rightfully concerned about the consequences of underage drinking and tobacco use by adolescents. Current California Healthy Kids surveys document the staggering extent of youth alcohol and tobacco use problems. The Robert Woods Johnson Foundation Report on Substance Abuse, February 2001, identifies substance abuse as the number one health problem in America with related costs exceeding $41 billion yearly. According to the Substance Abuse and Mental Health Services Administration (SAMSHA), as reported by the Associated Press on July 5, 2001, the problem remains widespread.

Although drinking and tobacco use are illegal for adolescents, many view this use as innocent, “every-kid-tries it” behavior. However, because growing bodies are so sensitive to the effects of alcohol and smoking, youth are at a much greater risk than adults for emotional and physical harm.

Aggressive efforts over the past two decades to combat underage drinking have failed nationwide. Tobacco use by youth varies from state to state and community to community. Some communities do a better job with prevention than others, however no community does all that is possible or needed.

Current approaches to address youth alcohol and tobacco use are fragmented. Strategies that do work are not universally used. Programs that are shown to be ineffective when evaluated continue to be used without the needed revisions. Local community leaders are frustrated in their efforts to deal with the problems; the politics involved and industry interference also prevent lifesaving strategies from being formulated or implemented. The results are ineffective. Each community needs a road map of successful strategies, but the necessary resources to develop such programs may not be available. Cities and counties would benefit by the requirement to establish, implement and support research-based standards to address underage drinking and tobacco use in youth.
WHEREAS, In 1999, the American Academy of Orthopedic Surgeons reported the number of public access playground injuries at more than 509,000, and falls to surface accounted for 58% of these injuries; and

WHEREAS, In 2001, a Consumer Product Safety Commission study reported statistics have not been kept on the type of surface fallen onto, but did report that 79% of the injuries that occurred on public access playground equipment involved falls, primarily to the surface below the equipment; and

WHEREAS, The type of surface on the playground is the most important factor in the number and severity of injuries due to falls; and

WHEREAS, Currently, the playground industry must only test their products to prevent head injury; and

WHEREAS, The California Education Code does not specify a school playground accident reporting procedure because this process is established by individual school district insurance carriers; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts, and PTA school safety committees urge school districts and others responsible for public access playgrounds to:

• monitor and maintain public access playgrounds according to the U.S. Consumer Product Safety Commission recommendations and manufacturers product specifications;
• ensure adequate reporting of all injuries with information to include type of equipment and type of surface; and be it further

RESOLVED, That the California State PTA support legislation to require the development of surface testing methods that provide for prevention of public access playground fall-related injuries; and be it further

RESOLVED, That the California State PTA urge its units, councils, districts and PTA school safety committees to support installation of surfaces that provide for resiliency and displacement to prevent fall-related injuries on public access playgrounds, and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at its convention, and be it further

RESOLVED, That California State PTA encourage all other state PTAs to adopt a similar resolution.

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BACKGROUND SUMMARY

According to the U.S. Consumer Product Safety Commission, from January 1990 to August 2000, 147 deaths to children younger than 15 years of age that involved playground equipment were reported. Approximately 205,860 preschool and elementary children received emergency care for injuries on playground equipment. The most prevalent diagnoses were fractures (39%), lacerations (22%), contusions/abrasions (20%) and strains/sprains (11%). Falls to the surface was a contributing factor in 79% of all injuries. Based on these statistics and other research, the National Program for Playground Safety advocates that adults provide safe surfacing both in the public use areas and at home for playground equipment. Further, adults must insure that all equipment and surfacing located in children play areas be maintained on a regular basis.

PTAs, school districts, and public parks all seek installation of safe playground equipment and surfaces. Children need to play on equipment and surfaces that best protect them from all types of injuries, not only brain injuries. Play equipment and surfaces need to be properly maintained according to the manufacturers specifications and guidelines. Regular (monthly) inspection of playgrounds would detect the need for maintenance or repair before accidents occur. Recording and reporting of all types of accidents, noting the type of equipment and surface, would allow for informed decisions on the type of product to purchase.

Currently, the California Education Code does not specify a playground accident reporting procedure. The process of reporting playground accidents is established by the school district’s insurance carrier. Only accidents subjectively deemed significant are reported to insurance companies. The type of surface the child falls onto is often not included in the accident report.
TOXINS (PERSISTENT AND BIOACCUMULATIVE)
AND THEIR EFFECTS ON CHILDREN
(Adopted by Convention Delegates May 2002)
Reviewed by Board of Managers March 2012

WHEREAS, A group of pollutants known as persistent, bioaccumulative toxins (PBTs) are toxic, persist in the environment, bioaccumulate through the food web, and pose a risk of causing adverse effects to human health and the environment; and

WHEREAS, The United States Environmental Protection Agency (EPA) has established a list of persistent, bioaccumulative toxins (PBTs), which includes toxins such as lead, mercury and its compounds, polychlorinated biphenyls (PCBs), DDT \((1,1,1\text{-trichloro-2,2-bis(p-chlorophenyl)ethane})\), dioxins and furans, and certain pesticides that are associated with a range of adverse human health effects, including effects on the nervous system and reproduction and development; and

WHEREAS, Persistent bioaccumulative toxins (PBTs) have also been linked to cancer and significant developmental impairments, and particular risks may be posed to the developing fetus or young child in whom critical organs are still under development; and

WHEREAS, Because the fetus and child are especially vulnerable to the health effects of persistent, bioaccumulative toxins (PBTs) such as lead, mercury, dioxins and polychlorinated biphenyls (PCBs), and their brain, nervous, reproductive and immune systems can therefore be damaged by lower levels of exposure than would impact adults; and

WHEREAS, People who rely on their own fishing for protein in their diet and those who consume fish from many of the waterways in California are at additional risk as persistent, bioaccumulative toxin (PBT) contamination in fish reaches health advisory levels for dioxins, mercury, DDT \((1,1,1\text{-trichloro-2,2-bis(p-chlorophenyl)ethane})\), chlordane and dieldrin throughout California and the U.S.; and

WHEREAS, Exposure to persistent, bioaccumulative toxins (PBTs) is a clear threat to public and environmental health, and PBT contamination has a disproportionate impact on children, especially where exposure is greater; now therefore be it

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RESOLVED, That the California State PTA and its units, councils and districts work to educate the PTA membership and the general public about the hazards to human health, and particularly to children’s health and development, of persistent bioaccumulative toxins (PBTs), including but not limited to lead in paint and drinking fountains, mercury in fish and other products, asbestos in schools and on playgrounds, chemical waste in the environment, pesticide applications and sprayings; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support legislation and/or regulation at all levels of government to reduce the use of persistent, bioaccumulative toxins (PBTs) and their presence in the environment; and be it further

RESOLVED, That the California State PTA and its units, councils and districts urge the establishment of child safe levels on all chemicals and other products tested for neurotoxic and other health effects, and demand the application of child-sensitive safety provisions to all chemicals already tested for safe exposure levels; and be it further

RESOLVED, That the California State PTA and its units, councils and districts urge school districts and other responsible individuals and/or agencies to reduce the use of toxic chemicals through programs such as Integrated Pest Management (IPM), a system to manage pest problems using the least toxic or non-toxic method, in schools, child care centers, parks and playgrounds; and be it further

RESOLVED, That the California State PTA and its units, councils and districts urge the establishment of policies and practices by school districts and other local and state agencies that recognize and respect the rights of parents and the public right-to-know about persistent, bioaccumulative toxin (PBT) exposures in their neighborhoods, schools, child care centers, parks and playgrounds; public buildings, water, air and food; and be it further

RESOLVED, That California State PTA encourage all other state PTAs to adopt a similar resolution.

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BACKGROUND SUMMARY

Persistent, bioaccumulative toxins (PBTs) are a group of pollutants that are extremely toxic, persist in the environment, and accumulate in the food chain. PBTs are associated with a range of adverse human health effects, including effects on the nervous system, reproductive and developmental problems, cancer and genetic impacts. Children and the developing fetus are the group at highest risk for exposure to and health impacts from these pollutants, especially PBTs such as lead, mercury, dioxins and polychlorinated biphenyls (PCBs). These pollutants find their way into water and feedstock, and thus into the food supply. Some PBTs, such as lead, find their way into water still found in children’s play and learning environments.

The California State PTA currently has position statements that are consistent with a concern about persistent, bioaccumulative toxins (PBTs): “Environmental Protection (Toxic/Hazardous Materials)” (1998), “Use of Pesticides In and Around Schools” (1998) and “Lead Poisoning” (1999). This resolution encompasses all of the above issues while also addressing the particular vulnerability of children not just in California, but also throughout the country. The California State PTA Legislation Plank #12 calls for support of legislation “to prevent, control or eliminate hazards to the health, safety and well-being of all children and youth.”

A majority of toxins (PBTs) persist in the environment for decades; heavy metals never break down, just recirculate. All individuals, everywhere, are faced with the possible contamination of the air, water and food from these toxins, and children are the most vulnerable. It is particularly important for the PTA to make a strong statement against the continued use of these toxins and to support legislation that will ensure a safer, healthier world for all children.
WHEREAS, The California State PTA since its founding has been committed to good nutrition as an essential ingredient in every child’s health and readiness to learn; and

WHEREAS, A recent United States Department of Agriculture (USDA) report shows that more than 2,000,000 children in California are hungry or at risk of hunger; and

WHEREAS, The California Department of Education Nutritional Services Division (NSD) also indicates that more than 2,000 (24%) of schools in California that provide the National School Lunch Program do not offer the School Breakfast Program, and that 549 schools that enroll more than 20% of the low-income children and offer the National School Lunch Program do not participate in the School Breakfast Program; and

WHEREAS, Reports published by the California Department of Education Nutritional Services Division (NSD) and by the Food Research and Action Center show that more that 1,200,000 (60%) of the low-income children in California who are eligible for free and reduced-priced school meals do not participate in the School Breakfast Program; and

WHEREAS, Recent United States Department of Agriculture (USDA) studies demonstrate that the nutrition quality of the reimbursable school breakfast, which supplies more that one-fourth of a student’s Recommended Daily Allowance (RDAs) for all targeted nutrients, now satisfies most standards contained in the Dietary Guidelines for Americans and continues to steadily improve; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to advocate that every child in the California public schools has access to the School Breakfast Program; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to educate families about the availability of the School Breakfast Program; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with local school districts and schools to encourage them to participate in the national School Breakfast Program; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate for continuing implementation of and adequate funding for School Breakfast Programs; and be it further

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RESOLVED, That the California State PTA and its units, councils and districts work with local and statewide task forces, commissions and organizations that promote student nutrition and School Breakfast Programs; and be it further

RESOLVED, That the California State PTA and its units, councils and districts work to advocate for healthy and nutritionally balanced meals provided by the School Breakfast Programs; and be it further

RESOLVED, That the California State PTA encourage other state PTAs to adopt a similar resolution.

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BACKGROUND SUMMARY

Childhood hunger is an extremely serious problem. In 1999, a survey by the United States Department of Agriculture (USDA) showed that ten percent of all United States households representing 19 million adults and 12 million children were “food insecure.” Of the 10.5 million households that were “food insecure,” 3.1 million suffered from food insecurity so severe that the USDA classified them as “hungry.” Five million adults and 2.7 million children lived in these “hungry” households.

California, with one of the highest rates of poverty in the country, cannot ignore one of the most basic barriers to learning: hunger. There are currently 2.8 million children in California qualified for free or reduced priced meals. These children come from families living at or below the federal poverty level. Even though nutrition plays a vital role in preparing children to learn, in 2001 only 41% of low-income children who ate lunch at school also ate breakfast at school.

Last year in California over 2.7 million students received a nutritious lunch through the National School Lunch Program. Over 900,000 students received a nutritious breakfast through the School Breakfast Program. For many students the meals they receive at school are the only meals they can depend upon.

The School Breakfast Program is a federally assisted meal program operating in more than 72,000 schools and institutions nationwide. The program was established under the Child Nutrition Act of 1966 to ensure that all children have access to healthy breakfast at school, to promote learning readiness and healthy eating behaviors. It provides nutritionally balanced, low-cost or free breakfasts to 7.8 million children each school day. The program is designed to provide 25% of a child’s dietary needs and more importantly can fill an important nutrition gap for hungry children.

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In addition to these benefits, recent research from around the nation links participation in the School Breakfast Program with improved academic success. Studies show that children who eat breakfast at school – regardless of their family income level – have higher test scores, are less tardy and absent, have fewer visits to the school nurse and exhibit better behavior than those who do not eat breakfast.

Currently, the California State PTA is participating in the statewide California’s Child Nutrition Task Force, chaired by California’s First Lady Sharon Davis. The purpose of this task force is to explore the issue of hunger in California and to promote programs that would alleviate hunger, particularly in children. Furthermore, the California State PTA has made childhood hunger a focus of its 2003 convention. It is imperative that the California State PTA and its units, councils and districts recognize and assume the responsibility of ensuring our children’s access to adequate nutrition. The School Breakfast Program, along with other federal child nutrition programs would help to eliminate hunger in children and promote achievement for all students.
STUDENT SUBSTANCE ABUSE: ALTERNATIVES TO ZERO TOLERANCE  
(Adopted by Convention Delegates May 2003)  
Reviewed by Board of Managers July 2012

WHEREAS, Drug use among middle and high school students in California and nationwide continues to be prevalent; and

WHEREAS, Suspension or expulsion of students that use alcohol and drugs, without behavioral intervention, mentoring or rehabilitative referral, is ineffective and unsuccessful in curtailing substance abuse among students; and

WHEREAS, A disproportionate number of minority students are affected by Zero Tolerance policies; and

WHEREAS, It is counterproductive to punish students without attempting to alter their behavior; and

WHEREAS, School connectedness (the perceived caring from teachers and high expectations for student performance) was found to make a critical difference in whether or not students turned to alcohol and drugs; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to encourage the use of programs that include prevention, treatment, education and support as an alternative to mandatory suspension in response to student substance abuse in schools; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to encourage local school districts to adopt programs and plans that promote school connectedness and address behavioral changes; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to support in-school suspension, after school interventions, positive behavior mentoring, student assistance and other programs that offer counseling and education as preventive disciplinary response to first time drug abuse offenders and students who voluntarily seek help to deal with drug abuse, and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to encourage local school districts to adopt policies of preventative disciplinary response and urge school districts to report, where required by law, any violation of drug laws.

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BACKGROUND SUMMARY

Research shows that the “War on Drugs” campaign and harsh Zero Tolerance policies have been unsuccessful in deterring student substance use and abuse. According to the Eighth Biennial California Survey 1999-2000 Report to Attorney General Bill Lockyer sponsored by the California Departments of Justice, Education, Alcohol and Drug Programs, and Health Services, and a 2001 Columbia University National Center on Addiction and Substance Abuse report, Malignant Neglect: Substance Abuse and America’s Schools, alcohol and substance use among middle and high school students continues to be a commonly occurring practice.

Research shows that the common disciplinary approaches of suspension, expulsion or involuntary transfer to a continuation school for alcohol and drug-related offenses are ineffective. They are contrary to research findings that show school connectedness as a successful method of promoting student success in making healthy lifestyle choices. Additionally, these measures are counter to federal and state legislative mandates that support schools offering alternative approaches and interventions to assist students who abuse drugs.

Findings from the National Longitudinal Study of Adolescent Health, a comprehensive federally funded study of the health-related behaviors of adolescents in grades 7-12, revealed that school connectedness significantly correlates with lower health risk behavior. The nature of school discipline is one of the basic factors contributing to school connectedness. The study concludes that: “The overall level of school connectedness is lower in schools that temporarily expel students for relatively minor infractions…compared to schools with more lenient discipline policies. Zero tolerance policies, which mandate harsh punishment (usually expulsion) for the first occurrence of an infraction, seek to make schools safer. Yet, students in schools with harsh discipline policies report feeling less safe at school than do students in schools with more moderate policies.”

Federal and state laws support alternative responses as ways to address youth substance abuse:

- The United States Department of Education identifies the fundamental qualities of a safe and responsible school as one in which “prevention and intervention programs are sustained, coordinated and comprehensive.”
- The newest authorization of the federal Elementary and Secondary Education Act, the No Child Left Behind (NCLB) Act of 2001, recommends that schools prevent drug use through learning support activities, student services and interventions. It encourages youth anti-drug programs and activities that reduce the need for suspension or expulsion and that assist students who have been suspended or expelled to reenter the regular education setting. It also encourages programs that connect students with adults in whom they can confide.
- The California Department of Education’s Healthy Kids Program advocates intervention and cessation programs as part of the effort to keep our youth drug-free.

For many years the California State PTA has advocated for comprehensive school community drug abuse prevention programs and has encouraged the availability of good counseling and other support services in response to youth substance abuse and underage drinking. It is time to advocate for compassionate responses to student substance abuse by promoting the many extracurricular, after-school and prevention programs that increase the connectedness of troubled and at-risk students to their schools and, thereby, strengthen their chances for success.
FOOD ALLERGY AND ANAPHYLAXIS IN SCHOOLS
(Adopted by Convention Delegates May 2004)
Reviewed by Board of Managers February 2014

WHEREAS, The California State PTA seeks to promote public policy and actions that protect the health and safety of all children; and

WHEREAS, Severe food allergies currently affect three to eight percent of children (representing an estimated 203,000 to 541,000 children in California), and the prevalence of food allergies among children in the U.S. has increased substantially with the incidence of peanut allergies doubling in the last five years; and

WHEREAS, Eight foods cause 85 to 90 percent of all food allergic reactions, namely milk, egg, wheat, peanut, soy, tree nuts, fish and shellfish; and

WHEREAS, Accidental ingestion or exposure, by children, occurs most often at school where one in five children with food allergies will have a reaction, and in some cases a reaction in school may be the first sign of an allergy; and

WHEREAS, In California there are about 9,000 public schools but only 2,700 credentialed school nurses working in those schools, so the majority of schools will not have a school nurse on hand when an emergency occurs; and

WHEREAS, An allergic reaction to food could include inflammatory reactions in the skin, the respiratory system, the gastrointestinal tract and the cardiovascular system and when these symptoms are widespread and systemic, the reaction is termed anaphylaxis, a potentially life threatening event which can occur within minutes of exposure to the allergen; and

WHEREAS, Epinephrine is the first medication of choice for use in the emergency management of a child having a potentially life threatening allergic reaction, and California law authorizes school districts to provide emergency epinephrine auto-injectors to trained personnel and authorizes the trained personnel to use epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction; and

WHEREAS, The use of effective policies on the management of food allergies in schools addressing the three components of: information and awareness, avoidance, and emergency response, is likely to save the lives of children with allergies; now therefore be it

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RESOLVED, That the California State PTA urge its units, councils and districts to inform students, parents, school personnel and the community about the prevalence of food allergies and ways in which danger to students with food allergies can be minimized; and be it further

RESOLVED, That the California State PTA encourage the development and adoption of a comprehensive set of guidelines for managing life threatening food allergies in schools and that these guidelines be made available to local school districts and child care settings to guide them in developing local policies and procedures; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with their local school districts to ensure that policies are put into place regarding the management of life-threatening allergies and that such policies address three components: information and awareness, avoidance, and emergency response; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to encourage schools and school districts to have policies and procedures in place that provide adequate training of designated school personnel in the signs and symptoms of an allergic reaction according to California Education Code 49414, include the availability of emergency epinephrine auto-injectors, include the training of designated school personnel in the use of the auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction, and that grant students authorization to self administer epinephrine, if appropriate safeguards are put into place; and be it further

RESOLVED, That the California State PTA encourage other state PTAs to adopt a similar resolution.

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BACKGROUND SUMMARY

For some students with severe food allergies, school attendance can be risky. Food allergy is the leading cause of anaphylaxis, accounting for an estimated 30,000 emergency room visits and 100 to 200 deaths in the United States each year. Adequate plans and staff, who are knowledgeable regarding preventative measures and well prepared to handle severe allergic reactions, can save the life of a child. There is no cure for food allergies. The only means to prevent food allergy reactions is total avoidance of the substance to which the child is allergic. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents and physicians to minimize risks and provide a safe educational environment for food-allergic students.

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Food Allergy and Anaphylaxis In Schools — continued

In addition to the importance of preventing exposure, schools must ensure that staff members are adequately trained to respond to a severe food allergic reaction, including anaphylaxis. Epinephrine is the first medication that should be used in the emergency management of a child having a potentially life-threatening allergic reaction and there are no known contraindications for use of epinephrine for a life-threatening allergic reaction. Epinephrine should be kept in locations that are easily accessible to trained school personnel. School districts must also consider policies which would authorize students to self-administer epinephrine in response to a potential anaphylaxis episode.

Given the severity of food allergy reactions, including anaphylaxis and given the rising incidence of food allergies among children in the U.S., it is imperative that proactive rather than reactive action be taken. Education of students, parents, school staff members and the community to promote a greater level of awareness of the severity of food allergy concerns will make a significant contribution to promoting safe environments in our schools. In addition, it is clear that schools have a responsibility to provide a safe educational environment for all students, including those suffering from severe food allergies, and that this can be achieved through adequate planning, training of staff to recognize the signs of a severe allergic reaction and the appropriate responses. Finally, the availability of epinephrine in our schools is deemed critical to ensure that we take every step possible to save the lives of our children.
WHEREAS, The California State PTA since its founding has been committed to good nutrition as an essential ingredient in every child’s health and readiness to learn; and

WHEREAS, An increasing body of research links children’s and adolescents’ health and nutrition to academic performance; and

WHEREAS, Sales of low-nutrition, high-fat and/or highly sweetened foods and beverages on K-12 school campuses have increased; and

WHEREAS, Childhood obesity has soared, and 26 percent of children statewide and 50 percent in some California school districts are overweight or obese; and

WHEREAS, Life-threatening obesity-related health conditions in children have sharply increased, including asthma, Type 2 diabetes, hypertension, cardiovascular and coronary artery disease, certain cancers, and gallbladder disease, and 70 to 80 percent of obese adolescents remain obese as adults; and

WHEREAS, Overweight and physical inactivity account for 300,000 premature preventable deaths per year in the United States, and cost California an estimated $24.6 billion annually; and

WHEREAS, Childhood and adolescent obesity has become a public-health crisis so severe that it calls for changes in culture and policy, including working to ensure that food served and sold to children at school promotes good health and nutrition; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to encourage school districts and individual schools to improve the nutritional content and quality of foods and beverages provided or sold to students on campus, and to encourage the sale of nutritious foods and beverages during and before school hours; and be it further

RESOLVED, That the California State PTA support legislation, regulation, and other state and local actions that promote the sale of healthy and nutritious food and beverages on school campuses; and be it further

RESOLVED, That the California State PTA and its units, councils and districts support actions by state and local governments and local educational agencies that will provide for high-quality daily physical education programs for all children in kindergarten through grade 12; and be it further

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RESOLVED, That the California State PTA encourage and support nutrition and health education for parents, students, teachers and community members that addresses the issue of overweight and obese children as well as healthy nutrition and regular exercise for all children; and be it further

RESOLVED, That the California State PTA encourage alternatives to selling low-nutrition, high fat and/or highly sweetened foods and beverages when school organizations elect to fundraise.

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BACKGROUND SUMMARY

“If doctors announced that nearly a fifth of our nation’s children were exhibiting signs of, say, typhoid, there’d be panic on Main Street. But for the past 10 years, public-health officials have been warning of another problem every bit as life-threatening and even more difficult to treat: childhood obesity.” That's how Newsweek magazine describes the health crisis that threatens to make the current generation of children the first in modern history to expect a shorter life span than their parents’ generation.

PTA has made children’s health and nutrition a priority for decades. The California State PTA adopted positions in 1974 and 1991 calling for improved nutrition in school meals. But those statements did not anticipate the rise of snack-bar, “a la carte” and vending-machine food sales on school campuses. A daily diet high in empty calories is wreaking devastating consequences on children’s health. The low-nutrition, high-fat and/or highly sweetened foods and beverages readily available in schools contribute significantly to the problem, as does lack of exercise.

A recent study by WestEd adds to the body of research linking students’ academic performance to their health and well-being, including nutrition and physical fitness. “Nutritious eating in conjunction with regular physical activity is fundamental to the academic success of children,” stated a California School Boards Association report, Linkages Between Student Health and Academic Achievement, in 2003. “Research shows that healthy, well-nourished children are more ready to learn and can take better advantage of educational opportunities. … Numerous studies have linked poor nutrition with lasting effects on children’s cognitive development and school performance.”

The consequences of obesity and poor nutrition cost society significant amounts of money, resulting in a net loss not only in children’s health and well-being but also in dollars. Obesity costs the United States about $117 billion annually, $24.6 billion of that in California.

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The American Academy of Pediatrics (AAP) urges increased emphasis on prevention. “The dramatic increase in the prevalence of childhood overweight and its resultant comorbidities are associated with significant health and financial burdens, warranting strong and comprehensive prevention efforts,” the AAP notes in “Prevention of Pediatric Overweight and Obesity,” an August 2003 policy statement. “…Prevention is one of the hallmarks of pediatric practice and includes such diverse activities as newborn screenings, immunizations, and promotion of car safety seats and bicycle helmets.” This year, the AAP applied that principle when it called for eliminating soda sales from schools.

Mounting evidence makes it clear that the public-health crisis is too great to combat with mere willpower. And what kids eat at school has a significant impact. “We contend that the school food environment and its influence on dietary behavior extend beyond the school lunchroom,” write the authors of The Association of the School Food Environment with Dietary Behaviors of Young Adolescents, a study published in the July 2003 American Journal of Public Health. “Students are exposed to food throughout the school day, and this repeated exposure, especially to less healthful foods and less healthful food choices, is likely to influence food selection outside the school as well.”
SCHOOL TRANSPORTATION: EQUITABLE AND ADEQUATE FUNDING
(Adopted by Convention Delegates May 2004)
Reviewed by Board of Managers February 2014

WHEREAS, The current pupil transportation funding formula has not changed substantially in 25 years, is outdated, and does not address enrollment growth and;

WHEREAS, The current formula results in the underfunding of actual school district transportation costs resulting in the need to use general fund monies to make up the deficit; and

WHEREAS, The State of California provides transportation funding to school districts at an average rate of 46 percent with a range from 100 percent funding for some school districts to zero percent funding for others; and

WHEREAS, California has nearly half of the nation’s pre-1977 school buses which do not meet current federal safety requirements for school buses; and

WHEREAS, Many of the pre-1987 buses do not meet the State of California Air Resources Board particulate standard; and

WHEREAS, Underfunded transportation costs make it difficult for some districts to purchase buses that meet current health and safety laws; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts support legislation that provides more equitable and adequate funding for home to school transportation and replacement of school buses that do not meet current safety standards.

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BACKGROUND SUMMARY

One of the purposes of the PTA is to “secure adequate laws for the care and protection of children and youth.” Existing law authorizes the governing board of any school district to provide for the transportation of pupils to and from school, whenever in the judgment of the board, the transportation is advisable and there are good reasons for providing the transportation. California public schools operate one of the oldest and most outdated school bus fleets in the nation. Over 1,000 pre-1977 school buses do not meet current federal safety standards and there are another 5,500 pre-1987 school buses that are directly contributing to public exposure to toxic diesel particles. Additionally, California recently passed a law mandating the use of seat belts on newly built school buses. The continued use of older buses means that some school districts are not providing the safest available transportation for students.

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Currently the funding mechanism for pupil transportation services is outdated and inadequate to provide for California’s growing student enrollment. Allocation of state funds to school districts for transportation services is significantly less than actual costs incurred by the districts, so districts are using monies from their general fund to support transportation costs. A new pupil transportation
YOUTH INVOLVEMENT
(Adopted by Convention Delegates May 2004
Reviewed and deemed relevant April 2018)

WHEREAS, The California State PTA has welcomed student participants on its Board of Managers for more than a quarter of a century and includes student representatives on its committees and commissions at all PTA levels; and

WHEREAS, Some city, county, and school governing and advisory boards and commissions include youth in local policy and budget decisions, thus engaging those youth in local and regional decision making and programs; and

WHEREAS, State and local budgetary and policy decisions have a significant impact on the type and quality of programs that serve youth; and

WHEREAS, Many cities, counties, and school districts are effectively using youth development strategies and should be supported to achieve the full benefits of these efforts; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts promote efforts to solicit input from youth about budgetary and policy proposals that impact those youth; and be it further

RESOLVED, That the California State PTA and its units, councils and districts promote efforts to determine youth involvement opportunities and link those opportunities to existing local government, school, and state programs that promote voluntary civic and community service; and be it further

RESOLVED, That the California State PTA and its units, councils and districts encourage individual members of legislative bodies at all levels of government to include local youth in their policy making efforts; and be it further

RESOLVED, That the California State PTA and its units, councils and districts encourage schools and community programs, and policy making bodies to take affirmative steps to ensure that meaningful opportunities exist for including youth in planning and implementation efforts.

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Continued on next page
BACKGROUND SUMMARY

The California State PTA believes involving youth is a commitment of our organization to accomplish common goals and encourage future advocates, community leaders, and responsible adults.

Whether it is at the local or state level, budgetary and policy decisions have significant impact on programs that serve youth in our schools and communities. Since youth are directly affected by these programs, involving them in the policy process is critical.

The tremendous contributions that youth can make in working with adults will build stronger and healthier communities.
WHEREAS, The credentialed school nurse, with specialized medical background, academic preparation and professional skill, is a school staff member especially qualified to strengthen the educational process through improvement of the health status of students and to develop and provide leadership for the school site’s comprehensive school health program, and

WHEREAS, The American Federation of Teachers, the National Association of Elementary School Principals and the California State PTA recommend that each school have available the services of a credentialed school nurse, and

WHEREAS, Chronic illnesses among children in California are increasing and obesity has been identified as a major health crisis in our state and nation, and the incidence among children is increasing at a rapid rate; and

WHEREAS, Virtually all of California’s public schools have students with asthma, many have children who need emergency injections for severe allergies or migraine headaches, nearly half have children who need blood glucose monitoring and approximately one-quarter have children that need insulin injections at school; and

WHEREAS, Under Section 504 of the Federal Rehabilitation Act of 1973, students with disabilities have the right to receive a free appropriate public education, which includes reasonable accommodations required for the management of chronic medical conditions and numerous children in regular public school classrooms in California have conditions which require special nursing procedures or monitoring; and

WHEREAS, Section 49400 of the California Education Code states “the governing board of any school district shall give diligent care to the health and physical development of each pupil, and may employ properly certified persons for that purpose”; and

WHEREAS, In California the student to credentialed school nurse ratio far exceeds the U.S. Department of Health and Human Services recommendation of 750:1 in regular student populations and 100:1 in special needs student populations, and

WHEREAS, Optimal chronic disease management and injury prevention will decrease school absenteeism and increase student achievement; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to inform students, parents, school and district staff and the community about the lack of credentialed school nurses in California’s public schools; and be it further

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RESOLVED, That the California State PTA urge its units, councils and districts to work with local school districts to assess and determine the health and safety needs of the students in their communities and to determine the number of credentialed school nurses needed to safely and effectively provide the necessary care for students; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with their local school districts to ensure that policies are enacted to provide appropriate health and prevention services by credentialed school nurses; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with policy makers, public health agencies and local school districts, to ensure that adequate funding is available to provide appropriate health services by credentialed school nurses in California’s schools; and be it further

RESOLVED, That the California State PTA, its units, councils and districts urge school districts to fulfill the recommendation, under Section 49400 of the California Education Code, that credentialed school nurses be employed to meet the health needs of students.

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BACKGROUND SUMMARY:

Many of the health challenges facing young people today are different from those of past decades, therefore it is imperative to support school health programs to improve the health status of young people. A majority of elementary school children are obese. An increasing number of children and adolescents are developing Type 2 diabetes, a disease usually diagnosed in adults aged 40 years and older. Asthma has become a leading cause of school absences and hospital admissions. These factors are demonstrated by the following statistics:

- 26.5% of California’s 5th, 7th & 9th graders are considered overweight
- In California, 1 in every 300-600 children, or approximately 15,000 school-aged children is diagnosed with diabetes
- An estimated 13.7% to 16.3% of California children between 6-17 years of age have been diagnosed with asthma, representing approximately one million children
- In 2001, nearly 136,000 California adolescents with asthma missed one or more days of school per month
- In regular classrooms throughout California numerous children have special needs including gastroscopy feeding tubes, oxygen administration, tracheal suctioning and monitoring for seizures.

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In July 2002 the American Federation of Teachers adopted a resolution calling for a fulltime school nurse in every school building. The California State PTA, in a 1977 resolution “Credentialed School Nurses,” encouraged school districts to make available to each school the services of a credentialed school nurse. Similarly, the National Association of Elementary School Principals advocates for a school nurse in every school. The American Academy of Pediatrics recommends and supports the continued strong partnership among school nurses, other school health personnel, and pediatricians to promote the health of children and youth by facilitating the development of a comprehensive school health program.

Despite the widespread recognition of the critical need for school nurses, essential public health investments in school nursing have declined in many school districts in California. During the 2002-2003 school year, there were 6,244,403 children in the public schools and 2,466 school nurses, a ratio of one credentialed school nurse to every 2532 students, while the nationally recommended ratio is 1:750 for regular education students and 1:100 for special needs pupils. There are too few school nurses in our schools to care for the children who rely on them. Many parents are completely unaware that there is no credentialed school nurse or certified health professional in their child’s school.

In addition to goals relating to the importance of safeguarding the health and safety of California students, investments in school nursing pay off both financially (by reducing absenteeism, controlling liability risk and increasing revenue) and in academic achievement, as research shows clear connections between improved student health and gains in student achievement. Credentialed school nurses are critical to ensure that our children are healthy, able to learn and learn to be healthy.

Following the adoption of this resolution by delegates to the 2005 California State PTA Annual Convention, the resolution “Credentialed School Nurses” (1977) will be placed in the California State PTA Resolutions Book Historical File.
WHEREAS, The constitution and laws of California say “The State, therefore, has a non-delegable duty to ensure that its statewide public education system is open on equal terms to all and that no student is denied the bare essentials to obtain them;” and

WHEREAS, The California State PTA believes that all children and youth should have equal opportunities to develop and reach their maximum potential in every phase of life, including education; and

WHEREAS, To remain competitive in a global society, California has a responsibility to provide an educational program and support services to develop responsible, productive citizens for tomorrow, and

WHEREAS, The California State PTA has positions on a wide range of issues that define what every student needs to reach his or her fullest potential including, but not limited to, curriculum offerings, educational programs, facilities, funding, learning materials and supplies, and personnel resources; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts engage public policy makers and community members in the discussion of what is required to define a vision for a 21st century education, and be it further

RESOLVED, That the California State PTA, its units, councils and districts take a leadership role in defining a 21st century education include, but not be limited to, class size that allows every student to reach his or her fullest potential, voluntary, universal pre-school for three- and four-year-olds, appropriate instructional minutes for all grade levels, alternative learning modes for students of all ages, adequately compensated and fully credentialed teachers supported by ongoing staff development, adequate materials for learning, including library materials, appropriate facilities/infrastructure to support the school program, and an environment that supports parent involvement; and be it further

RESOLVED, That the California State PTA, its units, councils and districts, take a leadership role in defining curriculum in schools include but not be limited to: arts, instrumental and choral music, dance, visual and performing arts, English/language arts/writing, public speaking, foreign language instruction beginning in primary grades, the liberal arts including but not limited to social studies, history, government, etc., health and physical education, sciences, including but not limited to biology, chemistry, physics, etc., mathematics at least through calculus, technology, and career education; and be it further

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RESOLVED, That the California State PTA, its units, councils and districts define support services to schools to include, but not be limited to, adequate numbers of school site administrators, counselors in the ratios recommended by the American School Counselor Association, credentialed school nurses at all school sites, and library media centers in all schools staffed with credentialed librarians; and

RESOLVED, That the California State PTA, its units, councils and districts, support legislation to implement the vision for a 21st century education for all California children.

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BACKGROUND SUMMARY:

Neither the state of California nor the California State PTA has a clearly defined or agreed upon overall vision and strategy for what is necessary to provide a 21st century education to develop responsible, productive citizens for the future. California State PTA has positions on a wide range of education issues and several resolutions about the support services necessary for children to be successful in school, but does not have a resolution that specifically addresses a total educational package.

In recent years, there has been much discussion about the changing skills children need, and education’s role in preparing workers for the 21st century. In order to compete globally, businesses are becoming more and more vocal about the need for an educated workforce. Parents and schools have sued for access and adequacy in funding and facilities. California has implemented a standards, assessment and accountability system and proposed many educational system reforms including the Master Plan for Education: Pre K-University and the Quality Education Commission. These reforms and proposals need to be put in the context of what each child needs to achieve his or her potential and become a contributor to our global economy. It is time for the State of California to act on these issues and support an educational plan that develops the workforce of the future.

California State PTA is in a unique position to present a view of how a 21st century education should be delivered. This resolution will enhance the California State PTA’s ability to participate in the process of defining the vision and to support legislation for a 21st century education for every student in California.
SUN SAFETY: SKIN CANCER PREVENTION MEASURES AT SCHOOL
(Adopted by Convention Delegates May 1, 2005)
Reviewed by Board of Managers April 2015

WHEREAS, The California State PTA seeks to promote public policy and actions that protect the health and safety of all children; and

WHEREAS, Skin cancer is one of the most common cancers afflicting California residents and the chief cause of skin cancer is exposure to ultraviolet (UV) radiation emitted from the sun; and

WHEREAS, Sixty to eighty percent of a person’s lifetime UV exposure occurs during childhood and adolescence; and

WHEREAS, UV rays are most powerful between 10 a.m. and 4 p.m., and students are outdoors daily on campus for significant time periods during these hours; and

WHEREAS, Solar radiation, including UV rays, is classified by the U.S. Department of Health and Human Services as a “known human carcinogen,” or cancer-causing agent, as are asbestos, radon, and tobacco smoke; and

WHEREAS, A person’s chance of developing melanoma, the most deadly form of skin cancer, is often directly related to his or her exposure to the sun during the pre-adult years and research shows that the risk of developing skin cancer is increased by experiencing two or more blistering sunburns as a child; and

WHEREAS, Over-exposure to UV radiation can also result in painful sunburns, cataracts, a weakened immune system and premature aging including wrinkles and blotches; and

WHEREAS, Skin cancer is highly preventable when specific sun-safety behaviors including the use of sunscreen, protective clothing, wide-brimmed hats and sunglasses with UV protective lenses are adopted, and where these behaviors are supplemented by environmental guidelines and sun protection policies such as the provision of shade structures are implemented; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to educate students, parents, school personnel and the community about the high incidence of skin cancer and the recommended strategies for reducing risk for this disease; and be it further

RESOLVED, That the California State PTA encourage the development and adoption of a comprehensive set of sun-safety guidelines, and that these guidelines be made available to local school districts and child care settings to assist these entities in developing local policies and procedures; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to collaborate with their local school districts to ensure that sun-safety policies are implemented; and be it further

RESOLVED, That the California State PTA encourage other state PTAs to adopt a similar resolution.

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**BACKGROUND SUMMARY:**

While some sun exposure is certainly good for both physical and mental health, many children, youth, and adults experience too much contact with UV rays. Solar radiation is most intense from 10 a.m. to 4 p.m., the prime hours when students and school personnel are outdoors on campus (during P.E., recess, and lunch). This contributes to the fact that more than sixty percent of lifetime sun exposure occurs before adulthood.

Sun exposure, especially during the first decade of life, strongly links to skin cancer in adulthood. Individuals of any race or nationality can develop skin cancer. Sun-safety measures should be integrated into standard school operating procedures similar to the emphasis applied to many other safety issues such as fire escape plans, earthquake and fire drills, elimination of dangerous playground equipment, and asbestos removal from structures.

Promotion and practice of sun-safety behaviors within the structured school environment will influence young people to practice sun-protection during both school and non-school hours. California enacted a law (§35183.5 effective January 2002) that requires schools to allow students, when outdoors, to wear school-site approved sun-protective hats and clothing.

Recognizing the generally understood link between sun exposure and ever-increasing skin cancer rates, it is vitally important for administrators of schools and other programs that provide outdoor activities for young people to adopt and implement sun-protection instruction and guidelines, and provide ample onsite shade cover (trees and structures).
WHEREAS, The Preamble to the California State PTA Legislation Platform recognizes the importance of understanding the rights and obligations of civic responsibility, and the California State PTA supports legislation to give students the skills they need to become effective citizens and parents; and

WHEREAS, Americans believe that education young people for civic responsibility should be a primary purpose of public education; and

WHEREAS, Civic engagement on the part of Americans has declined, and 18-24 year-olds are less likely to vote than citizens age 25 and older; and

WHEREAS, The National Assessment of Educational Progress (NAEP) reports that barely one-fourth of students at upper elementary and secondary levels are proficient in civics and government, and other studies show that a majority of students are not well prepared to be effective citizens and are disengaged from civic and political life; and

WHEREAS, Research demonstrates that schools are an effective place to provide systemic and sustained instruction in, and opportunities for, the application of democratic principles; and

WHEREAS, The voluntary National Standards for Civics and Government and the California history-social science framework goals call for the integration of knowledge and cultural understanding, democratic understanding, civic values, and social participation at every grade level, however, to meet the civic mission of schools educators need the resources, skills and commitment to incorporate civic education into classroom instruction and to provide students with sequential instruction in civics in grades K-12; now therefore be it

RESOLVED, That the California State PTA, and its units, councils and districts work to make civic learning a priority in school reform by urging the Legislature, the State Board of Education and local school governing boards to examine current practices and to strengthen the emphasis on the principles and practices of democracy, including effective implementation of civic education standards and increased collaboration between schools and communities to promote rights and obligations of responsible citizenship; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts collect and disseminate information to all students, parents, teachers and community members regarding full participation in, and respect for, the democratic process; and be it further

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RESOLVED, That the California State PTA, and its units, councils and districts be active in registering and encouraging eligible young people to vote; and be it further

RESOLVED, That the California State PTA continue to actively support efforts to promote the fulfillment of the civic mission of schools and to help students to attain the knowledge and skills they need to become effective citizens and parents; and be it further

RESOLVED, That the California State PTA send copies of the resolution to state PTA Congresses belonging to the National PTA, and prepare a resolution on the civic mission of schools to submit for consideration at the 2007 National PTA convention.

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BACKGROUND SUMMARY

There has been growing concern over the past few years about the number of Americans who are increasingly disengaged from civic life and political institutions. This disengagement includes lack of involvement in electoral processes such as voting and being informed about public issues. The trend is particularly noticeable among young Americans, exemplified by studies that show citizens under the age of 25 are less likely to vote than older Americans. While the rate of youth voting increased by 11 percent in the 2004 presidential election, it is too soon to know if this is a trend or a spike in electoral participation. The concern about civic disengagement, particularly among young people, has led to the establishment of the Campaign for the Civic Mission of Schools, a civic awareness project of the Constitutional Rights Foundation in collaboration with the Center for Civic Education and the Alliance for Representative Democracy, and to a number of resolutions proposed or adopted by such diverse and civic-minded groups as the California State Legislature, the National Council of State Legislatures, the League of Women Voters of California, organizations of the U.S. Courts, and the Los Angeles Unified School District.

Research demonstrates good programs in civics and government produce good results and are a solution to the deficiencies in civics education identified by the NAEP study and cited by others. This resolution would promote PTA’s involvement in the promotion of civic education in public schools and would work toward ensuring that students who graduate from high school in California are prepared to participate in the democratic process.

PTA believes civics and government should not be incidental to the education of American students, but should be a primary purpose of education, essential to the well-being of American constitutional democracy. While most secondary students complete only a single semester course in government/civics during their senior year in high school, considered by many to be too little too late, civics and government should be an integrative and interdisciplinary subject taught systematically from kindergarten through grade 12, either as separate units and courses or as identifiable units of courses in other subjects. These units and courses must include instruction in the skills, principles and values for full participation in and commitment to our democratic society.
WHEREAS, Research shows that television viewing and screen time have contributed to the dramatic increases in overweight and obesity rates of children during the last two decades; and

WHEREAS, National and international organizations such as the Centers for Disease Control and Prevention, the Institute of Medicine of the National Academies, the American Academy of Pediatrics, and the World Health Organization have identified the reduction of television viewing as a key area of intervention for prevention of obesity; and

WHEREAS, Excessive television viewing correlates with decreased academic performance which is exacerbated for children with televisions in their bedrooms; and

WHEREAS, Watching too much television can negatively affect early brain development and may lead to increased aggression; and

WHEREAS, The American Academy of Pediatrics recommends that children under the age of two watch no television and children over the age of two limit television viewing to no more than two hours per day; now therefore be it

RESOLVED, That the California State PTA, and its units, councils and districts, work with public health authorities, school health professionals and other organizations to educate parents, youth and community members about the correlation between excessive television viewing and screen time to increased obesity and to poor academic performance of children and youth; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts collaborate with and encourage public health authorities, school health professionals and other organizations to develop and promote research-based goals for television screen time reduction for children and youth; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts encourage parents, guardians, and all others responsible for the welfare of children and youth to develop family and community goals for television and screen time viewing in the home, and healthy alternative activities.

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BACKGROUND SUMMARY

Television (TV) and screen time viewing have been implicated as contributors to childhood obesity. According to the U.S. Department of Health and Human Services, “Television, computer and video games contribute to children’s inactive lifestyles.” TV viewing is associated with pediatric overweight and every additional hour of screen time increases childhood obesity. During the last two decades the prevalence of overweight in children and adolescents has nearly doubled. Long term consequences of obesity include heart disease, Type 2 diabetes, high blood pressure, arthritis, sleep and breathing problems, stroke, depression and some forms of cancer. An adolescent’s average exposure to screen-based media (television, internet, video games, etc.) is approximately four hours a day. Nearly all children live in a home with at least one TV; two-thirds have TV sets in their bedrooms. Youth with television in their bedrooms watch an additional one and one-half hours of television in a typical day.

According to the American Academy of Pediatrics, “Too much television can negatively affect early brain development. This is especially true at younger ages, when learning to talk and play with others is so important.”

The U.S. Department of Health and Human Services, Centers for Disease Control and Prevention reports, “Children watch less TV if they have parents who watch less television themselves, monitor TV closely, are more consistent in TV viewing rules, and know more about the media and media effects.”

With the rapid advances in technology, parents need to continue to monitor the research on the relationship between time spent on visual electronic media and the health and academic development of their children.
COMPREHENSIVE WASTE REDUCTION IN SCHOOLS
Adopted by Convention Delegates May 2007
Reviewed and deemed relevant May 2016

WHEREAS, The California Integrated Waste Management Act of 1989 requires that all California cities and counties reduce solid waste disposed of in landfills by 50 percent through source reduction, recycling and composting activities, and California school districts responsible for disposing of nearly 800,000 tons per year are a natural partner in this process; and

WHEREAS, The Public Resource Code, sections 42620-42622, requires the California Integrated Waste Management Board (CIWMB) to provide school districts assistance in establishing and implementing source reduction and recycling programs, and states that source reduction and recycling programs in schools will educate children on the importance of these activities and will teach them waste management skills that will last throughout their lives; and

WHEREAS, The School Diversion and Environmental Education Law (DEEL) of 2001 mandates that the State Board of Education and the State Department of Education shall include integrated waste management, and other environmentally important topics, in the K-12 science framework; and

WHEREAS, The DEEL also encourages every school district and school site in California to implement source reduction, recycling, and garden composting programs in order to achieve the following goals: reduce waste and conserve resources, provide pupils with a “hands-on” learning experience, minimize the expenditure of taxpayer and education dollars on solid waste collection and disposal, cooperate with cities and counties in developing plans and programs to meet and exceed the state’s waste reduction and recycling mandate, utilize to the maximum extent feasible, products and supplies made from recycled materials; and

WHEREAS, The Legislature provides for funding of grants to school districts to be used for supplies and professional development related to the establishment of instructional school gardens, and has declared that school gardens provide an interactive, hands-on learning environment in which pupils learn composting and waste management techniques; and

WHEREAS, California Education Code, sections 32370-32376, recommends that each school district establish and maintain a paper recycling program in all classrooms, administrative offices, and other areas owned or leased by the school district, and encourages school districts to give preference to the purchase of recycled paper with the highest percentage of post consumer waste possible and to eliminate the purchase of paper and paper products which are deemed potential contaminants of the educational agency’s paper recycling program; and

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Comprehensive Waste Reduction in Schools — continued

WHEREAS, The CIWMB has determined that at least 15 schools in the State of California demonstrate that school district waste reduction programs can be successful, and collaborative partnerships are effective, and cost-savings tools are readily available to school districts to demonstrate the cost-effectiveness of waste reduction programs; now therefore be it resolved

RESOLVED, That the California State PTA urge its units, councils and districts to support implementation of effective waste reduction programs at their schools by helping to create partnerships with parents, teachers, students, district and city personnel, and waste management companies; and be it further

RESOLVED, That the California State PTA, its units, councils and districts, promote local school and school district waste reduction practices such as paper, glass, aluminum, and plastic recycling, composting of food waste and other organic materials, use of recycled and recyclable products, and reduction or reuse of paper and packaging; and be it further

RESOLVED, That the California State PTA educate, encourage, and empower its units, councils and districts to educate its membership and school communities about waste reduction strategies and the environmental and monetary benefits of waste reduction.

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BACKGROUND SUMMARY:

Parents, teachers, students and staff all share their responsibility to leave their world a little better and a little cleaner. Although California school districts are not required to implement waste reduction programs, a number of political factors make the development and implementation of innovative and cost-effective programs possible. The School Diversion and Environmental Education Law (DEEL) mandates a change in the California Education Code to incorporate environmental concepts into the California State Science Framework and curriculum. It also established a grants program for schools, school districts, and county offices of education to promote integrated waste management education and waste reduction programs.

In response to the DEEL initiative, an effective and efficient waste diversion program model was developed for the Davis Joint Unified School District (DJUSD) in 2002. This model –RISE (Recycling is Simply Elementary) – addresses some of the core issues affecting the long-term sustainability of school recycling programs, and has been responsible for increased levels of solid waste recycling, organic composting and waste reduction in participating elementary and intermediate schools. The DavisRISE Program has been recognized and promoted by the CIWMB and the Collaborative for High Performance Schools (CHPS) initiative.

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Sustainability of the DavisRISE Program is achieved through the reallocation by the DJUSD of the savings derived from decreased solid waste disposal fees for the schools. A portion of savings in solid waste collection and disposal are applied annually toward the RISE Program. In 2003-2004, the first year of implementation, the reduction of solid waste generation in the schools saved the DJUSD approximately $31,000 in solid waste costs. Maintaining the approximately 50% reduction in solid waste volumes continues today through the public and private partnership of the DavisRISE Program (www.DavisRISE.org).

As outlined by the California Integrated Waste Management Board, the most effective way to institutionalize waste reduction practices at the school district level is for the school board to adopt clear statements of environmental management policy, and for the school district superintendent to adopt best management practices and operating procedures to implement environmental management policy.

A California State PTA resolution in support of environmental management and specifically waste reduction through the environmental “Three R’s” – “Reduce – Reuse – Recycle” would facilitate the institutionalization of waste reduction and environmental conservation practices in California schools. The proposed resolution shall serve to encourage PTAs throughout the state to participate in the improvement of local environments, the savings of school district resources, the teaching of important skills of California students.
WHEREAS, The California State PTA recognizes the need to determine and secure an adequate level of funding and resources for public schools that ensures a quality education for every student; and

WHEREAS, To assure the opportunity for all students to reach their full potential, funds must be available to provide for the diverse needs of students and the differential costs to school districts; and

WHEREAS, The California State PTA recognizes that a stable and consistent finance system and responsible fiscal planning are necessary for a quality public education; and

WHEREAS, California business, industry and society need a well-educated citizenry to compete in a technology and information-based society and the global market; and

WHEREAS, Funding and resources are needed to alleviate crowded classrooms, build new schools to meet the needs of a shifting population, and to modernize and repair aging school facilities; and

WHEREAS, California continues to rank near the bottom of all the states in funding for instructional materials and in the number of teachers, counselors, school nurses, librarians, and other certificated school personnel; and

WHEREAS, The California State PTA is a strong proponent of Proposition 98, California’s constitutional guarantee of minimum state funding for the state’s public schools; and

WHEREAS, State policy makers continue to explore new methods for funding public schools; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts work to educate public policy makers, PTA members, community members, and the media about the shared responsibility in the continuing need for the necessary resources and funding for California’s public school programs and facilities; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate for adequate funding for every student; and be it further

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RESOLVED, That the California State PTA and its units, councils and districts support the ongoing efforts to explore new models of public school funding to ensure a quality education for every student; and be it further

RESOLVED, That the California State PTA and its units, councils and districts continue to make financing our public schools, both programs and facilities, a top priority in order to ensure a quality education for every student.

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BACKGROUND SUMMARY:

Since 1976 the California State PTA has adopted numerous resolutions, more than a dozen in all, that address issues of adequate and stable funding for our state’s public schools. PTA strongly supported the passage by voters in 1988 of Proposition 98, which established California’s current constitutional guarantee of minimum funding for K-12 schools and community colleges. California State PTA Legislation Platform General Principles call for “the continued constitutional guarantee of financial support for public schools as the first claim on all state revenues in the general fund.”

In spite of Proposition 98, California continues to rank near the bottom of all the states in funding for public education, including the number of teachers, administrators, and other school personnel per student. While Proposition 39 lowered the voter percentage required to pass local school facilities bond measures, the critical need for new and modernized school facilities remains. In addition, federal and state mandates for academic standards and accountability for the performance of all students have placed additional pressure on the use of limited school funds.

The current state of school finance in California is a complex system that is difficult for parents, community members, and even policy makers to understand. Differences in the ways schools are financed; from revenue limits to categorical programs, create inequities in funding for schools, for school districts, and for subgroups of students. Formulas for funding charter schools, basic aid school districts, and funding for federal programs such as No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) have led to further conflicts, inequities and confusion, and to the adoption of numerous PTA resolutions. The goal of this resolution is to retire many of the outdated resolutions on school finance by creating a single school finance resolution that reaffirms PTA’s commitment to making adequate funding for California’s public schools a top priority. Finally, in 2005 delegates to the California State PTA annual convention adopted a new resolution “Education: A 21st Century Vision,” which addressed the components that PTA believes are necessary to a quality education. The resolution “Financing California’s Public Schools” addresses the need to fund this vision.
WHEREAS, The California State PTA advocates for a quality public education for each child, and believes that it is essential for public resources to adequately fund all mandated programs and services; and

WHEREAS, The Individuals with Disabilities Education Act (IDEA), adopted in 1975, has specified that by 1982 the federal government authorizes a maximum allotment per disabled child served of 40% of the national average per pupil expenditure, yet Congress has never appropriated more than 19%; and

WHEREAS, In 2005-06, the California Department of Education reported nearly 700,000 students enrolled in special education programs in California, incurring a cost of approximately $4 billion, with approximately $1 billion provided by IDEA federal funding grants; and

WHEREAS, In 2006-07, in order to comply with IDEA federal mandates, California school districts may be required to transfer approximately $1 billion from the general education budget to the special education budget; therefore be it

RESOLVED, That the California State PTA and its units, councils and districts advocate for the committed maximum authorized allotment from the federal government of 40% of mandated IDEA program costs; and be it further

RESOLVED, That the California State PTA encourage its units, councils and districts to educate public policy makers (local, state, and federal), PTA members, community members and the media about the funding shortfall of IDEA mandates and its encroachment on the school districts’ general education budgets.

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BACKGROUND SUMMARY:

For more than a century, Parent Teacher Association (PTA) has worked in united effort on behalf of all children and youth. As stated in the core values of the California State PTA, “We believe our responsibility includes advocating for the safety and welfare of all children and the opportunity for a quality public education for each child.” Additionally California State PTA position statement 4.5.24, *Encroachment: Effect on Public Education*, states that “we also believe that it is essential to appropriate adequate public resources to fully fund all mandated programs and services…”

In 1975, Congress enacted the *Education for all Handicapped Children Act* (Public Law 94-142). The act, now called the *Individuals with Disabilities Education Act* (IDEA) (Public Law 108-446), provides funds to states for the education of children with disabilities. At the core of the act is the requirement that children with disabilities must have access to a “free, appropriate public education.” In addition, states and school districts must identify, locate and evaluate all children with disabilities to determine eligibility for special education and related services. Each child receiving services must have an individual education program (IEP), and, “to the maximum extent appropriate,” must be educated in the least restrictive environment with children who are not disabled.

In California, special education funding is provided by the state to each school district, using a formula created in the base year of 1979-80. The base year funding amount is increased as the total enrollment numbers grow, with cost of living adjustments added. Unfortunately, due to state budget constraints, these amounts have not been consistently funded through the years.

Encroachment on the school district budgets occurs when the districts spend more for federally mandated special education programs than they received in federal or state funding. As a result, dollars must be used to fund mandated special education programs, thereby reducing monies available for other general education programs. Full funding of federally mandated programs and services would not only provide special education students with the programs they need, it would also allow general fund dollars to be used for the benefit of all students.
WHEREAS, California has a significant number of unsuitable school facility conditions contributing to poor indoor air quality (IAQ) and is in need of funding to improve indoor air quality; and

WHEREAS, Many schools have poor IAQ including inadequate ventilation, moisture and mold, dust and contaminants such as formaldehyde and volatile organic compounds from finishes, furnishings, pest control, cleaning and instructional materials; and

WHEREAS, Indoor air pollutants can trigger asthma attacks, result in eye, sinus and throat irritation, and lead to “sick building syndrome,” while high and/or prolonged exposures may raise the risk of cancer, heart and lung disease; and

WHEREAS, IAQ problems may affect the health of students and staff and contribute to poor academic performance, absenteeism and learning difficulties; and

WHEREAS, There are multiple solutions for improving and maintaining good IAQ, and resources are available to implement solutions in school construction, renovation, and maintenance; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to inform students, parents, school boards, district and school staff, and the community about the importance of healthy IAQ and its relationship to student and staff health, academic achievement and absenteeism; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with local school boards to promote good IAQ when building or renovating facilities or when using portable classrooms, athletic activity rooms and locker rooms by following guidelines that provide for healthy IAQ, including techniques such as reducing the use of toxic construction materials; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to work with local school boards to adopt policies and practices that promote healthy IAQ, including but not limited to the use of IAQ management plans, proper maintenance techniques such as adherence to heating, ventilation and air conditioning system standards, protocols to reduce pesticide use, and the use of low-toxic classroom materials and cleaning supplies; and be it further

RESOLVED, That the California State PTA, its units, councils and districts support legislative and regulatory efforts to reduce IAQ pollutants in schools, including securing full funding for IAQ-related assessments, construction, maintenance and repair of school facilities, creating IAQ standards and guidelines for schools, and providing incentives for IAQ-friendly school construction and renovation.

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Indoor Air Quality (IAQ) in Schools — continued

BACKGROUND SUMMARY:
Approximately one in every five Californians, more than six million children as well as hundreds of thousands of teachers, administrators and support staff, spend significant amounts of time each day in K-12 classrooms and other school buildings. Healthy school environments are critical to providing the conditions in which teachers can teach, students can learn and schools can be successful.

However, the quality of school indoor air, an obviously critical component of a good school environment, isn’t making the grade. The United States General Accounting Office study showed that California ranked last among the states in terms of unsatisfactory indoor environmental issues (such as ventilation and other indoor air quality problems). A later study showed some improvements in the Western U.S., but the region still lagged behind the rest of the nation. Some of these problems are likely associated with the age of California’s schools: 73% are over twenty-five years old, and billions are needed for modernization. However, newer school facilities can have serious indoor air quality problems as well.

A 2004 California Air Resources Board study further underscores the need for Indoor Air Quality (IAQ) improvements in traditional and portable classrooms. Many classrooms have inadequate ventilation, elevated levels of air pollutants like formaldehyde and volatile organic compounds, evidence of metals, pesticides and allergens in floor dust, and signs of moisture and mold problems.

Many of the above mentioned indoor air problems contribute to childhood asthma, which is already an epidemic, resulting in school absence. Studies have shown that improved ventilation leads to fewer asthma symptoms. One study reported that there were more asthmatic students in school classrooms with higher concentrations of formaldehyde or other volatile organic compounds. Moisture and mold has also been associated with increased levels of asthma.

Indoor air pollutants can also be an eye, sinus and throat irritant. Higher levels of exposure and/or prolonged exposures may cause cancer, heart and lung disease. Children can be more susceptible than adults to IAQ problems because they have higher respiration rates than adults, which can increase their exposure to air pollutants per unit of body weight.

These potential health problems related to poor indoor air quality can negatively impact student learning and academic performance, and can increase school absenteeism. According to the U.S. Environmental Protection Agency, poor IAQ in the school environment “can cause acute health symptoms that decrease performance while at school. In addition, recent data suggest that poor IAQ may directly reduce a person’s ability to perform specific mental tasks requiring concentration, calculation or memory.”

IAQ problems can be both corrected and prevented. Multiple solutions exist for improving and maintaining good IAQ, and resources are available to implement solutions in school construction, renovation and maintenance.
WHEREAS, The Constitution of the State of California creates school governance separate from municipal government; and

WHEREAS, The California State PTA believes that locally elected boards of education should be directly responsible for and accountable to their constituents; and

WHEREAS, It has been proposed in some cities and school districts of California that there be a change in the public school governing structure by transferring the governance authority to municipal government; and

WHEREAS, The California State PTA was instrumental in passing Proposition 3 in 1946 that amended Article IX of the California Constitution, which clearly established a separation of powers between municipal government and school district governance; and

WHEREAS, The California State Constitution, Article IX, Section 6, clearly states “No school or college or any other part of the public school system shall be, directly or indirectly, transferred from the public school system or placed under the jurisdiction of any authority other than one included within the Public School System”; now therefore be it

RESOLVED, That the California State PTA, its units, councils, and districts, reaffirm and recommit themselves to the separation of powers between municipal government and local school district governance and to the constitutionally established independence of locally elected boards of education, directly accountable to the voters, taxpayers, communities, parents, and students of their district.

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BACKGROUND SUMMARY:

In California a governance system that separates control of municipalities and school districts is evident from the earliest versions of the State Constitution and follows through several constitutional changes. Early versions of the Constitution refer to the duties of the County Superintendent of Schools as separate from those municipal governments.

The California State PTA in 1946 believed education reform was necessary due to population growth, a shortage of schools and teachers, and a history of municipal governments meddling in school district governance. To prepare for growth and to reaffirm the separation of schools and cities, PTA sponsored Proposition 3, a sweeping package of reform measures that among other provisions, prohibits transfer of any public school or college to any authority not under the public school system. Proposition 3 added Article IX, Section 14, to the State Constitution and states “The Legislature shall have power, by general law, to provide for the incorporation and organization of school districts, high school districts, and community college district, of every kind and class, and may classify such districts.” Proposition 3 was overwhelmingly approved by 74% of the voters.

The State requires independence of school boards from local municipal government, placing education in the hands of education professionals and elected school trustees to manage the district’s affairs. School trustees are readily accessible to parents, students and educators. Though Serrano v. Priest and Proposition 13 sorely tested this concept, even those challenges only served to ultimately buttress California’s commitment to public education as shown by the passage of Proposition 98, which created a formula for state funding of education.

The constitutional separation of powers has remained intact in California until recently when the mayors of Los Angeles, Fresno and other cities attempted to take over urban school districts through legislative action. After Assembly Bill 1381 was chaptered in 2006, legal action was taken in the Superior Court of California, County of Los Angeles. The court decreed that the defendants “refrain from enforcing or implementing AB 1381 in the execution of the course and scope of their official duties.” The ruling holds that AB 1381 violates State Constitution Article IX, Sections 5, 6, and 8.

To date there is no conclusive evidence that municipal governments could do a better job of educating our children. In a time when voters feel more and more disenfranchised and distant from their elected officials and public agencies, school boards remain close to those they serve. PTA believes our children are better served by an independent California public education system.
HIV/STD PREVENTION EDUCATION IN OUR SCHOOLS

Adopted by Convention Delegates May 2008
Reviewed and deemed relevant November 2017

WHEREAS, PTA believes that comprehensive health education that emphasizes disease prevention education is essential for each child to develop to his fullest potential; and

WHEREAS, An estimated 1.1 million new cases of sexually transmitted infections (STI) occurred among young persons in California between the ages of 15-24 in 2005, making sexually transmitted diseases (STD) the most commonly reported communicable disease in the state; and

WHEREAS, Sexually transmitted diseases (STD) are often asymptomatic, the true burden of these diseases is many times greater than the number of reported cases; and

WHEREAS, Sexually transmitted infections (STI) can have considerable and long lasting impact on the health and quality of life of those individuals infected; and

WHEREAS, The California Education Code (EC), Chapter 5.6, sections 51930-51939, California Comprehensive Sexual Health and HIV/AIDS Prevention Act, requires that HIV/AIDS prevention instruction occur at least once in middle school and once in high school and comprehensive sexual health is authorized, but not required; and

WHEREAS, The California EC, Chapter 5.6, section 51933 & 51934 [3] directs that if a school district chooses to teach Comprehensive Sexual Health or the required HIV/AIDS prevention education, sexual abstinence may be taught but instruction and materials about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy must also be provided; and

WHEREAS, Comprehensive sexual health and HIV/AIDS prevention education in the provides pupils with the knowledge and skills necessary to protect themselves from unintended pregnancy and sexually transmitted diseases; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to promote current, medically accurate, age-appropriate, comprehensive sexual health and HIV/STD prevention education in the schools taught by instructors trained in the appropriate courses; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to make available current medically accurate educational programs and materials to parents about comprehensive sexual health and HIV/STD prevention education.

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BACKGROUND SUMMARY

California State PTA has supported sexually transmitted disease (STD)* prevention education since 1973 and human immunodeficiency virus (HIV) prevention education since 1988.

Although sexual activity and the number of pregnancies in teens has declined in recent years, Youth Risk Behavior Surveillance data from 2005 indicate that 63.1% of high school seniors reported having engaged in sexual behaviors, and the age of onset of sexual activity is shockingly young...6.2% reported sexual intercourse before 13 years of age. Nearly half of new cases of sexually transmitted infections (STI) and human immunodeficiency virus (HIV) in the United States occur in young people, 15-24 years of age. As a result, about one-third of all sexually active young people become infected with an STD by age 24. Given this large number of individuals who engage in sex in their teenage years, the importance of being proactive in educating our youth about sexuality cannot be emphasized strongly enough. STDs are by far the most commonly reported communicable diseases in California (and in the United States).

A study done in 2005 indicates that an estimated 1.1 million new cases of STI occurred among young persons in California between the ages of 15-24 with a direct medical cost of $1.1 billion. Sexually transmitted infections (STIs) can have considerable and long-lasting impact on the health and quality of life of individuals, in the form of infertility, ectopic pregnancies, dyspareunia, cancer, and increased susceptibility to HIV.

The California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act, 2003 authorizes school districts to provide comprehensive sexual health education in any kindergarten to grade 12, inclusive, and ensures that all pupils in grades 7-12, inclusive receive HIV/AIDS prevention education. A “comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases, including HIV. “Medically accurate” means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

* Sexually transmitted diseases (STDs) are infections that can be transferred from one person to another through any type of sexual contact. STDs are sometimes referred to as sexually transmitted infections (STIs) since they involve the transmission of a disease-causing organism from one person to another during sexual activity.
LOCAL SCHOOL PARCEL TAX MEASURE THRESHOLD REDUCTION
Adopted by Convention Delegates May 2008
Reviewed and deemed relevant November 2017

WHEREAS, A public education system is the cornerstone of democracy; and

WHEREAS, School funding continues to be critically low from the State of California, and while PTAs continue to advocate for increased state-wide funding, additional generation and control of local funding is recognized as providing an important revenue source to support children’s educational needs; and

WHEREAS, Delegates to the annual California State PTA convention in 1999 adopted a resolution calling for lowering of the 2/3 vote requirement for school and library bond measures, and in 2000 Proposition 39 was passed by voters to lower the threshold for local school facilities bond measures to 55%; and

WHEREAS, The lowering of the threshold to 55% for local school facilities bond measures since Proposition 39 took effect has allowed a significant increase in the passage of such bonds by local communities; and

WHEREAS, By law, local school districts are allowed to raise funds for school programs only through parcel taxes; and

WHEREAS, Local parcel tax campaigns are difficult to pass because of the two-thirds threshold, thus many school districts do not attempt a campaign or are forced to conduct multiple campaigns; now therefore be it resolved

RESOLVED, That the California State PTA actively support and/or partner with coalitions to promote legislation and ballot measures to lower the requirement of a 2/3 threshold presently required to pass local school parcel tax measures to a 55% supermajority; and be it further

RESOLVED, That district, council and unit PTAs support legislation and ballot measures to lower the requirement of a 2/3 threshold presently required to pass local school parcel tax measures to a 55% supermajority.

# # #

BACKGROUND SUMMARY

Numerous analyses of California’s education finance system conclude that schools are severely under-funded by any measure. Examples of studies and reports include the 23 Getting Down to Facts Studies, 2007; How Does California Compare? – Funding for Public Schools, California Budget Project, 2007; and various EdSource reports including Trends and Comparisons in California School Finance, 2007; and The Basics of California’s School Finance System, 2006. The history of school finance in California is important for understanding why.

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In 1972, California took away the ability of local school boards to levy local property taxes, and established state “revenue limits”. In 1978, voters passed Proposition 13, which severely limited increases in property taxes and constrained funds available for education. As part of Proposition 13, however, school districts were allowed to raise local funds through school facilities bonds (for school facilities only) and school parcel taxes, but both needed a 2/3 threshold to pass. This threshold made it very difficult to pass either type of local funding. Parcel taxes are levied with a flat fee per parcel, independent of the assessed value of the property. Funds from a local school parcel tax give a school district not only additional funding for needed programs that would otherwise not be provided, but also give districts the authority to decide how those funds are used.

In 2000, Proposition 39 was passed, a constitutional amendment changing the threshold for local school facilities bonds to a 55% supermajority. Since that time, school districts have found it easier to pass local school facilities bonds, and this has given access to the matching funds provided by the state school facilities bonds. As a result, school facilities have improved dramatically throughout the State.

Local parcel taxes, on the other hand, have remained difficult to pass. According to a California School Finance Report, “From 1983 through November 2006, voters approved 211 parcel taxes in 414 elections; 166 received a majority vote but not the necessary two-thirds approval.” Many districts do not attempt a parcel tax measure because of the difficulty of passage and the expense involved.

While PTA advocates for systemic education funding reform, California continues to rank very low in per-pupil spending compared to that of other states, as well as to funding levels deemed necessary by the adequacy studies. Allowing passage of local school parcel taxes by 55% would enhance local control of school programs similar to the improvements made to local school facilities through Proposition 39 and complement education reform. A multi-pronged approach of advocating for systemic reform while simultaneously working toward more feasible near-term solutions is consistent with PTA’s policies and positions.

Legislators have attempted to pass a bill to reduce the threshold for local school parcel tax measures to 55% several times over the years, only to be stymied by the two-thirds vote required in the legislature to pass a finance bill. Only a simple majority vote is required to pass a statewide initiative for a constitutional amendment to reduce the local parcel tax measure threshold to 55%, however, and it may be more practical for PTA to work with a coalition to introduce and pass such an initiative.

California is one of very few states in the nation to require a 2/3 vote to pass local school taxes. With the continuing documented inability of the legislature to raise revenues needed for schools and the limits on funding from Proposition 13, facilitating passage of local school parcel tax measures through a lowered threshold is critical for our schools to meet the requirements of a 21st Century education and produce graduates who can compete in the global marketplace.
WHEREAS, In 2000 the California State PTA adopted a resolution entitled “Student Assessment, Achievement and Accountability” directing the California State PTA to advocate for the continued development of a comprehensive California State Student Assessment System that equitably measures individual achievement using a student identifier, and that the assessment must be an integral part of the instructional process with the overall goal being the identification of what students know and how well they can apply that knowledge; and

WHEREAS, A growing body of research in California provides evidence that systemic analysis and use of data to guide instruction is a key factor for the improvement of student outcomes, achievement in high-poverty schools, and a move toward closing the achievement gap; and

WHEREAS, According to the Getting Down to Facts study, the lack of data and information in California significantly impedes the efforts of state and local decision-makers to improve resource allocation and guide school improvement activities and classroom instruction, which is critical to the education reform supported by the California State PTA; and

WHEREAS, California has repeatedly failed to make the financial investment needed to support a comprehensive, longitudinal integrated data system, inclusive of all local education agencies that adequately tracks students and programs; now therefore be it

RESOLVED, That the California State PTA and its units, councils, and districts work to educate public policy makers, PTA members, and community members about the critical need for a longitudinal integrated statewide data system that tracks individual student achievement over time; and be it further

RESOLVED, That the California State PTA and its units, councils, and districts advocate that the state develop a longitudinal integrated statewide data system designed to:

- provide formative assessments that provide data that can guide instructional practices at the classroom level,
- make key data regarding school resource allocation and student performance available and understandable to parents and community members and
- meet the requirements for reporting a growth model to the federal government; and be it further

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RESOLVED, That the California State PTA and its units, councils, and districts advocate for full funding for the design, implementation and maintenance of the data system.

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BACKGROUND SUMMARY

In the past decade, California has made significant progress toward making important and relevant school and district data available to educators and the public. Databases such as the California Basic Education Data System (CBEDS) and student achievement data (including average test scores, Academic Performance Index (API), Adequate Yearly Progress (AYP), and Program Improvement status) are publicly accessible and provide important information on school performance, teacher and student demographics, and subgroup performance.

Despite these efforts, California still falls short of a comprehensive and easily accessed system with longitudinally-linked, student-level data. Schools, districts, and the state are unable to track the progress of students over time, link that progress to program participation or teacher, or accurately determine key benchmarks such as dropout, graduation, or student mobility rates. California is also unable to track the progress of students who graduate from high school, leave high school early, transfer to other schools or districts, or attend post-secondary institutions.

As a result, evaluation and accountability measures both at the local and state levels are severely hampered. Without an effective student tracking system, California is significantly limited in its ability to determine the effectiveness of local policies, programs, and practices aimed at improving student learning and achievement.
SAFE ROUTES TO SCHOOL FOR ALL CHILDREN
Adopted by Convention Delegates May 2008
Reviewed and deemed relevant November 2017

WHEREAS, The number of children walking and bicycling to schools in the U.S. has declined over the past 40 years partially due to the rise in the number of children being driven to school in private cars during the morning peak-hour traffic; and

WHEREAS, Schools are not built to handle high volume traffic and people are often in a hurry, creating unsafe drop-off practices; and

WHEREAS, The concentration of pollutants from cars and trucks has adverse effects on health, such as decreased lung development, susceptibility to allergies, and asthma of our children and youth; and

WHEREAS, When new schools are built on the fringes of communities children need to be driven to school and cannot walk or bicycle to school; and

WHEREAS, Bicycling and walking to school can have a positive mental and physical impact on the health of children and youth; and

WHEREAS, The Federal Safe Routes to School (SRTS) Program empowers communities to address the afore mentioned issues, to make walking and bicycling to school safe, and to improve routes to schools; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts urge legislators and local government agencies to allocate funding for more adult crossing guards and the implementation of engineering improvements around schools, such as traffic calming measures, improved street crossings, sidewalks, bike lanes and walkways to create safer routes to school; and be it further

RESOLVED, That the California State PTA and its units, councils and districts advocate for stronger enforcement of existing traffic laws (including speed limits, yielding to pedestrians, etc), and advocate for new laws to enhance the safety of children walking and bicycling to schools; and be it further

RESOLVED, That California State PTA urge its units, councils and districts to partner with school district staff and community groups to implement Safe Routes to School activities including pedestrian and bicycle safety education and programs that encourage safe walking and bicycling to school; and be it further

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RESOLVED, That California State PTA urge its units, councils and districts to encourage school districts to preserve established neighborhood schools wherever possible and locate new schools near where students live, as they often serve as community centers; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 2009 National PTA Convention.

# # #

BACKGROUND SUMMARY

Most of us remember walking or riding our bikes to school when we were young. Today, however, the picture is far different. The number of children walking and bicycling to schools has declined sharply from about 50% in 1969 to approximately 15% today. In parts of California, up to 85% of all children arrive at school in a private automobile.

The concentration of cars around schools results in congestion, pollution, severe impacts on neighborhoods and safety risks to the children. As schools are not built to handle so much traffic and people are often in a hurry, unsafe drop-off practices are widespread.

Health professionals are alarmed at the steep increase in the number of overweight and obese children in this country. As a result, health problems like Type 2 diabetes and high blood pressure, once the domain of adults, are now seen increasingly in children. In part, this condition is due to a lack of physical activity. Children who, a generation ago, enjoyed regular daily exercise from getting around on their own feet or wheels, now are being driven everywhere by their parents. These unhealthful habits, set in childhood, are likely to carry over into adult life and result in lifelong health problems and well as increased traffic congestion and energy use.

The International Safe Routes to School Movement is gathering momentum to reverse this trend. It takes a multi-pronged approach that can be described under the four E’s: Engineering, Enforcement, Education and Encouragement. State and national policy makers are providing funding for Safe Routes to School projects and programs. Increasing the number of children and youth walking and bicycling to school is one of the Healthy People 2010 objectives. It is time for PTA as the premier advocate for all children to become a leader in the effort of enabling our children to walk and bike to school safely.
WHEREAS, PTA believes that parents are children’s first teachers and that parent involvement is essential throughout a child’s educational experience, and further that every adult has a responsibility to ensure that all children develop to their full potential; and

WHEREAS, PTA believes that all children and youth have the responsibility and should have the opportunity to develop their abilities to their fullest potential; and

WHEREAS, Research has shown that greater parental involvement in children’s education results in higher levels of student achievement; and

WHEREAS, The U.S. Department of Education describes the achievement gap as “the difference in academic performance between different ethnic groups,” and the California Department of Education, defines the gap as “the disparity between the academic performance of white students and other ethnic groups as well as that between English learners and native English speakers, socioeconomically disadvantaged and non-disadvantaged students, and students with disabilities as compared with students without disabilities”; and

WHEREAS, The California Standards Test (CST) and the California High School Exit Exam (CAHSEE) show a significant and persistent gap in achievement among communities of color, recent immigration, low socioeconomic status, and students with disabilities within California; and

WHEREAS, The disparity in the current delivery of education to children in California and the United States perpetuates the achievement gap, and the elimination of this gap is critical for the education of all children at all schools to be competitive in the global economy; and

WHEREAS, The increasing shift in public education to standards-based curriculum and data-driven decision making should provide necessary information to assist parents, schools, administrators, teachers, and the greater community in understanding, developing, promoting, and supporting strategies to eliminate the achievement gap; now therefore be it

RESOLVED, That the California State PTA, its units, councils, and districts partner with parents and schools in efforts to eliminate the achievement gap; and be it further

RESOLVED, That the California State PTA and its units, councils, and districts collaborate with appropriate community-based, business, and education stakeholders in efforts to eliminate the achievement gap; and be it further

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RESOLVED,  That the California State PTA and its units, councils, and districts advocate for legislation and public policies that improve academic achievement for all students and eliminate the achievement gap; and be it further

RESOLVED,  That among their advocacy efforts, the California State PTA and its units, councils and districts urge legislators and local school districts to address all issues that contribute to the existence of the achievement gap, and avoid focusing exclusively on a standardized testing-based approach in their efforts.

BACKGROUND SUMMARY

"It has been proven that parent involvement transcends many of the barriers that contribute to the achievement gap, such as socioeconomic status, ethnic/racial background, and the parents’ level of education."  *National PTA Past President, Linda Hodge

There is no more important issue than ensuring that each and every child in the state of California receives a quality public education in K through 12 grades. As citizens of California our highest priority is to ensure that current and future generations of public school students have the ability to, and are prepared to, achieve their goals with a firm foundation in language arts, math, science, and the arts. The purpose of this resolution is to focus the attention, energy, and commitment of California’s largest volunteer children’s advocacy group on increasing parent involvement at the school level in addressing the achievement gap between white and Asian public school students, and African-American and Latino students.

The achievement gap exists; it is the subject of extensive research, discussion, and policy development. The achievement gap threatens to undermine state efforts to improve our society, our economy, and our environment. The California State PTA is uniquely positioned to raise the issue of increasing involvement of African-American and Latino parents at the school level. A PTA resolution on the achievement gap is integral to promoting proposals and solutions at the school level to address and eliminate the gap.

PTA believes increasing the time and effort that parents spend supporting their children’s education is a significant factor that promotes student achievement and aids in eliminating the gap. This resolution will help the California State PTA in its work of guiding parents, teachers, and school administrators in taking specific actions at the school and district level. PTA promotes continuous, lifelong learning that begins in the school and engages the family, society, and the global community.

Efforts to eliminate the achievement gap begin with words yet must end with actions – multiple, collective actions at all levels throughout the state of California. PTA will inform and support all public education stakeholders, including policymakers, in efforts to eliminate the gap. Eliminating the gap at every school so every child can achieve is of critical importance.

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*Advancing Research, Improving Education, Closing the Texas Achievement Gap, by Southwest Educational Development Laboratory (SEDL)
LOWERING THE VOTE REQUIREMENT IN THE CALIFORNIA STATE BUDGET PROCESS
Adopted by Convention Delegates May 2009
Reviewed and deemed relevant April 2018

WHEREAS,  The foundations of representative democracy in the United States of America, expressed in the writings of America’s founding fathers and in the structure of the federal government, call for rule by majority vote; and

WHEREAS,  Within the United States, the legislatures of 46 states pass budgets by a majority vote, and the legislatures of 39 states pass revenue measures by majority vote, making California’s two-thirds vote requirement for both budget and revenue measures an uncommon practice; and

WHEREAS,  California’s two-thirds vote requirement to pass both the state budget and revenue measures has resulted in a dysfunctional process that promotes political stalemate, long delays in passage of the budget, and a constant imbalance between ongoing revenues and expenditures; and

WHEREAS,  The California State Constitution provides additional checks and balances to the budget process by requiring the budget to be balanced and by allowing the Governor to veto parts or all of the budget; and

WHEREAS,  The timeliness of the California state budget adoption and the quantity and stability of state revenues have profound effects on the public education system, children’s health agencies, and other state programs that impact children; and

WHEREAS,  PTA’s purposes, core values, legislation platform, and previous resolutions call for adequate and stable financing of public schools and call for programs that protect the health and welfare of children; now therefore be it

RESOLVED,  That California State PTA and its units, councils, and districts advocate for and actively support a constitutional amendment that reduces the voting margin for passage of both the California State Budget and revenue measures in the California Legislature to a 55 percent vote or a simple majority.

Continued on next page
BACKGROUND SUMMARY

The California state budget process has become dysfunctional, resulting in poorly crafted, consistently late state budgets that have a detrimental impact on public education and other state programs affecting children.

Delays in the passage of the California State Budget have become commonplace. Only four of the last 20 budgets have met the constitutional deadline of passage by June 15. During those delays, the state is not authorized to make some payments, including funding for Medi-Cal providers, child development agencies, categorical funding for K-12 schools, and Cal-Grant scholarships. Individuals and institutions without deep financial reserves suffer during the unfunded period. School districts and other institutions dependent on state revenue are forced to make their own budgetary decisions and begin the fiscal year without knowing how much funding they will receive from the state.

State budget negotiations frequently degenerate into partisan stalemate, causing lengthy delays in the passage of the budget. The latest example is the 2008-2009 California State Budget, which was a record-breaking 85 days late. The result was a budget that neither party could stand behind. Like our legislators, California voters are concerned.

Nonpartisan budget experts, such as the California Legislative Analyst and the director of the California Budget Project, concur that California legislatures and governors have not addressed the state’s structural imbalance between revenues and expenditures. Recurring borrowing, overly optimistic revenue projections, and use of one-time funding for continuing expenses have been features of numerous state budgets. Such budgets do not provide the stable, long-term funding that PTA has always sought for public schools.

Changing the voting margin required for passage of the state budget and revenue measures from the current two-thirds of the state senate and assembly to 55 percent or a simple majority would improve the budget process. With a 55 percent or simple majority, passage of the budget would occur in a timelier manner, providing more stable funding for public schools and other children’s services. The California State Constitution would continue to provide checks and balances. The constitution requires a balanced budget and gives the Governor the power to veto line items or the entire budget. An override of the Governor’s veto requires a two-thirds vote of the Legislature.

The vote of the majority of elected representatives speaks for the majority of California voters. The vast majority of states employ this system, and it embodies the kind of representative democracy envisioned by our nation’s founders.

# # #
SOCIAL HOST ACCOUNTABILITY AND UNDERAGE DRINKING

Adopted by Convention Delegates May 2009
Reviewed and deemed relevant April 2018

WHEREAS, The minimum legal drinking age is 21 years as established by the Federal Uniform Drinking Age Act of 1984, and yet alcohol is the most abused substance for minors ages 12 to 20; and

WHEREAS, Underage drinking is directly involved in the deaths of approximately 5,000 youth under the age of 21 every year nationwide, is linked to two-thirds of all sexual assaults including date rape, contributes to a 10 times higher incidence of physical assault and a 12 times higher incidence of unintentional injury; and

WHEREAS, The 2007 Surgeon General’s Call to Action reports alcohol use may alter adolescents’ development and put them at higher risk for long-lasting, detrimental effects on the developing brain; and

WHEREAS, Research identifies adults or "social hosts" as the primary source and private homes the primary site of alcohol availability, drinking games, and binge drinking for our youth; and

WHEREAS, In California there is no state law addressing social hosting, and there is only a small number of cities and counties in which social host laws have been enacted; and

WHEREAS, Where they exist, social host laws may act as a deterrent through the assessment of fines, community service, and/or jail time for those who practice social hosting and provide law enforcement with the ability to intervene at parties where underage drinking occurs most: in homes and on private property; now therefore be it

RESOLVED, That the California State PTA, its units, councils, and districts provide factual information to students, parents, and community members regarding the detrimental effects and significant dangers of underage drinking and social hosting, defined as adults who furnish alcohol to minors under the age of 21 who are not their own, and/or knowingly allow underage drinking parties in private settings; and be it further

RESOLVED, That the California State PTA, its units, councils, and districts encourage and support legislation to adopt social host laws that would prohibit adults from providing alcohol or allowing the consumption of alcohol in homes and on noncommercial property by youth under the age of 21 who are not their children; and be it further

RESOLVED, That the California State PTA, its units, councils, and districts support law enforcement in upholding the minimum legal drinking age of 21, including but not limited to social host laws and ordinances; and be it further
RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention.

###

BACKGROUND SUMMARY

The minimum legal drinking age in all 50 states is 21, yet alcohol is involved in the deaths of more teens than all other illicit drugs combined, by a 4-to-1 ratio. Youth who begin drinking before the age of 15 are four times more likely to become dependent on alcohol than those who wait until age 21. Research has shown that, on average, youth and adolescents first use alcohol at 13.1 years of age. The 2007 Surgeon General's Call to Action states that alcohol is the most widely used substance of abuse among America's youth, ages 12 to 20.

Social hosting, a disturbing practice in society today, is defined as adults in private settings providing alcohol and/or allowing underage drinking among children who are not their own. While some believe that consumption of alcohol before the age of 21 is an inevitable “rite of passage,” research demonstrates this behavior is detrimental to our youth. The consequences of underage drinking include a wide range of medical problems. Research has shown that the brain changes dramatically during adolescence, and consumption of alcohol during this stage of life can seriously inhibit its normal growth and development. In addition, underage drinking contributes significantly to participation in risky sexual behaviors and the incidence of physical and sexual assaults, suicide attempts, drowning, alcohol poisoning, and traffic accidents.

An encouraging note in the Surgeon General’s Call to Action is that underage alcohol use is not inevitable, and we are not powerless to stop it. The Surgeon General points out that an adolescent’s decision to use alcohol is influenced by many factors, including normal maturational changes as well as various social and cultural environments that surround adolescents: their families, schools, peers, and communities. Therefore, it is the collective responsibility of all these groups to assist in the prevention and reduction of underage drinking.

Found on the MADD website, Reducing Underage Drinking: A Collective Responsibility documents the wide-ranging and devastating consequences of youth consumption of alcohol, and urges states and localities to enact a comprehensive set of strategies to reduce underage alcohol consumption, including strengthening social host liability laws affecting persons under the age of 21. Legislators across the country are responding to the harms associated with underage drinking by enacting a range of new laws targeting property owners on whose premises underage drinking occurs. As of January 2007, 24 states have enacted social host statutes.

The state of California has no social host law; however, 40 of its cities and counties have passed social host ordinances, including the social host liability ordinances passed in every Ventura County jurisdiction. The first national study of civil social host law found that social host liability laws reduce binge drinking, and drinking and driving. These ordinances do not prohibit family activities within the home involving the use of alcohol by immediate family members or religious practices that include the use of alcohol.
According to the Surgeon General, addressing the public health problem of underage alcohol use begins with an examination of our own attitudes toward underage drinking and our recognition of the seriousness of its consequences for adolescents and their families, as well as for society as a whole. Underage alcohol use is not a benign, acceptable rite of passage, but is a serious health and safety threat to adolescent development that cannot be ignored.

Education, communication, and legislation are essential in comprehensively addressing the problem of underage drinking and the practice of social hosting. By providing up-to-date and research-based information, facilitating open and honest communication, and supporting strong social host legislation, we will convey the fact that underage drinking is unacceptable and fulfill our commitment to advocate for all children. We owe them nothing less.
WHEREAS, One of the purposes of PTA is to secure adequate laws for the care and protection of children and youth; and

WHEREAS, Motor vehicle accidents are the No. 1 killer of teenagers in California and in the United States; and

WHEREAS, In 1997, California adopted a program of Graduated Driver Licensing (GDL) that features phased-in driver education and training, and driving restrictions that are phased out over time; and

WHEREAS, Even though required by law, the vast majority of California high schools do not offer driver education courses, and almost none offer behind the wheel training courses, creating a problem of accessibility for many teens; and

WHEREAS, Parents have the potential to exert a powerful influence over their children to become safe drivers by serving as good role models, by providing adequate practice experience, and by helping to assure their children’s compliance with mandatory GDL restrictions; and

WHEREAS, GDL laws have prevented many teenage deaths, but too many teen fatalities still occur, necessitating additional research and planning to identify, develop and implement the most effective methods of creating safe, skillful, confident new drivers in order to further mitigate this danger; now therefore be it

RESOLVED, That the California State PTA urge its units, councils, and districts to educate parents, students, schools, and communities regarding the risks associated with teen driving, current GDL laws in regard to teen driving, and the crucial role of parents in helping teens become safe drivers; and be it further

RESOLVED, That PTA units, councils and districts work together and with parents, students, and community partners to urge local and statewide leaders to support research on effective strategies to further reduce accidents involving teenagers; and be it further

RESOLVED, That the California State PTA encourage the development of consistent, high quality standards for driver education and training programs, and support policy and/or legislation to make such programs accessible to all students; and be it further

RESOLVED, That PTA units, councils, and districts urge schools, law enforcement, and communities to join with parents and students to implement programs to increase awareness of teen driving safety concerns and to improve teen compliance with GDL laws, seat belt laws, cell phone laws, alcoholic beverage prohibitions, and other safe driving laws and practices; and be it further
Teen Driving Safety - continued

RESOLVED, That the California State PTA work with community partners, law enforcement, driver education and training experts, the Department of Education, the Department of Motor Vehicles, and lawmakers to urge the adoption of such additional research-based policies and legislation as may be needed to effectively reduce accidents involving young drivers and their passengers to the lowest possible level; and be it further

RESOLVED, That the Teen Driving Safety Resolution be forwarded to National PTA for consideration.

###

BACKGROUND SUMMARY

Vehicular accidents are the No. 1 killer of teenagers. Evidence shows that, where faithfully implemented, stricter state laws and Graduated Driver Licensing (GDL) programs have helped turn the tide on the rise of fatal accidents involving teenagers. California has some of the toughest laws for new teenage drivers and yet has seen mixed results in teen driving statistics.

In California, we still lose too many teenagers to automobile accidents, and we must do more to research and understand their causes, so as to prevent them.

Years ago, the California Department of Education mandated driver education and in-car driver training in high school; it was a graduation requirement in many districts. However, since then, competing priorities have forced driver education and training from the curriculum, and at present only one-third of California high schools offer driver education (classroom), and only five high schools in the entire state offer driver training (behind the wheel). Though driver education and training are effective at teaching rules of the road and driving skills, studies show no correlation between participating in driver education and training and becoming a safer teen driver. More research is necessary to discover how driver education and training can be made more effective at producing safe drivers.

Parents and the community need to ease young people into the lifelong habit of safe driving. All teens must have access to quality driver education and training that safeguards them as they become drivers. The community must insist on compliance with, and enforcement of, GDL program restrictions. Parents need to know the laws so they can ensure their teenagers follow them. Additional research is needed to determine the cause of the accidents that do happen, so that effective prevention measures can be designed and implemented.

The Graduated Driver Licensing law is an excellent beginning; but without better information and education, public awareness, further study, and parent involvement, its full benefit cannot be realized, and countless additional teens will lose their lives needlessly on streets and highways.
WHEREAS, California law defines human trafficking as “all acts involved in the recruitment, abduction, transport, harboring, transfer, sale or receipt of persons, within national or across international borders, through force, coercion, fraud or deception, to place persons in situations of slavery or slavery-like conditions, forced labor or services, such as forced prostitution or sexual services, domestic servitude, bonded sweatshop labor, or other debt bondage”; and

WHEREAS, California is a ripe location for traffickers because of its international borders, harbors, airports, powerful economy, increasing population, and large immigrant population; and

WHEREAS, Individuals can learn signs to identify a victim of child trafficking and how to respond quickly; and

WHEREAS, The California State PTA believes that all children deserve to live and work in safety and dignity; now therefore be it

RESOLVED, That California State PTA urges its units, councils, and districts to promote programs that increase awareness of the prevalence of child trafficking in California, and be it further

RESOLVED, That the California State PTA urges its units, councils, and districts to educate parents, guardians, and others responsible for the welfare of children and youth about child trafficking and ways to identify, prevent, and stop child trafficking, and be it further

RESOLVED, That the California State PTA and its constituent organizations encourage the California State Legislature to create a “Child Trafficking Awareness Day.”

# # #
BACKGROUND SUMMARY

National PTA adopted a child trafficking resolution in June 2009 which indicates that “at least 200,000 or more children may be victims of domestic trafficking within the United States.”

Child trafficking is a form of modern-day slavery. Trafficking is defined as all acts involved in the transport, harboring, or sale of persons within national or across international borders. Children may be forced, coerced, kidnapped, deceived, or by fraudulent means be subjected to sexual exploitation in prostitution or the sex entertainment industry or forced to do labor in domestic servitude, restaurant work, janitorial work, sweatshop factory work and migrant agricultural work. It is a violation of the human body, mind and spirit. The trafficker has stolen the child’s freedom and dignity and uses a variety of ways to instill fear in the child to keep them enslaved. Some children are kept under lock and key, while others are isolated from the public, family members and/or their ethnic group, and threatened with violence toward themselves or their family. The trafficker may shame the child by threatening to expose their circumstances to their family or take control over the victim’s money.

“There is a special evil in the abuse and exploitation of the most innocent and vulnerable. The victims see little of life before they see the very worst of life, an underground of brutality and lonely fear. Those who create these victims and profit from their suffering must be severely punished. Those who patronize this industry debase themselves and deepen the misery of others.” – Former President Bush, in an address to the U.N. General Assembly, September 23, 2003.

Child trafficking occurs right here in our state of California as a destination and a source for this crime. It is on the rise with the money that can be made because of it and/or because a person’s economic status has deteriorated.

We each have a place in the fight against modern-day slavery. If our government, businesses, civil society, and individuals work together in our communities and at the national and international levels, we can change children’s lives forever. California State PTA needs to encourage research to uncover the secret atrocities, protect and care for the children who have been trafficked, and raise awareness in the broader community to prevent and expose child trafficking.
COMPUTER WORKSTATION HEALTH
Adopted by Convention Delegates, May 2010
 Reviewed and deemed relevant by the Board of Managers August 2020

WHEREAS, The health and well-being of children and youth are among the primary concerns of the PTA, and the PTA works with public schools and districts to ensure that all children and youth have access to appropriate and safe classroom resources; and

WHEREAS, The majority of school-age children use computers on a regular and ever-increasing basis, as early as preschool and continuing into adulthood; and

WHEREAS, Many public school students sit in classrooms and computer labs with improperly aligned posture, and there is little or no understanding of the importance of workstation ergonomics in our schools; and

WHEREAS, Research shows that children and youth are experiencing significant musculoskeletal discomfort associated with computer use; and

WHEREAS, Incorrect ergonomics and improper posture at computer workstations are contributing to health problems and repetitive stress injuries in the United States; and

WHEREAS, Research shows that repetitive stress injuries are developed over a number of years, and therefore students’ postural habits during school years will affect their health as young adults; and

WHEREAS, Ergonomic intervention and education have been shown to reduce discomfort caused by frequent computer use; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts disseminate information to school districts, parents and the community about workstation ergonomics and computer use posture, and promote awareness of the danger of repetitive stress injuries; and be it further

RESOLVED, That the California State PTA urges its units, councils, and districts to recommend to their school districts that all computer workstations in schools be ergonomically correct and adjustable to fit the needs of students and teachers of all sizes.

# # #
Computer Workstation Health - continued

BACKGROUND SUMMARY

The lack of attention to correct body posture while using computers has become a serious health hazard that is costing people, businesses and government billions of dollars each year. Tens of thousands of people each year are diagnosed with repetitive stress injuries. In fact, it is the No. 1 work-related health problem in the United States, according to the Occupational Safety and Health Administration (OSHA). But what was once considered an adult diagnosis is now occurring as early as the teenage years. Students are using computers starting as early as the preschool years and consistently by the time they are in kindergarten. There is a strong correlation between this increased computer use and poor posture at the computer with early onset of repetitive stress injuries in our students.

Students and a majority of teachers are unaware of correct body posture and positioning when seated at the computer. Computer stations in schools are frequently arranged such that desks, chairs and computer monitors remain at the same stationary height while students come in a wide variety of sizes. In order to prevent widespread health problems in students as they grow older, we need to make the importance of correct posture and proper ergonomic workstation setup and proper posture habits while working at a computer a standard part of computer education. Promotion and practice of proper workstation health within the structured school environment will influence young people to practice proper sitting posture during both school and non-school hours.
AUTOMATED EXTERNAL DEFIBRILLATOR (AED)
AWARENESS IN SCHOOLS
Adopted by Convention Delegates, April 2011
Reviewed and deemed relevant by Board of Managers November 2020

WHEREAS, The California State PTA seeks to promote public policy and actions that protect the health and safety of all children and families; and

WHEREAS, Each year there are an estimated 295,000 out-of-hospital sudden cardiac arrests (SCA) in the United States affecting every age, fitness level, gender and race, killing more than breast cancer, lung cancer and AIDS combined; and

WHEREAS, It is estimated that in the United States, only 5 percent to 7 percent of those who experience sudden cardiac arrest survive; and

WHEREAS, Survival rates are reduced by approximately 10 percent for each minute that passes after the onset of sudden cardiac arrest; and

WHEREAS, Sudden cardiac arrest is reversible in most victims if it is treated within a few minutes with defibrillation to restore a normal heartbeat; and

WHEREAS, California Assembly Concurrent Resolution No. 57 – Relative to automated external defibrillator programs, urges all California K-12 public schools to implement an automated external defibrillator program; now therefore be it

RESOLVED, That California State PTA urges its units, councils, and districts to encourage local schools and school districts to support the acquisition of AEDs for the school campus; and be it further

RESOLVED, That the California State PTA urges its units, councils, and districts to encourage local schools and school districts to implement Public Access Defibrillator Programs that include maintenance, testing and designated site staff training requirements; and be it further

RESOLVED, That the California State PTA urges its units, councils and districts to encourage local schools and school districts to collaborate with organizations and foundations to assist with the purchase of AEDs and the implementation of Public Access Defibrillator Programs that include training, testing and records management.

# # #
**Automated External Defibrillator (AED) Awareness in Schools - continued**

**BACKGROUND SUMMARY**

Sudden Cardiac Arrest (SCA) is an electrical malfunction of the heart. Usually the first sign is collapse. Brain damage begins within four to six minutes. The only effective treatment for SCA is defibrillation. An automated external defibrillator (AED) is a simple, small, portable device approved by the FDA for use by laypersons. The AED restores the victim’s heart to a normal rhythm.

Public Access Defibrillation (PAD) Programs place AEDs in visible, accessible, public locations. SCA can happen to anyone at any time, with no warning. It is estimated that one in every 500 children have an undetected heart condition, and often the first sign is SCA.

Time is critical. In most cases the question of life or death is determined before professional help arrives.

PTAs throughout California can protect the safety and well-being of children by raising awareness about AEDs in schools and by urging school districts to implement PAD programs.
WHEREAS, The California State PTA believes that to remain competitive in a global society, the United States has a responsibility to provide educational programs and support services to develop responsible, productive citizens for tomorrow; and

WHEREAS, The U.S. K-12 education system does not adequately prepare students with skills in science, technology, engineering and mathematics (STEM) to compete for jobs in the 21st century global workforce; and

WHEREAS, Many ethnic minorities and women have historically been underrepresented among those who earn STEM degrees; and

WHEREAS, A shortage of highly qualified STEM teachers and a lack of teacher training, preparation and professional development in STEM education results in young people lacking the necessary skills in science, technology, engineering and math to work in the new global economy; and

WHEREAS, Science, technology, engineering and mathematics education is an important national issue; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts work with policymakers, businesses and educators to support efforts to improve STEM education, enabling more students to acquire skills for access to higher education and employment in the 21st century workforce; and be it further

RESOLVED, That the California State PTA, its units, councils and districts support efforts to identify and eliminate barriers to access to and participation in quality STEM education so that every child, without regard to disability, gender, ethnicity, or socioeconomic status, can succeed, and no subgroup is underrepresented in our state’s and nation’s STEM workforce; and be it further

RESOLVED, That the California State PTA, its units, councils and districts support legislation for recruitment, innovative training, and professional development for STEM educators; and be it further

RESOLVED, That the California State PTA, its units, councils and districts encourage the integration of science, technology, engineering and mathematics into everyday activities; and be it further

RESOLVED, That the California State PTA, its units, councils and districts increase awareness of opportunities available to students educated in STEM careers; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the National PTA convention.

###
Science, Technology, Engineering and Mathematics (STEM) Education - continued

BACKGROUND SUMMARY

Science, technology, engineering and mathematics (STEM) employment opportunities are predicted to grow faster than the average of all other jobs, but the number of U.S. college graduates prepared for STEM careers will not meet the demand. This shortfall is aggravated by two factors: U.S. students, on average, are scoring below many developed nations in scientific knowledge and literacy; and women and certain minorities are underrepresented in STEM education.

The California Task Force on Science, Technology, Engineering and Mathematics Education has created a framework for policy and support of California’s schools to enhance California’s competitiveness in the global economy. Further, in 2010, the National Science Board identified major areas of need: policies that support rigorous STEM preparation for teachers; the nurture of STEM potential in all demographics of students, especially in economically disadvantaged urban and rural areas; and a supportive culture of parents, educators and students that celebrates innovative thinking and academic excellence.
WHEREAS, In 2011-12, 686,352 children and youth with special needs were served in California schools; and in order to receive federal funds, states must develop and implement policies that assure a free appropriate public education (FAPE) to all children with disabilities; and

WHEREAS, The California High School Exit Exam (CAHSEE) was put in place to improve student achievement in public high schools to ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics, and in 2009-10, the education code was modified to allow students with special needs who have or will satisfy all other graduation requirements to be exempt from the CAHSEE requirement to receive their diploma; and

WHEREAS, Children with special needs are often bullied, socially isolated, and face challenges in their school communities, leading to exclusion from school activities; such as high school graduation ceremonies, information sharing, and school and community involvement; and

WHEREAS, The cultural environment and social setting of schools play an integral part in creating an inclusive learning environment which is the least restrictive for students with special needs; now therefore be it

RESOLVED, That California State PTA, its units, councils, and districts shall develop programs and resources to help educate the community about the educational system that impacts families and students with special needs in order to build inclusive communities; and be it further

RESOLVED, That California State PTA, its units, councils, and districts actively advocate and work with their local school boards and school district to adopt policies allowing students with special needs to receive a diploma and be included in graduation activities if they have received all required graduation credits; and be it further

RESOLVED, That California State PTA, its units, councils, and districts encourage and work with the entire school community to include families, children, and youth with special needs to participate in the school and community activities where their child attends school; and be it further

RESOLVED, That California State PTA, its units, councils, and districts work with their local school districts to research the programs which are most inclusive and best serve students with special needs in their schools and communities and advocate for their implementation.

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Continued on next page
Inclusive Schools Build Better Communities

BACKGROUND SUMMARY

In 1975, PL 94-142 passed giving all children access to free appropriate public education, currently, called the Individuals with Disabilities Education Act (IDEA), opening the academic world to children with special needs*. However, inclusion of children with special needs remains difficult. In 1999, California implemented the California High School Exit Exam (CAHSEE) to improve literary and mathematical literacy, often preventing the receipt of a diploma or participation in graduation activities for students with special needs.

Children and youth, including those with special needs, who are involved and participate in their schools and communities strengthen and build relationships between students, guardians, caregivers and their schools. California State PTA, its units, councils and districts speak for all children and have the leadership ability to build positive, inclusive futures for all students.

*Special needs definition from California State PTA Standing Rules 8.15

Special needs encompass physical and/or mental impairments, including but not limited to physical disabilities, learning disabilities, intellectual disabilities, developmental disabilities, attention deficit hyperactivity disorder (ADHD), autism, or emotional disorders, that substantially limit one or more major life activities. Special needs also includes the unique needs of gifted children.
QUALIFICATIONS FOR CANDIDACY IN CALIFORNIA ELECTIONS
Adopted by Convention Delegates May 2, 2013

WHEREAS, Since its inception, PTA has been concerned about the safety and welfare of children and youth, and continues to advocate for the safety, health, and well-being of children; and

WHEREAS, California school districts require prospective employees to complete a criminal history check before employment; and local school boards and other local governing bodies perform various employment and volunteer functions with general access to children but are not required to have criminal history checks performed; and

WHEREAS, California Penal Code Section 11105 (b)(11) and California Education Code Section 45125(1) authorize California local school boards and other local governing bodies to access state summary criminal history information and requires these bodies to have specific board bylaws to authorize access to complete summary criminal history information; now therefore be it

RESOLVED, That California State PTA urge its units, councils and districts to work in cooperation with their respective local school boards and local governing bodies to develop practices and board policy to insure that all local governing school board members/trustees and local governing bodies complete criminal history checks in order to fulfill employment requirements and elected duties; and be it further

RESOLVED, That California State PTA support and encourage legislation that would amend the California election code to require candidates to complete a criminal history check as a condition of being placed on a Local School Board and/or a Local Governing Body election ballot; and be it further

RESOLVED, That California State PTA support and encourage all statewide local school boards and all statewide local governing bodies to adopt bylaws and policies that subject current members to summary criminal history checks when applicable.

###

BACKGROUND SUMMARY

After the arrest of certain elected officials for alleged criminal activity we discovered that there is no legal requirement for a criminal background check for local school board members and other local governing bodies.

California State PTA recognizes that elected governing board members and elected City Council members play a vital role in carrying out the district and city’s educational and city goals, providing leadership, and ensuring that the district and city are responsive to the values, beliefs, and priorities of the community. For this purpose, we believe that ALL statewide local school board and other local governing bodies must be fingerprinted and have a background check BEFORE they are placed on an election ballot.
SUMMER LEARNING LOSS RESOLUTION
Adopted by Convention Delegates May 2, 2013

WHEREAS, Summer learning loss is of greater magnitude for the most vulnerable learners: children from lower socio-economic backgrounds, ethnic minorities, English Language Learners and students with exceptionalities; and

WHEREAS, Most students lose approximately 2.6 months of math-computation skills over the summer and the learning loss in reading varies across socioeconomic status; where low income students lose about two months of reading achievement, middle income students make slight gains in reading; and

WHEREAS, Summer learning loss is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students, and by the end of fifth grade, disadvantaged youth are nearly three grade equivalents behind their more affluent peers in reading; and

WHEREAS, Children who participate in five to six weeks of quality summer-learning opportunities which include a wide range of activities including the arts, physical education, science, math, and community service make significant gains in reading and math; now therefore be it

RESOLVED, That California State PTA, its units, councils and districts educate parents, administrators, school board members, teachers and communities about the impact of summer learning loss and the advantages of summer learning and enrichment programs; and be it further

RESOLVED, That California State PTA, its units, councils and districts urge policy makers at federal, state and local levels to create policies and legislation that support and fund summer learning programs with emphasis on reading and math for disadvantaged youth; and be it further

RESOLVED, That California State PTA, its units, councils and districts encourage collaboration and partnerships between school districts, park and recreation departments, libraries, youth-serving organizations, community and faith-based organizations, businesses, and nonprofits to provide children and youth with summer learning activities and enrichment programs.

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BACKGROUND SUMMARY

All students experience “summer learning loss” which is defined as the devastating result of an absence of summer learning and enrichment. Low income students lose about 2.6 months of math computation skills and two months of reading skills, while middle and upper income students may actually gain in reading comprehension over the summer. Because this loss is cumulative, the achievement gap widens for minority and vulnerable students over the years.

Low-income parents often lack the resources to provide children with sufficient reading materials needed to reinforce important literacy skills. Further, children who are English Language Learners need additional exposure to printed material, which may be difficult for children in homes where English is not their first language.

Research shows that students who participate in high-quality summer learning and enrichment programs that include the arts, physical education, science, community service and more, do as well as their more affluent counterparts.
WHEREAS, When appropriately utilized, homework has the potential to be a valuable aid to help students maximize their learning experience; and

WHEREAS, Homework assignments vary in quality and purpose; evidence-based research has identified that quality homework assignments state clear objectives, are relevant to students, and are grade and age appropriate in terms of ability and time required; and

WHEREAS, Homework has the potential to negatively impact family and child interactions, and high quantities of homework not only add to stress, but do not necessarily lead to higher achievement outcomes; additionally research has proven that students who spend more than the recommended grade appropriate time on homework can experience no increase or a decrease in academic achievement; and

WHEREAS, Homework that relies heavily on parental input and supervision has the potential to further increase the achievement gap in our schools and create inequity when it fails to take into account the diversity of parents’ or caregivers’ academic ability, time availability, and resources to adequately support learning at home; now therefore be it

RESOLVED, That the California State PTA, its units, councils, and districts promote the design of meaningful homework that will advance a spirit of learning with a focus on quality assignments to motivate students based on grade and ability; and be it further

RESOLVED, That the California State PTA, its units, councils, and districts advocate that teachers, schools, and districts follow evidence-based guidelines regarding the time expected to be spent on homework and how it impacts family interaction, and the balanced life of the whole child; and be it further

RESOLVED, That the California State PTA, its units, councils, and districts urge school districts to create or revise homework policies that take into account the diversity of socio-economic circumstances, languages spoken at home, educational background of parents, and other considerations that impact children’s successful completion of homework; and be it further

RESOLVED, That the California State PTA encourage its units, councils, and districts to work with school boards and district administrators to review current homework policies to make sure they address quality, quantity and equity concerns based on current research, and to adopt homework guidelines where none exist; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration.

Continued on next page
BACKGROUND SUMMARY

Homework has an educational value when the assignments are reasonable, relevant and reinforcing. A body of research indicates that setting time limits based on grade and ability, and encouraging open communication between teachers, parents and students is beneficial to learning outcomes. The quantity of homework assigned should align with consideration for a healthy, balanced life for students.

While homework with a clear purpose has been shown to improve achievement, such work must be meaningful and should require minimal parental involvement. Low-income families often lack the resources to adequately support learning at home, and therefore their children are set up for potential failure in regard to homework completion, comprehension and grades.

PTAs throughout California can support learning by working with school districts, principals, and teachers to adopt homework guidelines that focus on quality assignments to inspire lifelong learning, while limiting the quantity of homework to support the successful development of the whole child.
WHEREAS, There is broad scientific consensus that Earth’s climate is warming at an unusual pace compared to natural changes in climate experienced in the past; and

WHEREAS, There is broad scientific consensus among climate scientists that human activities, contributing to greenhouse gases, are the dominant cause in climate warming; and

WHEREAS, Children represent a particularly vulnerable group already suffering disproportionately from both direct and indirect adverse health effects of climate change; and

WHEREAS, The greenhouse gases emitted into the atmosphere will accumulate over the coming decades and will profoundly impact today’s children as adults and future generations; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to educate parents on the impact of climate change on children’s health and future welfare; and be it further

RESOLVED, That the California State PTA, its units, councils and districts, urge school districts to educate students on climate and energy literacy and human sustainability; and be it further

RESOLVED, That the California State PTA, its units, councils and districts urge school districts to support programs and strategies to make schools more climate-safe and energy efficient models to prepare children for climate changes already underway; and be it further

RESOLVED, That the California State PTA, its unit, councils and districts urge school districts to serve as role models for practices that promote energy conservation, alternative energy sources, reducing dependency on automobile travel and encouraging sustainable practices; and be it further

RESOLVED, That the California State PTA consider climate change a children’s issue and urge its units, councils and districts to advocate for comprehensive local, state and national legislation to substantially reduce man-made contributions to climate change and to mitigate its impact on children’s health; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration by the delegates at its convention.

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BACKGROUND SUMMARY

According to thousands of peer-reviewed studies, the Earth’s temperature is warming and the dominant reason is due to human activities. In California, climate change will cause more frequent and intense forest fires, more air pollution and deadly heat waves, a significant reduction in the snowpack and state water supplies, sea level rise and erosion along California’s long coastline.

Today’s children are already being impacted by climate change. Because of their physical, physiological, and cognitive vulnerability, children are more susceptible to adverse health effects from environmental hazards. As impacts of climate change worsen in the coming years, anticipated direct health consequences of climate change will include injury and death from extreme weather events and natural disasters, increases in climate-sensitive infectious diseases, increases in air pollution-related illness, and more heat-related, potentially fatal, illness. By rallying to protect and prepare our children today, we help the nation, the planet and future generations.
WHEREAS, Comprehensive health education, including sexual health education, is a foundational building block for emotional and physical well-being; and

WHEREAS, The lack of awareness and understanding of LGBTQ+ issues and individuals has contributed to a higher rate of isolation, depression, and suicidal tendencies in the LGBTQ+ community; and

WHEREAS, Education regarding LGBTQ+ issues increases understanding and cultivates acceptance of, and respect for, LGBTQ+ individuals; now therefore be it

RESOLVED, That the California State PTA work with the Department of Education to adopt clearly stated standards regarding age-appropriate, medically accurate information on LGBTQ+ issues into the existing health curriculum; and be it further

RESOLVED, That units, councils and districts urge local education agencies to provide LGBTQ+ inclusive age-appropriate, medically accurate curricular materials and campus resources; and be it further

RESOLVED, That the California State PTA seek and support legislation that creates a safe and accepting environment in schools, specifically with updated health education standards that deal with issues of sexual orientation, gender identity, and gender expression; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 2016 National PTA Convention.

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BACKGROUND SUMMARY

We, the California State PTA, advocate to positively impact the lives of all children, regardless of sexual orientation, gender identity, or gender expression. Numerous studies, spanning decades of research, have pointed to the fact that LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and all other gender and sexual minorities) youth are more likely to be the products of bullying and harassment, such that they are more prone to miss valuable class instruction, engage in self-destructive activities, and suffer from depression and suicidal ideation. Studies also show that education on the spectra of sexual orientation and gender identity and expression has a positive correlation with increased understanding and acceptance of all individuals. As stakeholders in the success and wellbeing of all of California’s children, we, the California State PTA, have a fundamental need to address the issue of LGBTQ+ student inclusion in the educational process.
SYNTHETIC MARIJUANA – EDUCATION AND AWARENESS

Adopted by Convention Delegates May 2015

WHEREAS, There are reported cases of psychotic effects, such as extreme anxiety, paranoia, hallucinations, thoughts of suicide and harmful thoughts due to use of synthetic marijuana commonly known as “Spice” or “K2”; and

WHEREAS, Synthetic marijuana products are easily obtained and are gaining popularity at an alarming rate among high school students; due to sophisticated marketing, the products that contain these synthetic cannabinoids are perceived as “legal” alternatives to marijuana despite the fact that they are typically advertised as herbal incense or plant food; and

WHEREAS, As of November 30, 2014 there were 3,359 cases reported to poison control centers of synthetic marijuana abuse with side effects including an increase in blood pressure and heart rate, loss of blood flow to the heart, parasitic ingestion, seizures, agitation, vomiting and confusion; and

WHEREAS, The Drug Enforcement Administration (DEA) has designated the five most active ingredients in synthetic marijuana as illegal to sell, purchase or possess; makers and suppliers continually alter the composition of chemical compounds that are used to create synthetic marijuana to evade prosecution and continue to sell these products; the synthetic additives are difficult to detect and identify; now therefore be it

RESOLVED, That the California State PTA, and its units, councils and districts encourage parents, guardians and all others responsible for the welfare of children and youth to promote awareness, engage in conversations and educate themselves and their families about the dangers of synthetic marijuana; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts collaborate with public health authorities, school health professionals and other drug awareness and prevention agencies in developing and promoting health warnings related to synthetic marijuana; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts support legislation to promote additional restrictions on the purchase, sale, possession, and distribution of synthetic marijuana; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the National PTA Convention.

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BACKGROUND SUMMARY

Synthetic marijuana is marketed as a legal alternative to cannabis (marijuana), and is known by names such as spice, K2, fake weed, Yucatan fire, moon rocks and many others. Most people smoke synthetic marijuana by rolling it in papers (as with marijuana or handmade tobacco cigarettes); sometimes, it is mixed with marijuana. Some users also make it into an herbal tea for drinking.

Although marijuana has been shown to have beneficial effects on certain health issues, synthetic marijuana has no known beneficial effects. A wide variety of mixtures produce experiences similar to marijuana. Synthetic marijuana products contain dried plant materials, chemical additives, and/or cannabis compounds and most are labeled “NOT FOR HUMAN CONSUMPTION.”

The American Association of Poison Control Centers and the National Institute on Drug Abuse state these mixtures can cause psychotic effects, such as extreme anxiety, paranoia, hallucinations, and harmful thoughts, including thoughts of suicide. Other side effects include extreme high blood pressure, loss of blood flow, tremors, seizures, agitation, vomiting and confusion. Thousands of cases of harmful side effects have been reported in 2014 alone. In 2011, synthetic marijuana was mentioned by patients in the emergency room 28,531 times. This was a drastic increase over the 11,406 reports in 2010. The use of these compounds among adolescents has been increasing with more than 7% of high school students having used synthetic marijuana in the past year.

Most chemicals used to produce synthetic marijuana are legal for persons of any age to purchase. They can be purchased online or in person in locations such as smoke shops and gas stations. The U.S. government and several states, including California, have attempted to outlaw synthetic marijuana by identifying the specific ingredients and making them illegal. However, manufacturers continue to produce synthetic marijuana by changing the chemical composition to include only legal products. When blood tests are administered on those who have used synthetic marijuana, labs cannot detect the chemical compounds with current tests. This is makes prosecution very difficult.
DYSLEXIA: ADDRESSING THE EDUCATIONAL IMPLICATIONS IN PUBLIC SCHOOLS

Adopted by Convention Delegates May 2016

WHEREAS, Dyslexia is a specific learning disability that is neurobiological in origin and is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, whose secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge; and

WHEREAS, Up to 20% of the general population, or over 1 million students in California K-12 public schools, display signs or symptoms of dyslexia; and

WHEREAS, The term dyslexia is found in twenty-two states’ laws, including California Education Code, and in Federal law under the Individuals with Disabilities Education Act (IDEA) within the broad eligibility category of a Specific Learning Disability (SLD), yet many public schools have historically avoided the term “dyslexia” in evaluations, when determining special education eligibility, and in Individual Education Program (IEP) documents; and

WHEREAS, Without appropriate remediation, most students who struggle to learn to read, continue to struggle with reading, with lasting consequences including not reaching college and career readiness, increased risk of not earning a high school diploma, not attending or completing college, and social/emotional problems; and

WHEREAS, There is compelling scientific evidence that early identification and intervention using an evidence-based multisensory, direct, explicit, structured and sequential approach to instructing pupils with dyslexia (defined as “Structured Literacy Instruction” by the International Dyslexia Association) improves literacy outcomes for most students with symptoms of dyslexia; and

WHEREAS, Most teacher preparation programs provide no training regarding dyslexia, appropriate accommodations or evidence-based Structured Literacy Instruction, leaving most teachers unprepared to adequately address the learning needs of children with dyslexia; now therefore be it

RESOLVED, That the California State PTA, and its units, councils and districts recognize that dyslexia has significant educational implications that need to be better addressed by public schools and school districts; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts hereby adopt the following definition of dyslexia (previously adopted by the Board of Directors of the International Dyslexia Association and the National Institute of Child Health and Human Development (NICHD)):

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“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge”; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts support teacher/staff training necessary to improve the understanding of dyslexia and its warning signs, including training in appropriate evidence-based Structured Literacy Instruction for students with dyslexia in accordance with the International Dyslexia Association’s Knowledge & Practice Standards for Teachers of Reading, and to promote knowledge of appropriate accommodations for dyslexic students; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts support early screening for signs and symptoms of dyslexia in kindergarten through the third grade, with parental notification; the use of evidence-based Structured Literacy Instruction as defined by the International Dyslexia Association; and the use of appropriate accommodations in order to provide students with dyslexia equitable access to the general education curriculum; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention in June 2017.

# # #

BACKGROUND SUMMARY

Dyslexia is a language-based disability that is neurobiological in origin. It is also the most common learning disability in the nation. Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities, and it occurs in a continuum from mild to severe. Scientific research from the past few decades has resulted in remarkable progress in the understanding of reading and reading disorders; however, this knowledge, particularly about dyslexia, has yet to bridge the gap between academia and educational practice in public schools, despite the longstanding efforts of the International Dyslexia Association. That is now changing as parents from across the country are coming together in grassroots movements such as Decoding Dyslexia which now has chapters in every state. The U.S. Congress has formed a bipartisan Dyslexia Caucus, and several federal dyslexia initiatives are underway. In addition, as of July 2012, twenty-two states have passed laws regarding dyslexia. Continued legislation, advocacy, training and research is necessary to address the educational implications of dyslexia in public schools.

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Dyslexia: Addressing the Educational Implications in Public Schools - continued

Research shows that if students who display the characteristics of dyslexia are provided with evidence-based, multisensory instruction in a structured and explicit manner, most of them learn to read and spell successfully. This instructional approach is defined as “Structured Literacy” by the International Dyslexia Association. Early identification and intervention with the appropriate duration and intensity are critical because the longer students struggle with basic reading and spelling skills, the more difficult the task of remediation and the lower the rate of success. Currently, most general education teachers, special education teachers, and reading specialists, and other professionals in our public schools do not have training in dyslexia. Many teachers don’t know what dyslexia is or how to identify it, nor do they have access to, and training in, evidence-based Structured Literacy programs.

There is also a lack of knowledge about appropriate classroom accommodations and modifications necessary for dyslexic students to be able to access the curriculum.

Although dyslexia is recognized under federal and California special education law under the broad eligibility category of “Specific Learning Disability,” most public schools and school districts do not identify dyslexia or use the term. Without identifying dyslexia, it is unlikely that appropriate remediation and accommodations will be provided. This issue has become so significant that the U.S. Department of Education’s Office of Special Education and Rehabilitative Services issued guidance to states and local education agencies stating the importance of using the term dyslexia. The majority of students with dyslexia are not identified for special education services until after the third grade, if identified at all in public school. Studies show that the likelihood of successful remediation decreases significantly for students who are not identified before third grade.

In order to address this critical literacy issue, it is imperative that our schools identify students with the symptoms of dyslexia as early as possible and provide evidence-based Structured Literacy instruction by trained teachers.
WHEREAS, California student achievement is below the achievement level of most other states and a significant number of California students do not meet California proficiency standards; and

WHEREAS, Lack of quality early childhood education creates an achievement gap before students enroll in kindergarten; and

WHEREAS, California students have fewer counselors, school nurses, administrators, librarians, and small class sizes than most states in the nation; and

WHEREAS, California school funding, adjusted for cost of living, is significantly below the funding levels of most other states; and

WHEREAS, California’s tax system fails to provide a stable, adequate source of income for children’s services and schools; and

WHEREAS, States that invest more in education show higher student achievement levels than California and studies show greater investment in education improves student achievement, particularly for low-income students; now therefore be it

RESOLVED, That the California State PTA urge the Legislature and the Governor to improve and reform state and local funding so all California students have the opportunity to reach academic proficiency levels; and be it further

RESOLVED, That the California State PTA urge the state Legislature and the Governor to enact legislation that allows the state to invest in education including early childhood education at the levels of our highest achieving states; and be it further

RESOLVED, That the California State PTA, and its units, councils and districts collaborate with and encourage other organizations and the voters of the state of California to research and support increased, stable revenue sources in the state of California.

###

BACKGROUND SUMMARY

California remains well below the national average in terms of per pupil spending, resulting in an education system where our children are consistently and troublingly below the national average in terms of both basic understanding and proficiency when compared to their peers across the nation. The achievement gap is even wider when we review the data for low income and minority students in the state.

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Improving and Stabilizing Education Funding - continued

In 2015-16, California ranked 41st among all states in spending per K-12 student after adjusting for differences in the cost of living in each state. California schools spent $10,291 per K-12 student in 2015-16, which is about $1,900 less than the $12,252 per student spent by the nation as a whole, according to the California Budget and Policy Center. This lack of funding has clear effects when we observe how the state ranks for counselors (790 to 1), school nurses (ratio of 2,784 to 1, four times what the American Academy of Pediatrics recommends), administrators (315 to 1, 48th), librarians (7800 to 1, 51st), all of whom add important components from behavioral and health interventions, student outcome and teacher efficacy supports, and assist students to better learn and process information.

The funding disparity is nowhere more evident than in the classroom. California has 42,000 fewer teachers than Texas, yet California schools serve 1.4 million more students.

Under these conditions, it is not surprising that average scores are lower in all categories for all subjects compared to the national average for California’s 4th and 8th graders according to the National Assessment of Educational Progress (NAEP) 2015 Report. These issues are exacerbated and scores are significantly lower where students are eligible for free and reduced lunch.

The achievement gap begins well before K-12 enrollment. By the time children enter kindergarten, dramatic socio-economic and racial school-readiness gaps are deeply entrenched. It is for this reason that early childhood education has such a critical role to play in addressing student achievement and its funding should be considered in any California State PTA action.

According to CSBA’s Policy Brief, *California’s Challenge: Adequately Funding Education in the 21st Century*, current K-12 education is underfunded by between $24-42 billion. California must consider multiple, steady and consistent strategies to address the issues detailed above and bring California’s per pupil spending in line with the highest achieving states in the U.S.
WHEREAS, Student achievement in California continues to lag behind national averages, and there are growing achievement disparities between California and the nation among school districts serving students of lower socioeconomic standing; and

WHEREAS, School readiness data indicates that these achievement gaps are present at school entry and so result from opportunity gaps in access to high-quality early care and education; and

WHEREAS, California’s poverty rate is one of the highest in the country, and a large percentage of California children grow up in poverty and/or in households in which the parents or guardians lack financial and educational resources; and

WHEREAS, The rapid rates of brain development during a child’s first five years of development, and especially the first three years, create the foundation for all subsequent learning; and

WHEREAS, Research shows that early care and education reduces the need for remedial learning and special education and improves high-school completion rates; now therefore be it

RESOLVED, That the California State PTA and its units, councils, and districts urge the State Legislature to develop a long-term master plan for the improvement and development of early care and education to close the achievement gap between California and other states and to close the achievement gap between student groups in California; and be it further

RESOLVED, That the California State PTA and its units, councils, and districts advocate for public funding of early care and education for all children, and be it further

RESOLVED, That the California State PTA and its units, councils, and districts specifically urge the State Legislature to increase the State’s investment in early care and education, so as to increase both the number of children served and the quality of the programs offered, with the goal of making high-quality, publicly funded early care and education available to all children; and be it further

RESOLVED, That the California State PTA and its units, councils, and districts specifically urge the State Legislature to increase the State’s investment in the infrastructure (including but not limited to facilities; data systems; pre-service preparation, in-service support, and adequate compensation for teachers and caregivers) required to create and sustain high-quality early care and education programs modeled on best practices in the highest-achieving states; and be it further

Continued on next page
Early Care and Education for All of California’s Children – continued

RESOLVED, That such increased investment in early care and education should NOT be offset by, or at the expense of, reductions in the State’s investment in K-12 education, higher education, nutrition, health care, or other programs that improve the lives and prospects of children and youth; and be it further

RESOLVED, That the California State PTA and its units, councils, and districts work to inform school districts, parents, and residents of the State of California about the importance of early care and education and the benefits to the child, to the family, and to society as a whole, of providing it to all children residing in the State.

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BACKGROUND SUMMARY

The primary purpose of this resolution is to ask the State of California to make early care and education a priority: to develop, implement, and fund a long-term plan for supporting the learning needs of our youngest children, starting at birth. It has to be a long-term plan because California does not have the facilities, the trained teachers and caregivers, the infrastructure, or the funding to do this quickly.

In 2000, recognizing that “the years from birth to five are critically important in shaping a child’s capacity and enthusiasm for learning,” the California State PTA adopted a resolution entitled “Early Childhood Development and Education.”

Research since 2000 has greatly reinforced our understanding of the importance of early care and education for a successful life path for our children and for the benefit of our society. We now understand more fully that brain development begins before birth and that the most rapid brain development occurs in the first three years of life. High-quality, stable, responsive caregiving during early childhood has a great positive impact on child outcomes.

Research in the past 20 years tells us that age 5 is too late. Early care and education are currently all piecemeal. We need an integrated system statewide. In some places in California and elsewhere, school districts are organizing early care and education, and this may be helpful.

Early care and education reduces the need for costly remedial learning and special education in grades K through 12 and leads to higher graduation rates and a better trained workforce. Some studies have shown an added benefit: For every $1 spent on early learning, $7 can be saved in the K-12 system.

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Early Care and Education for All of California’s Children – continued

While progress has been made in some places, support for young children and their parents remains spotty and is not widely available to the families that need it most. There are no “do-overs” in education. A child cannot, in grade 3, make up for a deficient grade 2, and our schools cannot, in K-12, make up for deficiencies in early learning.

Parent groups and individual parents cannot provide comprehensive early care and education for all of California’s children, but the state has the ability to do it carefully and systematically, focusing on improving facilities, data systems, and preparation, support, and compensation for teachers and caregivers. There is no better time to begin than the present.
TEMPERATURE CONTROL STANDARDS IN THE SCHOOL SETTING
Adopted by Convention Delegates May 2019

WHEREAS, California Education Code fails to set indoor classroom temperature limits for children designed to meet the research based needs of 68 degrees to 80 degrees in a school setting, and

WHEREAS, Senate Bill No. 1167 directs California Occupational Safety and Health Act to review and adopt heat illness and injury prevention standards for workers of indoor places of employment, and

WHEREAS, Researchers have identified children and adolescents as especially vulnerable to the harmful effects of heat, and

WHEREAS, Research shows children with special needs other health related issues are even more vulnerable to heat related illnesses, and

WHEREAS, Research finds that an increase of classroom temperatures impairs student performance, such as decision making, reduces academic achievement, decreases productivity, and increases aggressive behavior beginning at 81 degrees, and

WHEREAS, California Code of Regulations fails to address mitigation of heat for indoor temperatures when remodeling or building schools to limit extreme temperatures, and

WHEREAS, Research shows that humidity levels combined with temperature shows an increased risk of heat related illnesses, known as the heat index.

RESOLVED, That the California State PTA seek and support legislation to amend the California Education Code to establish indoor classroom minimum and maximum temperatures of 68 degrees to 80 degrees; and be it further

RESOLVED, That the California State PTA seek and support legislation to provide funds for air conditioning of schools where temperatures exceed 80 degrees inside the classroom while school is in session; and be it further

RESOLVED, That the California State PTA seek and support legislation to amend Title 5 of the California Code of Regulations to add systems which allow for indoor climate control between 68 degrees to 80 degrees when building or remodeling schools; and be it further

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**Temperature Control Standards in the School Setting** – continued

RESOLVED, That the California State PTA urge units, councils and districts to work with local boards of education to encourage site-based classroom temperature research and adoption of policies to mitigate the effects of hot weather on students and staff without compromising lighting or increasing ambient noise levels, and to help school personnel recognize and treat heat related illness; and be it further

RESOLVED, That the California State PTA urge units, councils and districts to educate parents and the community regarding the effects of heat index and classroom temperatures on student health and learning.

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**BACKGROUND SUMMARY**

Due to the lack of ways to mitigate heat in many schools, some classrooms are exceeding recommended, research-based temperatures of a maximum of 80 degrees. Students are suffering from heat related illness due to these extreme classroom temperatures since children have a harder time regulating body temperature. Children do not self-monitor as well as adults to know when to remove layers of clothes, drink more water or take a break from play. Children with disabilities, such as Sensory Processing Disorders, heart conditions, asthma, type-2 diabetes and epilepsy, are even more susceptible to heat related illness.

Research shows that high humidity levels combined with temperature (known as the heat index) shows an increase of heat related illnesses. National Oceanic and Atmospheric Administration has determined heat related health risks begin at 80 degrees and a relative humidity of 40%, and caution should be used.

Recent research has shown a direct correlation between student learning and classroom temperatures. Heat stress has shown to decrease productivity and academic achievement. A decrease in test scores is shown in several studies to begin at 81 degrees.

California Education Code fails to adequately address indoor classroom temperature limits for students in K-12 classrooms. Education Code also fails to require HVAC or any temperature control measures to mitigate heat in the classroom when building a new school or remodeling an older school. Legislation exists to protect adults in the workplace setting yet fails to protect our children from excessive heat, therefore leaving them vulnerable to heat related illnesses and diminished educational performance.
WHEREAS, E-cigarette/vaping and flavored tobacco use among youth is at epidemic levels among high school and middle school students, and teens across all demographics who use tobacco reported using a flavored product; and

WHEREAS, While traditional combustible cigarette use has dropped to its lowest point in recent history, a new generation of youth is becoming addicted to nicotine via e-cigarettes and flavored tobacco products; and

WHEREAS, E-cigarette/vaping exposes the user to toxins, metals, carcinogens and other compounds which, when inhaled, can cause debilitating illnesses, severe and irreversible lung injuries, cardiovascular injuries, gastrointestinal injuries, neurobiological insults to adolescents brains, or death; and

WHEREAS, Secondhand vaping subjects young people to the same toxins and addictive substances; and

WHEREAS, E-cigarette companies are specifically targeting and successfully marketing to children in ways such as product and package design, online influencers, and infiltrating school tobacco control programs; now therefore be it

RESOLVED, That California State PTA and its units, councils, and districts seek and support legislation, regulation, and/or other national, state and local measures, to prohibit the use of electronic cigarettes and all flavored tobacco products on school grounds, in public places, and in other places where young people may be exposed to secondhand vaping; and be it further

RESOLVED, That California State PTA and its units, councils and districts seek and support legislation and regulations to protect the public, especially youth, against the health risks associated with the use of tobacco products by prohibiting the sale, marketing, and distribution of flavored tobacco products and e-cigarettes, including components, accessories, and tobacco product flavor enhancers; and be it further

RESOLVED, That California State PTA and its units, councils, and districts seek and support legislation, regulation, and/or other national, state and local measures, to require clear package labeling on flavored tobacco products and e-cigarettes, including components and accessories, to indicate the amount and concentration of nicotine, known carcinogens, metals, and all chemicals, including solvents, whether active or inert; and be it further
RESOLVED, That California State PTA and its units, councils, and districts seek and support legislation, regulation, and/or other national, state, and local measures, to provide, in schools and elsewhere, screening, counseling, intervention, and support, by trained health professionals, for young people who may use or are using products containing nicotine; and be it further

RESOLVED, That California State PTA and its units, councils, and districts encourage the education of all members of the school and larger community about the ill health effects and addictive nature of nicotine.

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**BACKGROUND SUMMARY**

For many years, the PTA has actively promoted education about the dangers of tobacco and tobacco products and supported efforts to prevent tobacco use among underage users. Effective anti-smoking campaigns and tobacco-use prevention programs have achieved large reductions in cigarette use by youth over the past fifteen years. Until recently, we were seeing the lowest rates in decades of tobacco product use among young people. But as Suchita Krishnan-Sarin, Ph.D., of the Yale School of Medicine, says in her 2018 TedMed talk, “Vaping is the new smoking.”

Millions of young people are once again becoming addicted to nicotine. Deceptive advertising, and messaging that falsely claims that “vaping is healthier than cigarettes,” have led many young people to believe that vaping is not smoking, that vaping is healthier than cigarettes, and that vaping is cool. Students who know better have provided their own tagline, “They Lied; We Know.”

Current e-cigarette technology, combining freebase nicotine with benzoic acid, reduces the harshness when a person takes their first puff. This makes the initial vaping experience feel less harsh, allowing manufacturers to increase the nicotine concentration in electronic cigarettes from 2% to more than 4%.

Reduced harshness and attractive flavors might make this appear to be a superior product, but for the higher nicotine concentrations, ill health effects and the danger of addicting young people. Nicotine, flavorings, metals, chemicals and known carcinogens are delivered directly to the user’s lungs. And the flavorings are designed to be attractive to young people.

Tobacco companies tell the public not to worry. But nicotine is highly addictive, especially in an adolescent’s developing brain. And when young people become addicted, the support services that could help them are generally unavailable.

Traditional tobacco companies have begun investing in vaping companies and using the tobacco industry’s proven successful marketing strategies such as “youth influencers” to attract and addict young people. In order for the tobacco industry to survive, their business model must pivot and they must develop a replacement pipeline of new users. They have decided to target our kids.
E-Cigarettes/Vaping, Flavored Tobacco Products and Youth Health – continued

Vape product manufacturers have been coming into our students’ schools to “teach that vaping is safer than smoking.” In effect, manufacturers have used the schools’ own tobacco prevention programs as part of their marketing campaigns to thrust their products into the hands of unsuspecting teens. Vaping has gone viral on the internet, too. Vape companies have betrayed the trust of schools, parents, and students. They lied. We know.
INCREASE FUNDING FOR CHRONIC DISEASE & INJURY PREVENTION
Adopted by the Statewide Annual Meeting Delegates June 2020

WHEREAS, the California PTA supports improving the health and well-being of children and their families by ensuring equitable access to the essentials of a healthy life such as healthy community and school environments; and

WHEREAS, California is in a health crisis, with unacceptably high rates of childhood obesity, prediabetes, and asthma attacks, causing increased rates of illness and future risk for chronic disease among children and a financial burden for families, schools and the State; and

WHEREAS, illness and injury disproportionately impact underserved communities. Race, income, historical injustices, and community conditions—including limited access to healthy food, physical activity, safe neighborhoods, and clean water—can determine the quality and length of one’s life; and

WHEREAS, public health chronic disease and injury prevention programs have insufficient funding, with just 2% of California’s 2019/2020 health and human services spending going to public health, and national funding for public health suffering from significant reductions; and

WHEREAS, Oklahoma, Minnesota and Massachusetts have created statewide mechanisms to provide sustained, dedicated funding for the prevention of chronic disease, and have seen significant results in reducing chronic disease and key risk factors from their investments; now therefore be it

RESOLVED, the California PTA recognizes that high rates of preventable childhood illnesses and health inequities are harming California children and families and will work to educate school districts, parents, and residents of the State about the importance of sustained for funding chronic disease and injury prevention; and be it further

RESOLVED, that the California PTA urges the California Governor and Legislature to provide a source of sustained, dedicated funding for chronic disease and injury prevention inspired by the state wellness trusts and funds in Oklahoma, Minnesota and Massachusetts; and be it further

RESOLVED, that the California PTA, and its units, councils and districts, partner with organizations such as the California Alliance for Prevention Funding and other public health agencies, nonprofits and community organizations to advocate for creating a sustained source of prevention funding in the State of California.

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BACKGROUND SUMMARY

While good quality health care is essential for all Californians, investing in building healthier communities can prevent illness, injury and inequitable health conditions. Preventable diseases such as obesity, pre-diabetes and asthma are at epidemic levels with an estimated 39% of Californians suffering from at least one chronic condition, yet investment in prevention is inadequate.

As health care spending continues to increase in California, funding for chronic disease and injury prevention continues to be inadequate. Just 2% of the Governor’s 2019/2020 budget is allocated for public health. Furthermore, the federal Prevention and Public Health Fund, created by the Affordable Care Act in 2010 with an intention to provide communities across the nation funding to combat chronic disease, has suffered from significant reductions, with California losing $146 million between 2010 and 2016. As a result, many public health programs are supported by one-time grants, resulting in stop and go funding that leaves public health departments, nonprofits and community partners in the lurch after launching projects that have demonstrated success in battling risk factors for chronic disease.

Furthermore, the ability to live a healthy life is not fairly distributed. California African American, Latino and Native American children, and all children who grow up in poverty, are more likely to suffer from chronic diseases and to have increased risk for chronic diseases into adulthood. Research as early as 2001 shows the increased risk for coronary events (heart attack and death from cardiovascular disease) for those living in disadvantaged neighborhoods. These disparities continue today.

Communities across the state are mobilizing, building assets and developing leadership to change these unjust outcomes. Increased funding for chronic disease and injury prevention can help nurture that capacity and provide opportunity for a healthier future for children. The California PTA has long advocated for the health and well-being of California’s children and has adopted many positions and resolutions stating their belief in “the importance of preventing and eliminating factors that may be detrimental to the health, safety and well-being of all children, families and youth”. However, the very programs that promote children’s health have grossly inadequate funding to meet the need. A source of sustained, dedicated funding for chronic disease and injury prevention can improve the health and well-being of all children in California.
MENTAL HEALTH SERVICES FOR OUR CHILDREN AND YOUTH
Adopted by the Statewide Annual Meeting Delegates June 2020

WHEREAS, California has seen an increase in mental health issues and suicide among the student population; and

WHEREAS, California state law requires public school districts to have suicide prevention policies, including staff training, but does not address mental health prevention policies or social emotional learning requirements; and

WHEREAS, Schools that provide age appropriate mental health education and social emotional learning programs to students have seen decreased rates of mental health issues, faster intervention support, and increased academic performance; and

WHEREAS, The California Department of Education's Multi-Tiered System of Support model can, with proper funding, provide academic, social emotional, and behavior support, addressing the whole student; and

WHEREAS, California State PTA resolution Increasing Counselor to Student Ratio in Schools (2000) recognizes the importance of increasing the ratio of counselors to students and that the American School Counselor Association recommends a ratio of one counselor to 250 students, California's ratio is one counselor to 760 students (as of 2014-15); and

WHEREAS, The school counselor is often the first point of contact for students with mental health needs and California State Education Code does not require school counselors, and California has one of the highest student to counselor ratios in the nation; and

WHEREAS, The funding provided to schools is not adequate for full implementation of Multi-Tiered System of Supports, mental health education, mental health awareness staff training, social emotional learning curriculum, and or additional school counselors to provide intervention for students; now therefore be it

RESOLVED, That California State PTA and its units, councils, and districts support the requirement of age appropriate social emotional learning and mental health education for all students; and be it further

RESOLVED, That California State PTA and its units, councils, and districts support the requirement of mental health wellness and social emotional learning policies, including staff training; and be it further

RESOLVED, That California State PTA and its units, councils, and districts encourage the use of Multi-Tier System of Supports to meet the social, emotional, and behavioral needs of all students; and be it further
RESOLVED, That California State PTA and its units, councils, and districts seek and support legislation to revise the California State Education Code to require school counselors at all levels of education and to provide the necessary additional funding for implementation; and be it further

RESOLVED, That California State PTA and its units, councils and districts advocate and support strategies to achieve American Counselor Association recommended 250:1 student to counselor ratio; and be it further

RESOLVED, That California State PTA and its units, councils, and districts support legislation, regulations and other measures at all levels of government to allocate funds that are sufficient to address mental health issues in our children and youth.

###

BACKGROUND SUMMARY

Mental health is a critical part of overall health for children. According to the National Alliance on Mental Illness, 1 in 6 of U.S. youths ages 6-17 experience a mental health disorder each year. Of children ages 9 to 17, 21% have a diagnosable mental or addictive disorder that causes impairment. An estimated 90% of children who die by suicide have a mental health disorder. In 2017, according to the Centers for Disease Control and Prevention (CDC), suicide was the second leading cause of death among individuals between the ages of 10 and 24. Mental health disorders, suicide ideation, and the suicide rate among adolescents is increasing across the country.

For many adults who have mental disorders, symptoms were present in childhood and adolescence, but often not recognized or addressed. National PTA resolution Children’s Emotional Health and Mental Health Awareness states that “mental illness and disorders affect so many children and teens ages 6 to 17 that 79% of them do not receive mental health care.”

For a young person with symptoms of a mental disorder, the earlier treatment is started, the more effective it can be. Early intervention can help prevent more severe, lasting problems as a child grows up. Untreated, these mental health issues put children at risk for school and social behavior problems, academic issues, increased absenteeism, school dropout, and suicide.

The National PTA resolution referenced above recognizes that “the majority of young people who do receive mental health treatment do so at school.” The average school counselor, if the school has one, is often the first point of contact for addressing students’ social emotional concerns. California State PTA resolution Increasing Counselor to Student Ratio in Schools (2000) recognizes the importance of increasing the ratio of counselors to students and that the American School Counselor Association recommends a ratio of one counselor to 250 students. California Education Code does not require schools to have counselors, likely resulting in California having one of the highest student to counselor ratios in the nation.
Mental Health education brings awareness to students of the importance of their mental health. The California Department of Education’s Multi-Tiered System of Support (MTSS) focuses on aligning initiatives and resources within an educational organization to address the needs of all students. MTSS coordinates academic, behavioral, and social emotional learning in a fully integrated system of support by focusing on the “whole” student. MTSS is designed to intervene quickly and help struggling students early. Social emotional learning helps students learn coping skills and how to deal with their emotions. When a student is mentally healthy, they do better academically.

The funding to address mental health issues in California public schools is inadequate. With proper funding, local public schools can increase the number of school counselors, provide mental health education and awareness for both students and staff, provide social emotional learning curriculum, and address all key aspects for our students’ mental health issues.
NET ZERO EMISSION SCHOOLS
Adopted by the Statewide Annual Meeting Delegates June 2020

WHEREAS, Children are among the populations most affected by climate change: a child born today will experience climate-related health impacts from infancy and adolescence to adulthood and old age--including increased food insecurity and malnutrition, heightened transmission rates of infectious diseases, economic losses from extreme weather events, temperature rise and heatwaves, and negative health effects from heat, air pollution and wildfire smoke--and these impacts are already present and worsening; and

WHEREAS, The Intergovernmental Panel on Climate Change estimates that human activities have already caused approximately 1.0°C of global warming above pre-industrial levels, and furthermore that global warming is likely to reach 1.5°C by as early as 2030 if it continues to increase at the current rate; and

WHEREAS, Rapid reductions in greenhouse gas emissions across all sectors of our society--particularly CO2 emission reductions to 40-60% below 2010 levels by 2030, and net zero by 2050--are necessary in order to limit global warming to within 1.5°C and thereby significantly reduce the risks and impacts of climate change; and

WHEREAS, School activities such as transporting students, heating buildings and water, and employee commuting contribute to climate change because they create greenhouse gas emissions; however, schools vary widely in terms of the resources, including funding, staffing and expertise that they have available to achieve net zero emissions; now, therefore, be it

RESOLVED, That California State PTA and its units, councils and districts support legislation, regulations and/or other measures that would educate communities about the hazards to children and direct schools to inventory their current greenhouse gas emissions, then plan for and implement greenhouse gas emission reductions at the rate required (or faster) to limit global warming to within 1.5°C of average pre-industrial temperatures; and be it further

RESOLVED, That California State PTA and its units, councils and districts support legislation, regulations and/or other measures to identify resources needed to address financial and other constraints that may hinder the planning and implementation of greenhouse gas emission reductions at schools throughout the state; and be it further

RESOLVED, That California State PTA and its units, councils, and districts urge legislators and other decision-makers to invest in greenhouse gas emission reductions by schools; however, these investments should NOT be offset by, or at the expense of, reductions in state or local in K-12 education, higher education, nutrition, health care, or other programs that improve the lives and prospects of children and youth; and be it further
RESOLVED, That California State PTA, its units, councils and districts, urge schools to ensure that greenhouse gas emission reduction measures undertaken at school sites serve to reduce the emissions of their broader communities where possible (for example, by making electric vehicle charging infrastructure installed in publicly accessible areas of school sites available for public use outside of school hours).

###

BACKGROUND SUMMARY

Our children are most vulnerable to the hazards of climate change. In 2015, California State PTA adopted a resolution entitled “Climate Change is a Children’s Issue,” that urged “school districts to support programs and strategies to make schools more climate-safe and energy efficient models.”

Research published over the ensuing 5 years shows how urgently we must act. Most notable is the 2018 report of the Intergovernmental Panel on Climate Change, which projects with high confidence that the risks and impacts of climate change can be significantly reduced if, by 2030, global net CO\textsubscript{2} emissions from human activities decline by about 45% from 2010 levels, and then reach net zero by around 2050. Achieving emission reductions at this scale and speed requires participation from all sectors of our society. As institutions focused on improving the well-being of children, schools have a particular opportunity to participate in and even lead these efforts.

This resolution seeks to engage PTA members, and their communities, in a concerted effort to advocate for and encourage school efforts to reduce their greenhouse gas emissions at the rate required to safeguard the futures of our children and generations to come. California has existing laws, resources and guidance in place to help schools do this, and potential funding is also available. Program examples include the US Department of Education’s Green Ribbon Schools program and the California Air Resource Board’s “Cool California” website. Both facilitate local schools’ ability to inventory their greenhouse gas emissions and then develop emission reduction plans that align with local circumstances and possibilities. Programs like these are a great starting point, but we must make faster and more widespread progress.

In practice, greenhouse gas emission reductions at schools are likely to come from two main areas. First, California’s largest single category of greenhouse gas emissions is fossil fuel combustion to power on-road transportation (cars, buses and trucks). Schools contribute to such emissions both through transporting students (over 250 million school bus miles are traveled annually statewide) and through employee commuting by over 500,000 teachers and other employees. The second area is emissions from the buildings at over 10,000 schools statewide (typically through natural gas combustion for water heating and space heating). Many climate change mitigations involving buildings and transportation are viable today, and in many cases are more cost-effective than ‘business as usual.’
Finally, any realistic effort to address greenhouse gas emissions at schools throughout California must also provide the support needed to address the resource constraints - including funding, staffing, information and expertise - that many schools need to address in order to successfully plan and implement greenhouse gas emission reductions. Some schools have already made notable progress, and highlighting their successes and ‘lessons learned’ can help others who are at earlier stages in their journey to achieving net zero emissions.
TEACHING HARD HISTORY: AMERICAN SLAVERY IN K-12 EDUCATION
Adopted by the Statewide Annual Meeting Delegates May 2021

WHEREAS, Teaching the American institution of slavery comprehensively - its role in shaping the American economy, politics, law, culture, and its lasting effects on racial relationships – is essential to understanding American society; and

WHEREAS, National PTA has identified the legacy of racial division as being embedded in the fabric of our nation, and experts assert that we can neither understand nor eliminate racial injustice in the present until we come to terms with the racial injustice in our past, beginning with slavery; and

WHEREAS, Recent surveys indicate students and adults alike struggle on basic questions about American enslavement of Africans; and

WHEREAS, Surveyed teachers are serious about teaching slavery, but there’s a lack of deep coverage in the classroom; and

WHEREAS, Commonly used textbooks in K-12 education fail to provide comprehensive coverage of slavery and enslaved peoples, and they sometimes even obfuscate and erase the realities of slavery; and

WHEREAS, The California history-social science framework is an important resource for educators and developers of curriculum materials and covers several key concepts about American slavery, but lacks two: (1) how slavery shaped the fundamental beliefs of Americans about race, and (2) how enslaved and free people of African descent had a profound impact on American culture; and

WHEREAS, School districts in California have significant flexibility to provide professional development and to choose instructional material aligned with the history-social science framework, and the framework is updated on a repeating cycle with community participation; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts educate on the importance of a comprehensive and truthful understanding of the origin, evolution, abolition and legacy of American slavery; and be it further

RESOLVED, That the California State PTA and its units, councils and districts seek and support national, statewide and local efforts and programs that support teachers’ professional development in teaching slavery - to develop mastery of content, to be prepared to facilitate difficult dialogues, and to access available supports; and be it further
Teaching Hard History -- continued

RESOLVED, That the California State PTA and its units, councils and districts seek and support legislation and/or regulatory processes to revise the California history-social science framework to fully integrate American slavery into U.S. History curriculum with detail, historical context and with connections to the present, including its lasting effects on racial relationships and the lasting cultural influence of enslaved and free people of African descent; and be it further

RESOLVED, That the California State PTA and its units, councils and districts seek and support legislation and/or regulatory processes, both at the state and local levels, to ensure that instructional materials include comprehensive coverage of slavery and enslaved peoples; and be it further

RESOLVED, That a copy of this resolution be sent to the National PTA and all state congresses requesting they take similar action.

###

Background Summary

In 2020, National PTA called on its members to move “beyond rhetoric” and “demand meaningful change to end institutional racism.” Crucial to such change is an understanding of the American institution of slavery and its legacy of racism – a legacy tied to the well-being of our children. As an organization that believes all students should receive a world-class education and works to secure the well-being of all youth, PTA must take action to improve the teaching of slavery in our schools.

A 2018 report by the Southern Poverty Law Center found that 97% of surveyed U.S. teachers agree with experts that teaching and learning about slavery is essential. Experts see knowledge of slavery as central “to any understanding of American society... [and] a necessary step in coming to terms with the legacy of race that the American past has bequeathed our students.” Yet students and adults struggle with even the most basic questions about slavery. The report called for deeper coverage in the classroom, better textbooks, and stronger curriculum to provide the detail and historical context students need to make sense of slavery’s origin, evolution, abolition and legacy. Even in recent years, some textbooks have fallen egregiously shy of the mark; 58% of teachers did not believe their textbook’s coverage of slavery was adequate, and one textbook notoriously referred to enslaved people as ‘workers.’

Armed with a solid and historically sound understanding of slavery, our students will be better positioned to understand their world and how it came to be. They will see that racial disparities in wealth, housing, health, the criminal justice system, and school discipline arose from “systems and structures that restrict choice and limit opportunity” – barriers that “were built on a foundation constructed during slavery.”

Our students will learn where the language and slurs they hear came from and why they persist.
**Teaching Hard History -- continued**

Our students will understand why courageous movements of resistance and hope have arisen throughout American history and how students like themselves can help change the culture around them.

And they will understand not only the cruelties of slavery, but also the triumphs – the courage, resilience, resistance and creativity of enslaved peoples and their descendants, whose contributions profoundly shaped America.

With the authority of this resolution, PTA members could, for example:

- publish resources on PTA blogs and websites to raise awareness of the importance of teaching slavery;
- insist school districts provide curriculum materials and professional development that improve instruction about American slavery;
- encourage teachers to apply for PTA or other scholarships for continuing education in teaching slavery;
- write to textbook publishers urging comprehensive coverage of slavery and its legacy;
- and
- encourage parents, educators and community members to use the periodic revisions of California’s history curriculum framework to institute higher expectations for learning about slavery.

American slavery is key to understanding the complexity of our past and who we are today. It is hard history, but history we can face boldly with the courage that comes from a nation-wide call to do so.
1981-1982 FISCAL LEGISLATION
Adopted by the Board of Managers January 1981

WHEREAS, The advocacy efforts of the California State PTA over the past years have developed into one of sincere credibility regarding legislation affecting children and youth in both policy and fiscal matters; and

WHEREAS, The governor’s 1981-82 budget for the state of California, as introduced, reflects insufficient funds to meet the needs and services to children and youth; and

WHEREAS, In accordance with the adopted CSPTA statements and legislative directives, the credibility and dilution of efforts of the PTA advocacy could result; therefore be it

RESOLVED, That the California State PTA take no positions on fiscal legislation in the 1981 session of the Legislature until a study is made by a committee of the Board of Managers of the 1981-82 budget and related proposed legislation.
WHEREAS, It is people who are truly America’s greatest resource; and
WHEREAS, The United States of America can only be as strong as its people; and
WHEREAS, Quality education is fundamental to progress and prosperity; and
WHEREAS, Education represents society’s greatest and most lasting gift to new generations; and
WHEREAS, The nation’s schools are charged with the challenge of preparing children, youth, and adults to lead humankind into the future; and
WHEREAS, Teachers have a role of profound importance in our society; and
WHEREAS, Attracting and retaining good educators depend in large part on the compensation, working conditions, and status which they are accorded; and
WHEREAS, The acceleration of technological change in such areas as transportation, computerization, and communications demands that education keep pace; and
WHEREAS, Education is the driving force in improving the quality of life for all people; and
WHEREAS, Education offers humanity the opportunity to learn as much as it can and to grow as whole as it might; and
WHEREAS, We approach with excitement the challenges of a new century; therefore be it

RESOLVED, The California State PTA hereby declares 1990 as the Year of the Teacher and urges other like-minded individuals and organizations to proclaim and dedicate the years from 1990 to 2000 as The Education Decade.

To Historical file by action of the Board of Managers - October 1998
Reason: Applied to past events and circumstances.
ADMISSION OF MINORS TO R-RATED FILMS
Adopted by Convention Delegates May 6, 1981
Reviewed by Board of Managers November 2010

WHEREAS, R-Rated films contain more explicit human sexuality, stronger obscenities, more graphic violence and are more frightening than PG-rated films; and

WHEREAS, Theater owners and/or managers have voluntarily agreed not to admit minor children and youth under the age of 17, unaccompanied by a parent or guardian, to such R-rated films; however, a majority of theater owners and/or managers are selling tickets to children and youth under the age of 17, unaccompanied by a parent or guardian, and many children and youth use an older friend or stranger to purchase such tickets for them; and

WHEREAS, In many multiple theater complexes where G, PG and R-rated films are shown concurrently, children and youth under the age of 17 move from theater to theater without adequate supervision; therefore be it

RESOLVED, That the California State PTA reaffirm the position taken at the 1977 convention in the resolution entitled “Admittance of Children to Adult Rated Films;” and be it further

RESOLVED, That the California State PTA request the theater owners and/or managers through their national organizations to uphold their voluntary commitment to ban the sale of tickets to children and youth under the age of 17 unless accompanied by a parent or guardian, and in the cases of multiple theaters, adequately supervise to ensure that children and youth under the age of 17 do not gain access to R-rated films; and be it further

RESOLVED, That a copy of this resolution be sent to the National PTA and all state congresses requesting they take similar action.

###

BACKGROUND SUMMARY

The 1977 resolution directed that the California State PTA through its units, councils and districts continue to promote its program to alert and inform all parents as to the contents of films as rated by the Motion Picture Association of America (MPAA); and that the California State PTA and the National PTA urge their constituent organizations to encourage the management of multi-screened theaters to ensure that no children or youth gain access where X-rated movies are shown.

This resolution is much stronger.

A recent survey conducted by the Los Angeles CBS television station and its Chicago affiliate indicated that approximately 60% of the theaters in those areas do not adhere to their voluntary commitment and are admitting and/or selling tickets to children and youth under the age of 17 without permission of parent or guardian.
ADMITTANCE OF CHILDREN TO ADULT RATED FILMS
Adopted by Convention Delegates October 13, 1977

WHEREAS, PTA is not a censor of “adult only” materials but has always been concerned about the availability to our youth of sex-explicit mass media materials;

WHEREAS, The motion picture industry is one of the influences on the moral standards of young people today; and

WHEREAS, Some multi-screened theaters are showing X-rated, R, PG, and G films simultaneously; and

WHEREAS, Children and youth can, in some theaters, move from one viewing area of the multi-screened theater to another after entering a common lobby; now therefore be it

RESOLVED, That the California State PTA through its units, councils and districts continue to promote its program to alert and inform all parents as to the contents of films as rated by the Motion Picture Association of America (MPAA); and be it further

RESOLVED, That the California State PTA and the National PTA urge their constituent organizations to encourage the management of multi-screened theaters to ensure that no children or youth gain access where X-rated movies are shown and, unless accompanied by an adult, where R-rated movies are shown; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National Convention in June, 1978.

###

BACKGROUND SUMMARY
Many theaters in California are converting from one to multi-screen, thus having a common lobby with no complete barrier from one screening area to another.

Theater managers do not always have an opportunity to select the movies to be shown in their theaters. Therefore, some multi-screened theaters show X- and R-rated films in one screening area while showing PG- and G-rated films in another.

Once a ticket is purchased, children entering a common lobby may have an opportunity to go into either screening area. It is difficult for theater managers to handle the problem of keeping children from viewing X- or R-rated films once they have entered a common lobby.

PTA is in a position to inform parents of this concern and work with theater managers to find a solution.
AIR RAID SHELTERS ON PUBLIC SCHOOL GROUNDS
Adopted by Convention Delegates May 9, 1962

WHEREAS, On February 19, 1962, the Whittier University Elementary School Parent-Teachers Association in regular meeting assembled and after study voted to oppose the construction of bomb shelters or raid shelter facilities in new public school buildings; and

WHEREAS, This Elementary P.T.A. voted to submit this resolution to the Berkeley-Albany Council of P. T. A. for transmittal to the State Board of Managers for consideration by the convention; now, therefore

RESOLVED, That every unit within the California Congress of Parents and Teachers be urged to study and discuss the arguments for and against, and the technical data on, the construction of shelters in public schools and to notify the Board of Managers of the California Congress of Parents and Teachers of their conclusions.

RESOLVED, That the Board of Managers prepare pros and cons of this issue for information of units.

RESOLVED, That this study be completed by January 1, 1963.

RESOLVED, That this issue be referred to the National Congress of Parents and Teachers for their study.
ALTERNATIVES TO HALLOWEEN TRICK OR TREATING
Adopted by Convention Delegates May 2, 1975

WHEREAS, The California State PTA Legislative Platform, Item #9, states that the California State PTA will support legislation “To prevent, control or eliminate hazards to the health and well-being of all children and youth;” and

WHEREAS, The safety and welfare of children have always been a prime concern of parent-teacher associations everywhere; and

WHEREAS, The health and safety of many children have been threatened by the presence of needles, razor blades, poisons and other foreign objects in treats passed out on Halloween; and

WHEREAS, Trick or Treating may be considered an invasion of privacy by some people; and

WHEREAS, Halloween could provide a means of developing community cooperation and togetherness; now therefore be it

RESOLVED, That the California State PTA encourage all PTAs, parent and youth organizations, and county and city government to offer alternative diversions or programs for children on Halloween; and be it further

RESOLVED, That the California State PTA spearhead the project of alternatives to Halloween Trick or Treat by providing guidelines to its member units for implementing the organization of community activities for children and youth in lieu of Trick or Treat on Halloween night.
APPLICATION OF SALES AND USE TAX LAW TO PTA
Adopted by Convention Delegates May 9, 1974

WHEREAS,  Section 6359 of the California Sales and Use Tax Law which imposes on all levels of the California State PTA 6% sales tax on most fund-raising events; and

WHEREAS,  Funds raised by PTA organizations are used to carry on the work of the organization; and

WHEREAS,  Tax is already paid on taxable items used by the PTA organizations; and

WHEREAS,  The small amount collected from most PTA organizations does not cover the cost of processing the tax reports; therefore be it

RESOLVED,  That the California State PTA go on record opposing this unproductive taxation; and be it further

RESOLVED,  That the California State PTA urge parents, youth leaders, educators and all other responsible citizens to lend their active support to legislation which would exempt PTAs from the California Sales and Use Tax; and be it further

RESOLVED,  That the California State PTA Board of Managers be instructed to conduct a study concerning the sales tax collected by PTA and PTA-sponsored youth groups fund-raising events, with the intent of urging legislation to exempt PTA organizations from the California Sales and Use Tax Law.
WHEREAS, historically, the arts, including music, dance, drama and the visual arts, have provided societies with a truly human means of expression that goes beyond ordinary language; and

WHEREAS, the California State PTA, at its 1974 convention, affirmed a commitment for adequate funding to implement cultural arts curricula, and the National PTA, at its 1968 convention, affirmed a commitment to promotion of cultural arts and encouraged its constituent organizations to strengthen cultural arts curriculum in the schools; and

WHEREAS, the arts serve as a powerful expression of thoughts and feelings, and as a distinctive way of understanding and appreciating the diverse cultures of the world and of preserving our own uniquely American culture; and

WHEREAS, California is a state in which pluralism and individual expression are an essential part of its character and it must rely on a high degree of shared education to foster a common culture; and

WHEREAS, arts education provides students with both intellectual and creative experiences, enables them to use their imaginations, and connects them with a common core of knowledge about their cultural heritage in ways not possible in other areas of the curriculum; and

WHEREAS, PTA believes children should have equal educational opportunity to study the arts as an essential part of their school experience, and since fiscal constraints on public schools have caused devastating reductions in or elimination of arts education programs in their entirety; now therefore be it

RESOLVED, that the California State PTA seek and support legislation which would require, and provide funding for every elementary and secondary school to offer a balanced, sequential, high quality program of instruction in the arts taught by qualified teachers; and be it further

RESOLVED, that the California State PTA urge its units, councils and districts to pursue development of local school and school district policies to require and support a comprehensive arts education program; and be it further

RESOLVED, that the California State PTA urge its units, councils and districts to promote public understanding of the importance of the study of the arts to a vibrant, productive society.

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Continued on next page
Arts Education - Continued

BACKGROUND SUMMARY
The arts surround us in our daily lives as their use is applied to the world in which we live. For instance, by studying the visual arts we can develop a higher appreciation of what is aesthetically pleasing in the world around us. From the largest office buildings in our crowded cities to the smallest household appliance sitting on the kitchen counter, what we see is a form of art. Yet if we are not educated to “see” what we look at, to “hear” what we listen to, then we will be unable to shape the destiny of our own society. A good arts education curriculum should help the student understand this world, interact with his environment and enable him to act upon his environment.

To increase the level of literacy in the arts in California, arts education should be taught on an equal footing with other disciplines, i.e., literature, mathematics, science and history. The State Department of Education has established Model Curriculum Standards for the Arts in grades 9 through 12, and Frameworks for the Arts were reaffirmed this year for grades K through 12. The curriculum has been in place, but with no requirement in state law for instructional time in the arts, most local school districts do not stipulate that art is part of the core curriculum and that it will be part of the on-going instructional program.

With the many years of fiscal starvation at all levels of public schooling in California, quality education programs in the arts have been systematically eliminated from most elementary and middle grade schools. Because of the low priority placed on arts education, teachers have been given very little if any staff development to enhance their skills in any of the various art media nor have monies been budgeted to provide necessary materials and supplies. PTAs at the school level often provide the only arts experiences of depth and quality for many children. However, these “enrichment” classes usually stand in isolation rather than enrich an already established arts education program.

There is a great deal of agreement that the arts are important to society and therefore to the education of our children, the future leaders of America…but little has been done to bring that about. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, is quoted as saying, “As children we learn the basic verbal skills of reading, writing, speaking and listening. But just as important are the nonverbal ways we send messages to each other through dance, music and the visual arts. For these enrich our lives and make us more fully human.”

To Historical file by action of the Board of Managers - October 1998
Reason: Updated and replaced by the 1998 convention resolution, “Arts Education.”
WHEREAS, The method of voting by ballot propositions submitted to the electorate in the state of California is an important component of the democratic process; and

WHEREAS, Many of the propositions deal with the health, education and welfare of children and youth, which is a proper concern of the PTA; and

WHEREAS, These propositions are often unclear because of the complexity and ambiguity of the wording; and

WHEREAS, Such complexity and ambiguity overrides understanding of the issue; and

WHEREAS, Present propositions are written in a way that the voters are confused as to the meaning of a yes or a no vote; and

WHEREAS, Each proposition sometimes relates to more than one issue; therefore be it

RESOLVED, That the California State PTA urge the state government to simplify the wording of propositions presented to the voters of California; and be it further

RESOLVED, That the California State PTA urge the state government to include but one issue in each ballot proposition.

To Historical file by action of the 1999 Convention delegates.
Reason: Updated and replaced by 1999 Convention delegates.
WHEREAS, The educational system of the state of California is experiencing great financial stress; and

WHEREAS, A premise of the public education system in our democracy is to secure a basic education for all students attending public schools in order to insure an educated, informed voting population; and

WHEREAS, The public education system should not be required to preserve a foreign language but is required to teach all students the proper use of the English language; and

WHEREAS, The greatest good for the greatest number of people requires strengthening and improving of English language skills for everyone; therefore be it

RESOLVED, That the California State PTA support legislation to modify the Bilingual Education Act to include primarily those bilingual classes needed to enable foreign language speaking students to make a successful and speedy transition that will enable them to function well in regular classes; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the 1980 National PTA convention.

###

BACKGROUND SUMMARY
In January 1974 a suit (Lau v. Nichols) was brought on behalf of about 1,800 Chinese-speaking children in San Francisco alleging that the San Francisco Unified School District (S.F.U.S.D.) was denying them equality of opportunity because (a) they could not speak English and (b) the S.F.U.S.D. had no program to rectify their language deficiency. They claimed, in part, that the district was not implementing Title VI of the 1964 Civil Rights Act and its accompanying regulations, including 35FR 11595.

The U.S. Supreme Court ruled in favor of Lau. The Supreme Court did not prescribe any particular educational approach. It said merely, “Teaching English to the students of Chinese ancestry who do not speak the language is one choice. Giving instructions to this group in Chinese is another. There may be others.”

The Education Amendments of 1974 say: “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by…(F) The failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

In many cases California requirements exceed federal law and even the Lau guidelines. The 1975 State Board of Education policy requires “…Limited-English speaking students…(A) Are taught in a language understandable to the student; (B) Build upon the student’s primary language; and (C) Teach the student English…”

This policy exceeds the Lau decision and Office of Civil Rights Guidelines by requiring school districts to “Build upon the student’s primary language.” AB 65, 1977, extends the state mandates relating to the establishment of bilingual education programs.

NOTE: The information in the above five paragraphs is from a report from the Office of the Legislative Analyst titled “State and Federal Mandates Relating to Bilingual Education.”

The purpose of all bilingual education must be to provide the most expeditious transition possible to English fluency.
WHEREAS, The Statement of PTA Principles stresses the importance of each individual citizen’s rights in a democracy; and

WHEREAS, Studies show that broadcast projections of election results may make individual voters feel their vote is useless, thus resulting in lower voter turnout; and

WHEREAS, Voter turnout can influence the outcome of local and state legislative contests and ballot propositions which may relate to education and child welfare; and

WHEREAS, Polls have found that many American voters do not want early projections of election results to be broadcast; and

WHEREAS, The national media already exercises broadcast restraint in matters of compelling public interest; therefore be it

RESOLVED, That in the interest of maintaining a free yet responsible press, the National PTA, its states, districts/regions, councils and units contact local broadcasting stations and the national networks, to devise a system whereby stations would refrain from broadcasting any type of election projections before all the polls in the United States have closed; and be it further

RESOLVED, That in the absence of voluntary restraint by the national media, the National PTA urge Congress to enact legislation to address this situation.

###

BACKGROUND SUMMARY

Since one of the main objectives of PTA is “to secure adequate laws for the care and protection of children and youth,” this is an appropriate issue with which PTA is concerned.

The percentage of voters who may be dissuaded from voting can make the difference in many state and local elections.

On June 19, 1984, House Concurrent Resolution #321 was passed, calling on the news media to voluntarily refrain from any election projections. Despite this congressional action, broadcasters continue to assert their right to broadcast projections.

A study of the American Electorate after the 1984 election found that nearly 80% of those states whose polls were still open when the networks announced the President’s reelection experienced a decline in voter turnout. In contrast, those states whose polls closed before the networks’ announcements enjoyed an increase in voter turnout.

To Historical file by action of the Board of Managers – November 2015
Reason: The resolution is outdated and does not reflect the way our nation currently receives news and information.
BUNGALOW CLASSROOM SAFETY
Adopted by Convention Delegates May 7, 1971
Reviewed by Board of Managers January 2010

WHEREAS, The safety and welfare of children have always been prime concerns of parent-teacher associations everywhere; and

WHEREAS, Certain bungalow classrooms now in use are constructed so as to allow no way to get out other than a single door; and

WHEREAS, In event of emergency an entire class could be trapped inside; and

WHEREAS, Present regulations of the State of California define these classroom units as conforming to state standards; now therefore be it

RESOLVED, That all PTAs throughout the state work to modify codes to require two exits from all school classrooms; and be it further

RESOLVED, That every effort be made to effect modifications to existing unsafe classrooms immediately.
WHEREAS, The National PTA in its Statement of Principles believes “in career education as a means to satisfaction, self-confidence, and independence for the individual…” and
WHEREAS, Career education beginning at the elementary level can introduce children to a variety of occupations and help build a foundation for making intelligent career decisions; and
WHEREAS, Career education at the secondary level can further explore career choices and provide career preparation; and
WHEREAS, Career education has been successfully implemented in a number of schools in the nation and in California through a number of pilot programs at both the elementary level and secondary level; now therefore be it
RESOLVED, That the California State PTA strongly endorse efforts to:

1. Support and encourage state and national legislation which will implement and fund career education programs beginning at the elementary school level and continuing through the high school level.

2. Encourage PTA units, councils and districts to conduct a vigorous campaign to promote the establishment of career education beginning at the elementary school level and continuing through the high school level.
WHEREAS, Many children do not have adult supervision when school is not in session; and

WHEREAS, These unsupervised children may run increased physical and psychological risks; and

WHEREAS, There is a need for high quality school age child care programs, sufficient facilities and adequate funding to care for the more than five million latchkey children; now therefore be it

RESOLVED, That the National PTA, its units, councils, districts and states declare the welfare of latchkey children a top priority; and be it further

RESOLVED, That the National PTA, its units, councils, districts and states promote public awareness by assessing the needs of latchkey children; and be it further

RESOLVED, That the National PTA, its units, councils, districts and states assist in encouraging the effective use of existing facilities, such as public school sites, for child care programs during non-school hours and days; and be it further

RESOLVED, That the National PTA, its units, councils, districts and states urge federal, state and local governments to provide adequate financial resources to support the development of child care programs affordable by all families.

###

BACKGROUND SUMMARY

The Children’s Defense Fund, a Washington, D.C. group, has estimated that as many as 5.2 million children under the age of 13 are without adult supervision for significant portions of the day. More than one-third of all elementary students are latchkey children.

The “latchkey” label dates back to the 19th Century when children left on their own wore their house keys on chains around their necks - but it has become increasingly widespread in recent years because of the changing patterns of American society. Economic necessity has intensified the problem by forcing more parents to work while at the same time the cost of child care has increased.

The problems of latchkey children are a growing concern of parents, teachers, law enforcement officials and social workers. Many of these children are lonely and troubled. They may feel abandoned, bored, insecure, weighed down by responsibility or simply afraid.

Educators are concerned not only about the emotional impact but also the increased vulnerability of these youngsters to danger. They may be unable to handle emergencies such as fire, illness or accident.

The responsibility for providing child care beyond the school day should not be considered the function of public schools alone. Funding and the operation of such programs could be provided by outside groups.

To Historical file by action of the Board of Managers – January 2005
Reason: The resolution is outdated.
WHEREAS, It is a PTA Object to promote the welfare of children and youth in the home; and

WHEREAS, The Statement of PTA Principles includes sound health; and

WHEREAS, School health agencies recommend 10 to 12 hours’ sleep per night for children; and

WHEREAS, Educators note tired students the day after children’s programs are broadcast on television at a time which does not permit the recommended amount of sleep; therefore be it

RESOLVED, That the California State PTA, its units, councils and districts exert strong influence on television channels and networks to air children’s television programs, whether seasonal specials or regularly scheduled programs of particular interest and/or value to children, at hours consistent with children receiving an adequate amount of sleep; and be it further

RESOLVED, That the California State PTA, its units, councils and districts advise television advertisers of the concern for the welfare of children and seek their cooperation in sponsoring programs in time slots that would allow young children to view programs at a time which would permit an adequate amount of sleep; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA.

###

BACKGROUND SUMMARY
An increasing number of parents are expressing concerns about the late hours children’s television programs are aired, including the regularly scheduled and the seasonal specials. Parents may choose to extend a child’s bedtime deadline or prohibit viewing of the programs. Children who stay up beyond the usual bedtime show evidence of doing poorly in school the following day. The “Prime Time Access Rule” permits the presentation of children’s programs earlier than 8:00 p.m. Contacts with local television stations and national networks indicate an unwillingness to observe this rule. PTA is in a position to increase community awareness of the concern and provide leadership to exert influence on the industry as a result of PTA national recognition through the TV Violence Project.

To Historical file by action of the Board of Managers - January 2010
Reason: With the development of digital satellite and cable television, this resolution has become obsolete.
CIGARETTE VENDING MACHINES
Adopted by Convention Delegates October 12, 1977

WHEREAS, The United States Surgeon General has determined that cigarette smoking is dangerous to health; and
WHEREAS, Selling tobacco and tobacco products to minors is unlawful in California; and
WHEREAS, The use of tobacco by youths under 18 years is increasing; and
WHEREAS, The sale of cigarettes from vending machines is difficult to control; and
WHEREAS, The proximity of cigarette vending machines to schools in many communities may encourage the purchase of cigarettes and smoking by youth; and
WHEREAS, The California State PTA and the National PTA have taken a strong stand against cigarette smoking by youth and have a continuing program on health education; now therefore be it
RESOLVED, That the California State PTA and the National PTA support legislation to ban the placement of cigarette vending machines within a reasonable distance from all schools; and be it further
RESOLVED, That the California State PTA and the National PTA urge units, councils and districts to seek ways to ban cigarette vending machines from areas accessible to youth under 18 years of age.

BACKGROUND SUMMARY
As early as 1939, California PTA supported legislation to prohibit the maintenance of cigarette vending machines within 1,000 feet of school buildings. California State PTA and National PTA have consistently supported and encouraged legislative and educational measures, including the National PTA program on smoking and health, to discourage cigarette smoking by youth.

The PTA is concerned about the increase in smoking, smoking at an earlier age and the easy accessibility of cigarettes.

Section 308 of the California Penal Code states that any person, firm or corporation which sells or gives tobacco, cigarettes or cigarette papers to persons under 18 years of age is guilty of a misdemeanor.

Based upon Section 308 of the Penal Code and in response to requests by Shasta PTA to ban cigarette vending machines near schools, the Manteca City Council has banned cigarette vending machines from within its city boundaries since January 1, 1977. Certain exceptions are made for machines in public places where those 18 years and under are not admitted.

This resolution would encourage others to seek similar enforcement of the code banning sale of cigarettes to minors, particularly to seek the removal of cigarette vending machines from sites near schools.

To Historical file by action of the Board of Managers - October 1998
Reason: State law passed that fully carried out intent.
WHEREAS, In 1989 California State PTA convention delegates adopted a resolution entitled “Reduction of Student:Teacher Workload (Class Size)” directing the California State PTA to “support a student:teacher workload that does not exceed 25 students per teacher at the elementary level and for middle/secondary level academic classes”; and

WHEREAS, In 1996 California State PTA convention delegates adopted a resolution entitled “Class Size Reduction” directing the California State PTA and its units, councils and districts to “seek, support and sponsor legislation to reduce class sizes, beginning with grades 1 through 3”; and

WHEREAS, The California Legislature and the Governor created the Class Size Reduction (CSR) Program for grades K through 3 as part of the 1996-1997 Budget Act; and

WHEREAS, After previous years of growth, participation in the CSR Program statistically declined during the 2002-03 and 2003-04 school years, and class size averages have statistically increased at nearly every grade level (K-12); and

WHEREAS, The CSR Research Consortium, the Legislative Analyst’s Office and the California Department of Finance have issued reports citing some of the actions taken for the purpose of remaining under the CSR 20:1 cap which include bussing children to other schools, reorganization of classes, and the creation of combination classes of students from different grade levels; and

WHEREAS, In 1997 the Legislative Analyst’s Office recommended that the 20:1 cap be redefined to require a 20:1 student/teacher class size average for all CSR classes district wide while allowing individual class maximums of up to 22 students in order to minimize the displacement of students and reduce state and local costs; and

WHEREAS, The CSR Research Consortium (2002), after four years of extensive research and analysis of California’s CSR Program, recommended that local school districts be given the flexibility to increase class sizes by up to two per class as long as the class size average within a school remains at 20 or less; now therefore be it

RESOLVED, That the California State PTA, and its units, councils and districts, support legislation that will amend the CSR Program to allow school districts to increase class sizes by up to two per class as long as the class size average of CSR classes within each school remains at 20 or less; and be it further
RESOLVED, That the California State PTA, and its members throughout the state continue to work with local school districts to encourage them to participate in California’s CSR Program; and be it further

RESOLVED, That the California State PTA, and its members throughout the state urge their local school districts to work toward reducing class sizes to no more than 25 students per teacher in grades 4-12 in academic classes.

###

BACKGROUND SUMMARY: CLASS SIZE REDUCTION FLEXIBILITY

The California State PTA has long advocated for smaller class sizes in California schools. The 1989 convention resolution, “Reduction of Student:Teacher Workload (Class Size),” formalized the position as supporting no more than 25 students per teacher. In 1996 another resolution entitled “Class Size Reduction” called for the further reduction of class sizes, beginning with grades 1-3. This resolution’s background statement recommended “the Legislature adopt the long term goal of reducing average class size to about 20 students per K-3 class in California schools.” The California State PTA position statement adopted July 1996 and revised in March 2002 further defined smaller class sizes as “no more than twenty children and a qualified certificated teacher in each kindergarten through 3rd grade classroom throughout all California public schools.” (“Reduced Class Sizes in Grades K-3,” Position Statement)

Research gleaned from Tennessee’s STAR study and Wisconsin’s SAGE program has confirmed that reducing the size of classes in the early grades can produce large and lasting gains, particularly for disadvantaged students. In 1996 the California Legislature passed the Class Size Reduction (CSR) Program which provides a financial incentive to school districts that reduce classes in kindergarten through third grade to twenty or fewer students. In September 2002 the CSR Research Consortium noted, “CSR initially created windfalls for some districts, was revenue neutral for others, and placed a substantial financial burden on others.” Over 90% of California’s school districts participated in the program in its first year, and participation grew incrementally through the 2001-02 school year. However, the number of non-participating districts has since doubled, from six in 2001-02 to thirteen in 2003-04, a return to 1998-99 school year figures. Moreover, class sizes have increased in nearly every grade level. California continues to have the second highest pupil-teacher ratio in the country.

The CSR Research Consortium, the Legislative Analyst’s Office and the California Department of Finance have noted that CSR’s rigid 20 to 1 student-teacher ratio has resulted “in the bussing of children to other schools, the shuffling of children between classes, and the creation of combination classes solely for the purpose of remaining under the 20:1 cap.” Hence, the Legislative Analyst’s Office and the CSR Research Consortium, in order to reduce the displacement of students and reduce the state and local financial impact of the CSR program, have repeatedly recommended that the 20:1 cap be adjusted to allow school districts the flexibility to increase class sizes by up to two per class, the former district wide, the latter within a school, so long as the class size average remains at 20 or less.

Continued on next page
In the past few years, numerous legislative attempts to modify the strict 20:1 cap have failed. In September 2004, the governor signed into law an amended form of SB 311 (Chapter No. 910, Statutes of 2004), supported by the California State PTA. Previously if a classroom exceeded an enrollment of 20.44 students, based on the average number of students for one teacher between the start of the school year and April 15, the district would lose its entire CSR apportionment for that classroom. Education Code Section 52124(e) now allows classes to exceed the 20:1 cap in return for a sliding scale of funding loss: 20 percent funding loss for classes greater than or equal to 20.5 but less than 21.0; 40 percent funding loss for classes greater than or equal to 21.0 but less than 21.5; 80 percent funding loss for classes greater than or equal to 21.5 but less than 21.9; 100 percent funding loss for classes greater than or equal to 21.9 students. However, since SB 311 has been chaptered, the Legislative Analyst’s Office has again restated the need for CSR flexibility. (Legislative Analyst’s Office Recommended Legislation, December 6, 2004).

In keeping with the recommendations of the CSR Research Consortium and the Legislative Analyst’s Office, this resolution seeks to modify the California State PTA’s definition of “Reduced Class Sizes in Grades K-3” to be an average of no more than twenty students and a qualified certificated teacher in each kindergarten through third grade classroom within a school while allowing individual classroom maximums of up to twenty-two students without penalty. Recognizing that class sizes at all grade levels in California are increasing, this resolution also seeks to reaffirm the California State PTA’s commitment to reducing class sizes to no more than 25 students per teacher in grades 4-12 academic classes.
COMMENDATION OF WALT DISNEY
Adopted by Convention Delegates May 7, 1965

WHEREAS, The moral climate of our homes and communities is of prime concern to parents, teachers, and all other PTA members; and

WHEREAS, Moral climate is established, influenced; and maintained by many factors—among them motion pictures, radio, television, books, and other entertainment; and

WHEREAS, Mr. Walt Disney, since the beginning of his career
  • has maintained high standards of excellence in whatever fields he has been active;
  • has created for radio, film, and television beautiful, colorful, imaginative productions that have been and are a delight to millions of children and adults;
  • has prepared reasonably-priced books for children which reproduce the color, beauty, and charm of these programs in a form which children enjoy and treasure;
  • has made films which have enriched the formal education of many children;
  • has created an enchanting land that may be visited by children and adults for their entertainment and pleasure—a land that is mythical and exciting, where high standards of cleanliness are maintained, where the safety of visitors is of vital concern, and where personnel is carefully selected and trained; and

WHEREAS, During a time of general lessening of standards and good taste in the entertainment media, Mr. Disney has attained stature by never compromising his own high ideals in whatever has been the focus of his creative activity; therefore, be it

RESOLVED, That the C.C.P.T. delegates, meeting in Convention in San Diego in May 1965, extend sincere appreciation and commendation to Mr. Walt Disney for the information, wholesome enjoyment and distinguished entertainment he has added to the lives of countless families throughout the world.
WHEREAS, No community, no family with young people is immune to the drug abuse problem; and

WHEREAS, The experience of many communities indicates that instant solutions and crash programs are ineffective; and

WHEREAS, Any program that is designed to affect young people should include young people in its planning and implementation; now therefore be it

RESOLVED, That PTAs promote the formation of a cooperative, coordinated community effort, including young people, in drug abuse programs. This can best be accomplished through the use of top-level inter-disciplinary leadership from the various organizations and agencies; and be it further

RESOLVED, That PTAs recognize that the drug abuse problem points up the need for more family education, stressing mental health based upon up-to-date and responsible information.
WHEREAS, TV programs and commercials have an impact on children and youth; and

WHEREAS, The advertising campaigns of some computer companies depict children who have home computers as succeeding and children without home computers as failing; and

WHEREAS, All families are not able to provide home computers; and

WHEREAS, This advertising strategy may cause lowered self-esteem and lack of academic motivation in some children and youth and false expectations of success in others; now therefore it

RESOLVED, That the California State PTA, its units, councils, and districts communicate their concerns to the computer companies whose advertising of home computers can have harmful effects on children and youth.

To Historical file by action of the Board of Managers - October 1998
Reason: No longer a PTA concern.
CONCEPT OF NEIGHBORHOOD SCHOOLS
Adopted by the Board of Managers November 12, 1970

NOTE: This matter was referred by convention delegates to the State Board of Managers, and the following resolution was adopted by the State Board of Managers on November 12, 1970.

WHEREAS, We believe children develop best in an environment that provides equal educational opportunity; and

WHEREAS, The primary responsibility of each school board is to establish and maintain the best possible educational environment for all the students of the district; and

WHEREAS, One of the PTA Objects is to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education; and

WHEREAS, There is no one answer for every community; therefore be it

RESOLVED, That the California Congress of Parents and Teachers reiterate its support of the concept of local control of schools by locally chosen school boards who represent the people in their districts in governing the schools, and who establish school attendance boundaries; and be it further

RESOLVED, That the PTA urge local school boards, in establishing such school attendance boundaries, to give due consideration to geographical factors as well as to plant capacity, ethnic balance, and equality of educational opportunity.
COUNSELING IN SCHOOL AND COMMUNITY
Adopted by Convention Delegates May 7, 1976

WHEREAS, The California State PTA is concerned with the development of each child to his full potential, and the classroom teacher, seeing the child on a daily basis, has the opportunity to recognize special needs; and

WHEREAS, The duties of school counselors should be clearly defined to meet the student’s needs for growth and development; and

WHEREAS, Parents confronted with the challenge of parenting in a society with multiple and rapidly changing values may need support and help; now therefore be it

RESOLVED, That PTAs:
1. urge school boards to provide counseling services for all grade levels;
2. urge school boards to formulate policies which would allow school personnel to work with other counseling agencies; and
3. encourage teachers to recognize their importance as an adjunct to the counselor giving support in the classroom to the counselor’s recommended procedures; and be it further

RESOLVED, That PTAs:
1. serve as the facilitator in the community for dialogue among youth-serving agencies;
and
2. initiate and carry out volunteer programs that will inform the community of the availability of counseling services; and be it further

RESOLVED, That PTAs sponsor courses in parent education, parenting, educating the public to the needs of the preschool and school-age children for counseling services and, when appropriate, family group counseling.

###

BACKGROUND SUMMARY
The mission of the California State PTA includes, in part, the challenge to identify, advocate and seek effective action in representing California’s children and youth. Research findings consistently document that as much as 80% of a child’s intellectual potential is developed by the age of eight. It is essential that counseling be initiated at the grammar school age and that the family be included in this service. The classroom teacher can and should recognize his or her role in this important function, and school districts should give in-service training on a continuing basis to help the classroom teacher develop expertise.

Counselors in schools need to recognize the value of group counseling, seeking and using innovative techniques such as peer group and family counseling. Each school board should adopt policies and counseling job descriptions to provide counseling at all grade levels and develop ways to use all of the counseling services currently available in the community such as mental health, youth services, and public welfare agencies. Herein lies a fertile field for PTA to be an innovator in bringing such agencies into dialogue.
CREATION OF MASS MEDIA COMMITTEES
Adopted by Convention Delegates May 7, 1964

WHEREAS, In the United States of America, the statistics on juvenile crime, illegitimate births, venereal disease, the use of narcotics and alcohol among teenagers, and other facets of juvenile delinquency have grown at an alarming rate; and

WHEREAS, In view of the lowering of standards on the type of material offered to the public in the way of certain literature, motion pictures and television, not to mention the profitable pornographic trade; and

WHEREAS, These aforesaid certain books, magazines, motion pictures and television programs have figured prominently in the increase of these nation-wide trends which are detrimental to the children and youth of our land;

THEREFORE
BE IT RESOLVED, That the California Congress of Parents and Teachers, through its districts, councils, and units, make a concerted and augmented drive, with attendant wide state publicity, to raise the sights of the producers and distributors of such above-mentioned material, to fix upon themselves an obligation of self-restraint to effect a raising of standards in their media; and

BE IT FURTHER RESOLVED, That each district, council and unit in the State form, wherever possible, a Mass Media Committee which would not be a censoring group, but would alert parents to material appraised by state and national committees as unsuitable for the reading and viewing of children and youth, and also, in a positive way, and most important, recommend materials which are good, suitable and appropriate to children and youth.
WHEREAS, Parents entrust the safety and welfare of their children to the local school district; and
WHEREAS, During the school year there are accidents involving injuries to students; and
WHEREAS, Schools have a responsibility for protecting and promoting the health of students; and
WHEREAS, The credentialed school nurse, because of her medical background, academic preparation and professional skill, is a school staff member especially qualified to strengthen the educational process through improvement of the health status of students and to give leadership to the school health program; now therefore be it

RESOLVED, That the California State PTA recommend to its units, councils and districts that they encourage their school districts to make available to each school the services of a credentialed school nurse; and be it further

RESOLVED, That the California State PTA urge the California State Legislature to assume responsibility for adequate financing of such services.

###

BACKGROUND SUMMARY
Health services in many school districts are being reduced due to the financial difficulties in the districts. Parents assume that there are credentialed personnel available to render adequate emergency care if needed. This is not the case in some school districts.

The primary objective of school health services, as provided by the professional school nurse, is to strengthen the educational process of children and youth by assisting them to improve or adapt to their health circumstances. The professional school nurse, in collaboration with other educators, utilizes the school health program to contribute significantly to helping the individual pupil attain maximum health and educational achievement.

The credentialed school nurse is an important and necessary member of the school staff because of her specialized skills.

To Historical file by action of Convention Delegates – April 30, 2005  
CULTURAL ARTS CURRICULA
Adopted by Convention Delegates May 9, 1974

WHEREAS, The National PTA at the 1968 National Convention adopted a Resolution on the “Promotion of Cultural Arts” and has encouraged its state branches, districts, councils, and units to stress and strengthen the cultural arts curriculum in the schools; and

WHEREAS, The cultural arts vitally influence the personal development of every individual — fostering social, moral and spiritual insight, stimulating original thinking, and promoting emotional stability; and

WHEREAS, The natural urge most people have to express themselves creatively should be cultivated at an early age in the home, nurtured in school and continually developed and expressed in community activities throughout adult life; and

WHEREAS, The California Education Code (Section 8551, Article 2, Chapter 3) states: “…instruction beginning in grade one shall be given in the fine arts and music, aimed at the development of aesthetic appreciation and the skills of creative expression…”; and

WHEREAS, The California Education Code (Section 8571, Article 3, Chapter 3) also states: “…courses shall be offered in fine arts, including art, music or drama with emphasis upon development of aesthetic appreciation and the skills of creative expression in grades seven through 12”; now therefore be it

RESOLVED, That the California State PTA, its districts, councils, and units, urge the state Legislature to make adequate funds available for the implementation of cultural arts curricula as stated in the California Education Code; and be it further

RESOLVED, That the California State PTA, its districts, councils, and units, conduct a vigorous campaign to urge boards of education to implement cultural arts curricula as stated in the California Education Code.

To Historical file by action of the Board of Managers - October 1998
WHEREAS, One of the Objects of the National Congress of Parents and Teachers is to secure adequate laws for the care and protection of children and youth; and

WHEREAS, The PTA Action Program is assigned to give full consideration of ongoing projects of PTA such as continuous health supervision for children from birth through high school; and

WHEREAS, There is increasing unsolicited distribution by mail and through other methods, of “samples” of products such as cough medicines, mouthwashes, detergents, tablets, cigarettes, and razor blades which may be hazardous to children and which, because of the methods of distribution are easily accessible to children; therefore be it

RESOLVED, That the California PTA take immediate action to encourage and support legislation and/or regulations which would eliminate the delivery of unsolicited and hazardous products to residences by mail or other means.
WHEREAS, The National PTA at its 1973 convention passed a resolution on obscene and pornographic material that strongly urged “its local units to participate in programs of cooperative community action in this area, and to use every available legal means to combat the distribution and sale of obscene and pornographic materials or smut literature, so defined as such, to children and youth;” and

WHEREAS, Certain publications primarily leaning toward pornography are frequently placed in unsupervised racks on public sidewalks, readily available to children of all ages; and

WHEREAS, The California Penal Code Chapter 7.6, Subsections 313 to 313.5, prohibit the exhibition and distribution of harmful matter to minors, persons 17 years of age and under; and

WHEREAS, The United States Supreme Court on June 21, 1973, established a more specific constitutional standard for the determination of what is obscene than now exists in the state law; and

WHEREAS, There is much confusion and disagreement among individuals, groups and governmental agencies as to interpretation and responsibility for enforcement of current law; therefore

RESOLVED, That the California State PTA sponsor or support appropriate legislation to bring the state penal law in line with the current United States Supreme Court decision as it may relate:

1. To the definition of matter harmful to minors, and
2. To the clarification of the term, “community;” and be it further

RESOLVED, That the California State PTA support legislation mandating that the sale of all such materials be restricted to areas of supervision; and be it further

RESOLVED, That the California State PTA encourage all local PTAs, councils and districts to be alert to the availability of undesirable materials to children and take actions appropriate to the needs of their communities.

To Historical file by action of the Board of Managers – January 2005
Reason: Outdated.
WHEREAS, The California State PTA recognizes that the primary responsibility for the guidance of children rests with parents; and

WHEREAS, The California State PTA believes that an informed parent is better able to give such guidance; and

WHEREAS, The California State PTA, through its meetings with theater owners, has become aware that some parents are using the movie theaters as baby sitters; and

WHEREAS, Nudity, strong language, gratuitous and graphic sex and violence in today’s films in theaters and on television are increasing and may be having a harmful effect on youngsters exposed to them; and

WHEREAS, Most theater movies find their way to the television screen and, along with television movies, go through extensive re-runs; and

WHEREAS, The professional film and TV program critics do not give sufficient information on film content to help guide parents; now therefore be it

RESOLVED, That the California State PTA intensify its efforts to inform members and communities of the content of films; and be it further

RESOLVED, That the California State PTA urge local units to keep files of PTA movie reviews for theaters and television; and be it further

RESOLVED, That the California State PTA urge its member units and/or councils and districts to contact local community newspapers offering them PTA movie reviews as a service to the community; and be it further

RESOLVED, That the California State PTA urge its member units and/or councils and districts to contact their local libraries requesting they carry PTA reviews as a public service to the community; and be it further

RESOLVED, That the California State PTA urge its member units and/or councils and districts to contact local film and TV critics requesting they give more information on film content as to violence, sex, nudity and language so that parents can be more fully informed.

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Continued on next page
BACKGROUND SUMMARY
In PTA meetings with theater owners throughout the state everyone attending arrived at the conclusion that the responsibility for what happens to children is primarily the province of parents.

Parents were encountered at these meetings who did not know about the PTA movie reviews. These were parents desperately seeking some source of information about film contents.

The PTA movie reviews speak for themselves as to the rise of graphic sex, gratuitous violence and nudity in films. Our background material indicates the harmful effects horror shows and violence have on children.

Professional film and TV critics critique films from an adult standpoint. Films that could turn out to be good family films are downed mercilessly, killing them at the box office and causing film producers to stop making family films.

PTAs can give their members information and then trust they will act on the information given in a positive manner. As PTAs, concerned with the quality of life for children, we should try to get the word out into the community as an aid to parents who are not part of a PTA in that community or do not have access to this PTA service.

To Historical file by action of the Board of Managers - February 1998
Reason: Obsolete-PTA no longer does movie reviews.
DRIVE-IN MOVIE ORDINANCE
Adopted by Convention Delegates May 1, 1975

WHEREAS, PTA has always been concerned about the availability to our youth of sex-explicit mass media materials, movies and TV programs; and

WHEREAS, PTA is not a censor of “adult only” materials, but does encourage persons connected with the mass media to comply with constitutional standards as defined by the courts and to use discretion in dealing with public showings to which children are exposed; and

WHEREAS, The National PTA has strongly urged its local units to participate in programs of cooperative community action in this area, and to use every available legal means to combat the distribution and sale of what is described as obscene or harmful materials, in any and all forms, to children and youth; and

WHEREAS, Many drive-in theaters throughout the state and nation have shown explicit exhibitions of human sexuality and nudity in films which can be viewed by youth from public and private property outside the premises of these theaters; and

WHEREAS, We recognize the necessity of balancing the rights of a theater owner and the public in this area; to wit: the theater owner has the right to exhibit material to consenting adults and the public has the right not to be exposed to material which it finds offensive; and

WHEREAS, Modesto City and Stanislaus County have enacted ordinances (City No.1376 C.S. - County No. N.S. - 522) which seek to prohibit owners of drive-in theaters from infringing upon the privacy of persons unwittingly exposed to material, which in their opinion is offensive, and such ordinances came as a result of the participation of local community groups and the Modesto Council PTA; now therefore be it

RESOLVED, That the California State PTA inform its districts, councils and local units of ordinances which have successfully regulated the showing of explicit exhibitions of human sexuality and nudity in films in drive-in theaters and encourage them to actively seek similar city and/or county legislation; and that the California State PTA urge its districts, councils and local units to support city and/or county legislation which can help to accomplish a balance between the rights of outdoor theater owners to show adult material and the rights of individuals, adults and youth, to their privacy.

To Historical file by action of the Board of Managers - October 1998
Reason: No longer a relevant PTA issue.
WHEREAS, Drug abuse is a widespread, serious problem in the community; and

WHEREAS, Current resources for the education, prevention and treatment of drug abuse are now inadequate and in danger of further curtailment; and

WHEREAS, Penalty assessments, added to fines levied on drug-related criminal activity, could assist in supporting drug abuse education and treatment; therefore be it

RESOLVED, That the California State PTA seek and support legislation which:

A. Would attach penalty assessments on fines for drug-related crimes.

B. Would direct that this additional money from the penalty assessment fund be available for use within each county to supplement the drug program portion of the county Short-Doyle plan, for drug abuse education, prevention and treatment.

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BACKGROUND SUMMARY

Drug abuse among our youth continues to be a major health and social concern. The need to find new sources of funding for drug abuse education, prevention and treatment in light of current and anticipated budget cutbacks is a well established fact—and urgent.

Although the State Department of Education was once a leading resource for prevention-related training and information for school districts throughout the state, presently there are no funds for substance abuse prevention and education within the department.

This resolution is based on the condition that at a time when drug abuse among youth appears on the upswing, funding for drug abuse programs is on the downswing, possibly becoming nonexistent.

The concept of this resolution is similar in nature to the use of driver fines for Driver Education.
EARLY CHILDHOOD EDUCATION
Adopted by Convention Delegates May 2, 1975

WHEREAS, Early Childhood Education programs require the involvement of parents in the planning, implementation, evaluation and revision of programs; and

WHEREAS, Early Childhood Education provides incentive for school districts to restructure or revitalize the educational program at the kindergarten through grade three level; and

WHEREAS, Early Childhood Education provides additional funds for an approved plan for children five through eight years of age; and

WHEREAS, Early Childhood Education gives school districts the freedom to develop programs designed to meet local needs and utilize local resources; and

WHEREAS, Early Childhood Education rewards success by providing additional funds for schools on a phase-in basis when programs are meeting their goals and objectives; now therefore be it

RESOLVED, That the California State PTA, its districts, councils, and units urge the Governor and members of the Legislature to support existing Early Childhood Education programs and provide funds for their expansion as set forth by the California State Department of Education; and be it further

RESOLVED, That this convention send telegrams to the Governor and the two houses of the Legislature urging that the necessary funds be appropriated as soon as possible.

To Historical file by action of the Board of Managers - October 1998
Reason: No longer a relevant PTA issue.
EDUCATION ON HAZARDS OF INVOLUNTARY SMOKING
Adopted by Convention Delegates April 29, 1987

PREAMBLE

WHEREAS, The National PTA has long been concerned with the harmful effects of tobacco; and

WHEREAS, The 1986 Report of the Surgeon General of the United States includes new information on the hazards of involuntary smoking; now therefore be it

RESOLVED, That the resolution “Education on Hazards of Involuntary Smoking” be adopted and forwarded to the National PTA for action at the June 1987 convention.
ENCOURAGEMENT OF LAW-RELATED EDUCATION
Adopted by Convention Delegates May 1985
Reviewed by Board of Managers January 2005

WHEREAS, There has been a continuing increase in delinquency and discipline problems among youth; and

WHEREAS, Studies have shown that law-related education taught by identifiable standards improves student law-abiding behavior and favorable attitudes toward school, community and law enforcement agencies; and

WHEREAS, The California State Framework for History-Social Science now in place allows for including law-related education, using law enforcement officials, lawyers and other community professionals; and

WHEREAS, Law-related educational materials K-12 are available statewide, but are not being extensively used; now therefore be it

RESOLVED, That the California State PTA, its units, councils and districts actively work to encourage law-related education as a part of classroom instruction; and be it further

RESOLVED, That the California State PTA, its units, councils and districts encourage school district curriculum advisory committees to provide sound law-related education in the classroom to improve the quality of citizenship education in accordance with the current education reform movement; and be it further

RESOLVED, That the California State PTA, its units, councils and districts collaborate with school officials, law enforcement agencies and other public and private groups in conferences, seminars, and other meetings devoted to encouraging law-related education.

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BACKGROUND SUMMARY

A national study which was a project of the Center for Civic Education* showed the following: “The effectiveness of law-related education has reaffirmed a previous finding that law-related education when taught according to identifiable standards can serve as a significant deterrent to delinquency behavior.” Taking part in the recent evaluation were 1,054 elementary, junior high, and high school students in 18 schools in California, Colorado, Illinois, Michigan and North Carolina.

Law-related education educates students about our laws and legal system. Its goal is to help students develop increased understanding necessary to function as better citizens in a free democratic society.

* A California non-profit corporation established by and affiliated with the State Bar of California and funded by the U.S. Office of Juvenile Justice and Delinquency Prevention.

To Historical file by action of the Board of Managers – April 2015
Reason: Applied to past circumstance. The information is no longer current or relevant to our advocacy efforts.
THE ENERGY SHORTAGE AND CHILDREN
Adopted by Convention Delegates May 1974

WHEREAS, There is a shortage of energy and fuel which may affect us for many years; and

WHEREAS, The use of energy and fuel is being curtailed and government is making allocations for its supply; and

WHEREAS, All children need and have a right to a good education and an environment that is conducive to and productive of physical, mental, social and spiritual well being; and

WHEREAS, Schools may necessarily be expected to conserve energy, excessive cut backs in the use of fuel could create an unsafe environment and curtail the educational program; and

WHEREAS, The California State PTA is committed to securing equal justice, equal privileges, equal opportunities, and equal responsibilities in every phase of life for all children and youth; and

WHEREAS, Lower and middle income families may bear a disproportionate share of the burden in the energy and fuel crisis; and

WHEREAS, PTA is committed to secure adequate laws for the care and protection of children and youth; now therefore be it

RESOLVED, That the California State PTA seek information and facts from appropriate sources including the PUC regarding the status of the fuel and energy supply in order to prepare guidelines for PTA understanding and action; and be it further

RESOLVED, That the California State PTA work for the establishment of priorities for consumption of energy and fuel consistent with the State and National PTA principles; and be it further

RESOLVED, That the setting of priorities and proposed action include a focus on education, health, safety, recreation, conservation and economic impact.

To Historical file by action of the Board of Managers - October 1998
Reason: No longer a relevant PTA issue.
WHEREAS, The third Object of the National PTA is “To secure adequate laws for the care and protection of children and youth;” and

WHEREAS, During the period from December 1992 to February 1993 reports of outbreaks of Escherichia coli (E. coli) 0157:H7 were reported in the western region of the United States resulting in the deaths of four children; and

WHEREAS, The level of acceptable risk is much lower for E. coli 0157:H7 infection compared with other foodborne bacteria because infection with this organism carries a greater risk of severe, life-threatening disease, specifically Hemolytic Uremic Syndrome (HUS); and

WHEREAS, The confirmation of the presence of this bacterial strain is a time consuming and cumbersome process; and

WHEREAS, E. coli 0157:H7 is not included on the list of diseases and conditions reportable to the local health departments in the State of California and such requirements exist for E. coli 0157:H7 only in eleven states; and

WHEREAS, A cooking temperature of 155˚F as recommended by the U.S. Department of Agriculture will kill this bacteria, and the state of California has set no minimum cooking temperature requirements for ground meat; and

WHEREAS, The infection with this organism has been documented to be spread through personal contact and can be effectively reduced by recognized personal hygiene methods, such as handwashing; now therefore be it

RESOLVED, That the California State PTA seek and support legislation to include E. coli infections specifically known as 0157:H7 and Hemolytic Uremic Syndrome (HUS) in the list of starred communicable and reportable diseases which require immediate reporting by any healthcare provider by telephone and/or FAX machine to the local health department; and be it further

RESOLVED, That the California State PTA seek and support legislation to enact statutes requiring a minimum cooking temperature for ground meat of 155˚F for all restaurants, fast food outlets, school cafeterias, nursing homes and other institutions; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to inform parents of the contagious nature of this bacterial infection and of steps they can take to prevent its spread; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 1993 National PTA Convention.

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Continued on next page
Escherichia Coli (E coli) – continued

BACKGROUND SUMMARY

There is a killer in our midst in California; it exists in our food supply and strikes our children at random without any laws governing either its identification or its destruction. The Escherichia coli 0157:H7 bacteria became infamous recently from the rampant infection and life-threatening disease it caused all over the Western United States after being ingested in contaminated fast food hamburgers. While drastic changes in our meat-packing industry are necessary in order to destroy this bacteria before it reaches our children, these changes must be enacted federally and may take 3-5 years to implement. In the meantime, we must take legislative action to protect our children from this deadly bacteria.

E. coli O157:H7 is a bacteria that is found in the digestive system of warm-blooded hoofed animals such as cows. Meat and raw (unpasteurized) milk specifically from dairy cattle have been the prevalent infection source in E. coli O157:H7 infection outbreaks studied for the past 10 years. When meat or milk contaminated with this bacteria is ingested, the bacteria produces infection by releasing a toxin. It is the toxin which causes various degrees of diarrheal illness, typically with symptoms of violent cramping and/or bloody diarrhea. In the most severe cases the toxin causes the Hemolytic Uremic Syndrome (HUS) to develop. Once the infection progresses to HUS little can be done to help the body fight it. HUS is an extremely serious, painful and caustic disease, killing approximately 15% of those developing it. Those who do survive it generally have many long-lasting disabilities. Many patients with HUS need kidney dialysis and have later kidney impairment. Gall bladder removal, colostomy, heart muscle damage, and high blood pressure leading to stroke and coma are all being seen in young victims of HUS from the recent E. coli O157:H7 infections in Washington and California.

When an E. coli O157:H7 outbreak occurs, the most devastating effects of HUS are seen in children and the elderly due to their immature or compromised immune systems. The implications of allowing this bacteria to be present in our food supply, unchecked by documentation or reporting mechanisms, are even more frightening when the contagious nature of this disease is understood. New evidence indicates that E. coli O157:H7 bacteria is spread by secondary infection and when this happens it can be just as deadly. Two of the three children who died in Washington during this recent epidemic contracted E. coli O157:H7 through secondary infection. Secondary infections occur when the fecal matter of an infected person touches something that somehow ends up in the mouth of another person. A child can even be an asymptomatic carrier of E. coli O157:H7 bacteria (in other words not be sick at all) and still infect friends, family and classmates through poor hygiene and bathroom habits. Good personal hygiene in schools, homes, daycare centers, and food preparation areas can prevent the spread of secondary infection. Proper handwashing techniques prevent the spread of E. coli O157:H7 bacteria. Extensive education is needed on these important preventive methods.

The only way to get positive identification of E. coli O157:H7 infection is by doing a specific stool culture that needs to be ordered by a healthcare provider. The culture test is time sensitive.

Continued on next page
Escherichia Coli (E coli) – continued

The closer to the onset of diarrheal symptoms the sample, the more accurate it will be in detecting the presence of E. coli 0157:H7 bacteria. In addition, positive culture identification results can take 48-92 hours to appear. California Law does not now require reporting cases of E. coli 0157:H7 by healthcare providers and local health departments have no required protocols specifically dealing with E. coli 0157:H7. Reporting of E. coli 0157:H7 is required in the states of Connecticut, Idaho, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Nevada, Oregon, South Carolina, and Washington. In addition, New Jersey, has made HUS itself a reportable condition. Knowledge of E. coli 0157:H7 infections and the testing protocols necessary to detect it is not widespread in the medical community. Many communities do not even have laboratories capable of performing the culture tests. It is therefore prudent to enact double-edged legislative measures. Requiring reporting of E. coli 0157:H7 immediately after positive culturing will allow early identification of contamination sources. Identification of the disease will not help the afflicted person but will allow isolating the patient to pinpoint the contamination source and prevent the spread of the disease. It is essential that proper identification and reporting mechanisms for E. coli 0157:H7 and HUS be put in place in California and across the nation.

The United States Department of Agriculture (USDA) has long recommended a cooking temperature of 155°F for ground meat. When ground meat is thoroughly cooked so that there is no pink meat or pink running juices, the E. coli 0157:H7 bacteria is killed and rendered harmless. Ground meat such as hamburger is a much more likely contamination source for the E. coli 0157:H7 bacteria as compared to whole meat such as steak because the grinding process distributes the surface bacteria throughout the meat. Washington state has had several smaller E. coli 0157:H7 outbreaks prior to the epidemic this past January. The state’s previous experiences with E. coli 0157:H7 infection outbreaks lead Washington to become the first state to enact a mandated ground meat cooking temperature law. Unfortunately, those responsible for serving most of the contaminated hamburger in Washington in January claimed ignorance of the cooking temperature law and the meat had not been thoroughly cooked. While we wait for federal changes in the meat-packing industry, strict enforcement of cooking temperature laws for ground meat in California and across the nation will ensure a safer food product and diminish the panic now associated with something as simple as wanting to give your child a hamburger to eat.

To Historical file by action of the Board of Managers – January 2013
Reason: Whereas and Resolved sections are outdated. E. coli is now included on list of communicable diseases; improved testing has been implemented to reduce outbreaks of E. coli.
WHEREAS, The third Object of PTA is “To secure adequate laws for the care and protection of children and youth;” and

WHEREAS, The California State PTA believes that securing such laws depends upon an open and honest political process including the dissemination of factual and accurate information; and

WHEREAS, PTA members have encountered unethical campaign practices such as “last-minute” mailers containing quotations taken out of context, false and misleading statements and distortions of statistical information; and

WHEREAS, The California State PTA believes these unethical practices have contaminated the political process and deprived the citizenry of its right to make informed choices; now therefore be it

RESOLVED, That the California State PTA seek and support legislation which would require candidates for office, elected and/or appointed officials, proponents/opponents of initiatives and/or ballot measures to publish and disseminate only factual and accurate information; and which would make failure to comply with such laws a felony; and be it further

RESOLVED, That the California State PTA and its units, councils and districts cooperate with allied groups to effect the necessary changes in law; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to closely monitor the campaign practices in their communities and demand that only factual and accurate information be used in all political campaigns.

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BACKGROUND SUMMARY

PTA members throughout the state have communicated their concerns about the misleading kinds of campaign literature received in recent years. They have sent the Board of Managers examples of these materials which have been forwarded to the Secretary of State with State PTA expressions of concern.

Among the materials giving rise to these concerns have been facsimiles of voter registration cards, unauthorized uses of official stationery, literature with facsimiles of the Seal of the State of California, envelopes imprinted “property tax information” or “federal income tax information,” certified letters of endorsement “from the president,” etc. “Last-minute” mailers have been received containing statements designed to confuse and mislead voters. Some mailers have implied ballot measures and/or candidates for nonpartisan office (e.g., school board, city council) had been endorsed by leading public figures when, in fact, this was not the case.

Continued on next page
The California State PTA Board of Managers believes a well-informed citizenry is a cornerstone of our system of government. The laws enacted by legislatures and ballot measures approved by voters directly affect the lives and well-being of children, youth and families. If dishonest, unethical campaign practices become the rule rather than the exception, the Board of Managers fears that decisions having far-reaching consequences may be based on deliberately flawed information.

This resolution directs the California State PTA to pursue a legitimate remedy to counteract unethical campaign practices.

**To Historical file** by action of the Board of Managers – April 2015

**Reason:** Includes language that is limiting to First Amendments rights and would prohibit discussion of philosophies and visions for the future.
WHEREAS, The curriculum of the public schools should be and can be a major influence in establishing each student’s sense of personal worth; and

WHEREAS, Knowledge about one’s own historical background in this country and in other countries, as well as understanding and accepting the differing historical backgrounds of others, is essential to the development of mature, responsible citizens; and

WHEREAS, Recently a greater effort has been made to provide curricular materials including textbooks which correctly and honestly portray the role and contributions of minority groups in America’s past and present; and

WHEREAS, Continuing diligence is needed to assure that such desirable educational efforts continue; therefore be it

RESOLVED, That the California PTA encourage each PTA unit to inform itself about the manner in which textbooks and other curricular materials are chosen, and assure itself that those sections of the Education Code (sections 9959 and 10013) are observed which clearly state the Legislature’s intent that textbooks used in California’s public schools must correctly portray the role and contributions of all racial and ethnic groups, and of labor, in the total development of this country and this state; and be it further

RESOLVED, That any recommendations or conclusions which the members of any PTA may decide to make as a result of such informational programs concerning any curricular materials they may have examined or studied, be transmitted in writing to the proper boards, commissions or other authorities.
EXTENDED EDUCATIONAL SERVICES FOR THE HANDICAPPED
Adopted by Convention Delegates May 11, 1967
Reviewed by Board of Managers March 2009

WHEREAS, Under the California Education Code our public school district may provide special schools and classes for the Educable Mentally Retarded, the Trainable Mentally Retarded, the Physically Handicapped (blind, deaf, hard of hearing, aphasic, orthopedic ally handicapped including cerebral palsied), the Emotionally, Educationally, and the Multiple Handicapped Child until he is eighteen years old; and

WHEREAS, Work-training and recreation programs are provided for a limited number of adults and youths over the age of eighteen by a few agencies and organizations in the community; and

WHEREAS, These few agencies lack sufficient funds and trained personnel and cannot provide services for all who could benefit from such programs; and

WHEREAS, It is the responsibility of the total community to provide an opportunity for all its citizens to achieve human dignity and self-sufficiently to their maximum individual capability; and

WHEREAS, The first objective of the committee for the exceptional child, as stated in the National Manual, is: “To study the types and extent of exceptionality among the children in the community and to bring the facts to the attention of PTA members, school officials, and community agencies;” therefore be it

RESOLVED, That the California Congress of Parents and Teachers support (within Parent-Teacher Policy) all qualified agencies in their efforts to expand existing programs and in their efforts to establish new educational, recreational and work-training programs for all handicapped persons from birth to death when need exists; and be it further

RESOLVED, That the National Congress of Parents and Teachers be urged to support such programs.
FAMILY LIFE EDUCATION IN PUBLIC SCHOOLS
Adopted by Convention Delegates May 11, 1967

WHEREAS, The National Congress of Parents and Teachers has declared coping with the responsibilities of parenthood, including sex education to be a “critical issue” for children and youth in the United States; and

WHEREAS, One of the main functions of education is to teach students to make intelligent decisions; and

WHEREAS, We acknowledge the primary responsibility of the home in the matter of sex education, we also recognize the responsibility of the schools to impart scientific information and wholesome attitudes to students at all grade levels; and

WHEREAS, At a time in our State when families are failing in greater numbers, and where illegitimacy, early marriages, divorce, venereal disease and unwanted children, appear to be on the rise, studies indicate that fewer and fewer courses in sex and family life education are included in school curricula; and

WHEREAS, Research by authorities in this field discloses that educational programs in schools, directed toward preparation for family living, have been most effective in reducing social ills; therefore be it

RESOLVED, That the California Congress of Parents and Teachers, in convention assembled, recommends that programs in Family Life Education, including sex education, be made part of the school curriculum; and be it further

RESOLVED, That such programs be coordinated and administered by local, county or State Boards of Education rather than by other agencies, so as to prevent partisan or political control from hindering their effective presentation; and be it further

RESOLVED, That the California Congress of Parents and Teachers encourage training of specially qualified persons to plan and implement these programs; and be it further

RESOLVED, That local associations, councils, and districts be encouraged to work closely with local school districts in order to establish such programs.

To Historical file by action of the Board of Managers – January 2007
Reason: The language of the resolution is outdated and the intent of the resolution as included in the Position Statement “Health Education” allows the California State PTA to take action on this issue.
WHEREAS, The California State PTA is on record in support of family life education in the public schools; and

WHEREAS, The California State PTA believes it is vital that teachers of family life education be properly trained; and

WHEREAS, Legislative efforts to provide programs of in-service training for teachers in this field have been vetoed by the Governor; now therefore be it

RESOLVED, That the California State PTA call upon the Governor and members of the Legislature to enact legislation, and the funding necessary to provide adequate programs of in-service education for those who are to teach California’s children and youth in the field of family life education.
WHEREAS, Among the heroic figures who shaped the destiny of California and the West one of the most distinguished is Father Junipero Serra, a humble Franciscan missionary whose zeal and courage in the face of hardship and privation brought the beginnings of civilization to an untamed land; and

WHEREAS, Many of the twenty-one missions founded by Father Serra and his followers still flourish, and symbolize to the rest of the world some of the finest traditions and culture of California; and

WHEREAS, The memory of Father Serra is particularly dear to San Francisco, whose earliest history was centered in the Mission San Francisco De Asis, founded before the date of the American Declaration of Independence and which City is the honored custodian of the birthplace of Father Serra on the Spanish Island of Majorca; and

WHEREAS, This Board of Supervisors has noted with feelings of respectful affection for Father Junipero Serra and pride in his contributions to this City and to the West, that the year 1963 marks the 250th Anniversary of the birth of this great pioneer; now, therefore

RESOLVED, That this Board of Supervisors does hereby respectfully memorialize the Postmaster General of the United States to observe this historic occasion by issuing a 1963 commemorative stamp honoring Father Junipero Serra.

Adopted by the Board of Supervisors of the City and County of San Francisco at its meeting of February 19, 1962
WHEREAS, PTA, in keeping with its Objects and principles, is an advocate for public policy and laws which protect children and youth from exploitation, abuse and unwholesome influences; and

WHEREAS, 976 Information Access Service numbers include recorded messages which may be emotionally persuasive and manipulative of children, as well as those messages which are clearly pornographic; and

WHEREAS, It is against the spirit and the letter of the laws of most states to contract with minors or to make pornography easily accessible to minors; and

WHEREAS, It is unfair and unjust to require customer payment to discontinue a “service” which was not affirmatively elected; and

WHEREAS, Telephone companies have stated that in-home blocking at no cost to the customer would be prohibitively expensive due to the anticipated numbers of requests for such action; and

WHEREAS, It has been pointed out that 976 Information Access Service provides information some persons want or need and are willing to pay for; and

WHEREAS, Paid private access would ensure the Constitutional rights of those who wish to provide and/or receive certain information, while also protecting the rights of those who do not elect such services, and would serve to protect many children from the exploitation of their innocence through a common household device; now therefore be it

RESOLVED, That the National PTA urge the Federal Communications commission to regulate the 976 Information Access Service by allowing telephone companies to offer it only as a paid subscription service to those customers who affirmatively elect such service; and be it further

RESOLVED, That State and local PTAs be encouraged to work in their states and communities to increase public awareness of these issues and/or to address problems raised by unlimited access to Information Access Service numbers.

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BACKGROUND SUMMARY
Telephone corporations throughout the nation market Information Access Service (IAS), with the prefix numbers 976. The numbers are leased by a broad range of businesses and services and deliver recorded messages to callers. Messages include sports updates, business information and promotions such as calls to Santa, and hard core pornography. Unlike the broadcasting industry, which is required by the Federal Communications Commission (FCC) to know the content of what is broadcast, the telephone companies face no such requirement.

PTA has always supported public policies which afford to children and youth maximum protection from unwholesome influences such as pornography and obscenity. Making these messages available ONLY through affirmatively elected paid private access is the sole remedy currently available which would provide such protection.

The caller is billed a fee of twenty cents to two dollars for each 976 IAS call, plus any applicable toll charges, either within an area code or for long distance calls to other areas. Like other calls, 976 calls may be charged to a number other than that being used to place the call. Figures compiled by the phone companies indicate that more than 25% of all IAS calls are to “adult entertainment” numbers and that these calls account for 60% to 75% of total revenues from the IAS customer charges. At the present time, the 976 IAS message access is included in the service package for all subscribers of participating telephone companies, and the telephone company charges a fee for deletion of the service. All 976 numbers are accessible to anyone able to use a phone.

It is unfair and improper for a service system such as a telephone company to cooperate in promoting the exploitation of children’s innocence. It is anomalous that the telephone company can so use its equipment to allow children to create a binding financial obligation on their parents, when they could not otherwise create such an obligation without parental consent.

To Historical file by action of the Board of Managers - February 1998
Reason: Resolution sent to National PTA is duplicate of the resolution “Regulation of 976 Information Access Service.”
WHEREAS, Alcohol consumption during pregnancy may cause irreversible damage to the developing fetus, including mental retardation, facial abnormalities, joint defects and small size and weight, collectively known as Fetal Alcohol Syndrome (FAS); and

WHEREAS, Fetal Alcohol Syndrome is one of the three leading causes of birth defects and is the only one of the three that is preventable by simply not drinking during pregnancy; and

WHEREAS, The overwhelming consensus of medical opinion has found an association between alcohol consumption, even in moderate amounts, and birth defects. As a result, in 1981 the Surgeon General of the United States advised women who were pregnant or contemplating pregnancy not to consume any alcohol; and

WHEREAS, Alcohol is the only known TERATOGEN (an agent that harms the fetus) that is not labeled, requires no prescription and carries no warning; and

WHEREAS, Posting warning signs at the point-of-sale of alcoholic beverages is an effective way to reach the public with the message that pregnancy and alcohol don’t mix; now therefore be it

RESOLVED, That the California State PTA, its districts, councils and units promote an educational awareness program through meetings, bulletins and workshops, to educate parents, students, teachers and communities about the dangers of alcohol consumption during pregnancy; and be it further

RESOLVED, That the California State PTA seek and support legislation that would require establishments selling alcoholic beverages to post signs warning that drinking alcohol during pregnancy can cause birth defects; and be it further

RESOLVED, That the California State PTA urge its districts, councils and units to seek and support county and city ordinances that would require establishments selling alcoholic beverages to post signs warning that drinking alcohol during pregnancy can cause birth defects; and be it further

RESOLVED, That the California State PTA recommend that the National PTA urge the Food and Drug Administration to adopt regulations requiring warning labels on alcoholic beverages; such labels to include the information that alcohol is a know teratogen and causes birth defects; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration at the June 1986 National PTA Convention.

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Continued on next page
BACKGROUND SUMMARY
Because of the permanent and pervasive nature of alcohol-related birth defects, a concerted effort is needed to educate and raise public awareness of this problem. PTA is in an ideal position to promote education regarding the damaging effects of alcohol consumption on the fetus during pregnancy.

In a recent national survey on public awareness of alcohol’s effect on the unborn fetus, one-third of the adult population of the United States had never heard that alcohol could have adverse effects on unborn babies. Among women of childbearing age, over 20% had never heard that alcohol could affect their unborn children.

Fetal Alcohol Syndrome (FAS) is a specific pattern of defects seen in children of women who drink alcohol during pregnancy, at the time of conception, or at any time during pregnancy. Alcohol quickly passes through the placental barrier, so the blood alcohol level of the fetus is the same as the mother’s. Alcohol causes depression of the mother’s central nervous system. At the same time, it depresses the fetus’ central nervous system, just when it’s in the crucial developmental stage. The cost of treating alcohol-related birth defects is staggering, running over $1.5 billion a year. FAS ranks behind only Down’s Syndrome and Spina Bifida and is the only one of the three that is preventable, simply by not drinking during pregnancy.

The U.S. Surgeon General, the American Medical Association and the National Institute on Alcoholism are among the organizations which officially recommend abstinence from alcohol during pregnancy. Many pregnant women cannot obtain information from their physicians early enough in their pregnancies to avoid damage to the fetus. According to Marian Sanmaier of the National Women’s Health Network, as many as 20% nationwide “Receive no prenatal care at all during the crucial first trimester of pregnancy. Among teenagers, the problem is even more acute.”

Posting warning signs at the point-of-sale of alcoholic beverages and the labeling alcoholic beverage containers are effective ways to reach the public. Posting warning signs legislation has been successfully implemented in New York City, New York, Washington, D.C., Columbus, Ohio and Philadelphia, Pennsylvania.
FIELD TRIPS - INSURANCE COVERAGE
Adopted by Convention Delegates May 2, 1975

WHEREAS, Field trips can provide valuable learning experiences outside the physical structure of the school; and

WHEREAS, Many individual school districts require volunteer drivers to carry minimum public liability insurance and be liable for any damages; and

WHEREAS, The California Education Code (Section 1082) states that a governing board of a district conducting a field trip is required to provide or make available medical and/or hospital service for pupils injured while participating in such field trips, or provide accident insurance the cost of which may be paid by the district or the insured pupil or his parents or guardian; and

WHEREAS, In many school districts the cost of this insurance is paid by the individual rather than the governing board of the district; now therefore be it

RESOLVED, That all local units, councils and districts investigate the school district insurance as it may apply to the liability of volunteer drivers and notify the PTA as an organization and particularly PTA volunteer drivers of their findings; and be it further

RESOLVED, That all parents be urged to carry insurance adequate to cover their children in the event of an accident occurring on a field trip.

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Delegates voted to send this resolution to the 1975 National PTA Convention.

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**To Historical file** by action of the Board of Managers – January 2007

**Reason:** We now have PTA insurance guidelines that address field trips, so the resolution is no longer current.
FIRE SAFE CIGARETTES
Adopted by Board of Managers May 1983

WHEREAS, The Palo Alto Council of PTA’s and the Sixth District PTA have expressed serious concern to the State Board of Managers about the hazards to children and youth regarding cigarettes that have not been made fire safe; and

WHEREAS, The California State PTA supports legislation to prevent, control or eliminate hazards to the health, safety and well-being of all children and youth; and

WHEREAS, PTA has a history of supporting legislation which would restrict the availability of cigarettes to children and youth; and

WHEREAS, The National and California State PTAs conducted an educational program for students on the hazards of cigarette smoking; therefore be it

RESOLVED, That the Board of Managers of the California State PTA support legislation requiring all cigarettes to be fire safe; and be it further

RESOLVED, That this action be reported to delegates assembled at the annual convention being held in San Diego, May 1983.

To Historical file by action of the Board of Managers – July 2012
Reason:
WHEREAS, First Aid and/or C.P.R. has saved many lives; and
WHEREAS, First Aid and/or C.P.R. classes are often available as a public service; and
WHEREAS, PTA believes that training in emergency services is vital to individual citizens, the community and the nation; and
WHEREAS, Education Code, Section 51202 (1977) states, “The adopted course of study shall provide instruction at the appropriate elementary and secondary grade levels and subject areas in…emergency first aid instruction…and C.P.R. when appropriate equipment is available”; therefore be it

RESOLVED, That the California State PTA encourage units, councils and districts to promote the First Aid and/or C.P.R. program, and to provide information as to where and when First Aid and/or C.P.R. classes are held; and be it further
RESOLVED, That the California State PTA encourage school district governing boards to provide First Aid and/or C.P.R. training and certification for the school staff every year; and be it further
RESOLVED, That the California State PTA encourage school district governing boards to include First Aid and/or C.P.R. training at the appropriate elementary and secondary grade levels and subject areas in the school curriculum every year; and be it further
RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National convention in 1979.

BACKGOUND SUMMARY
Cardiopulmonary resuscitation was first performed in 1961, and in 1973 the National Academy of Science-National Research Council and the American Heart Association jointly announced that “C.P.R. training programs must be extended to the general public.”

Studies conducted on the Seattle C.P.R. program showed that; bystander initiated C.P.R. attempts quadrupled; the mortality rate from heart attacks declined; brain damage was reduced; victims had markedly increased rapidity of consciousness; and more than one-third of the out-of-hospital resuscitations were started by bystanders.

The California State PTA has been concerned with comprehensive health education as an integral and basic part of the school curriculum. The National Congress of Parents and Teachers, Inc., has supported the inclusion of various health topics in the school curriculum.

To Historical file by action of the Board of Managers - February 1998
Reason: Updated by a newer convention resolution, “First Aid and/or Cardiopulmonary Resuscitation (C.P.R.).” adopted in 1987
WHEREAS, One of the objects of the PTA is to promote the welfare of children and youth; and

WHEREAS, Since 1952, the National PTA has urged local PTAs to advocate fluoridation of community water supplies in order to make this health measure available to all children; and

WHEREAS, Dental caries (tooth decay) is the most common health problem of children, affecting over 84% by the time they graduate from high school. The effects of tooth decay include pain, suffering, infection and tooth loss, as well as nutritional impairment, psychosocial problems, loss of time and productivity at school and work and great financial burden; and

WHEREAS, Fluoride is a naturally occurring element in nature, is found in all water at varying levels, and has been shown to reduce tooth decay 20-40% when at optimum concentrations. Fluoridation is the single most cost-effective public health measure to prevent tooth decay with lifetime benefits; and

WHEREAS, Fluoride has been linked to the prevention of otosclerosis, a disease of the middle and inner ear which causes a loss of hearing; and

WHEREAS, Extensive scientific studies over the past forty-five years have documented the safety and effectiveness of fluoridation; and

WHEREAS, California ranks 48th among the 50 states, with only 17% of the populace protected from dental caries by water fluoridation compared with 54% nationally. The U.S. Public Health Service targets oral health as a national priority and seeks to have 75% of the population receiving optimal levels of fluoride through community water systems by the year 2000; and

WHEREAS, Fluoridation of the public water supplies has been endorsed by the world health organization and by over 80 national and international organizations concerned with improving health; now therefore be it

RESOLVED, That the California State PTA urge its units, councils and districts to inform and educate parents concerning the benefits of fluoridation; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to encourage communities to initiate and support fluoridation activities; and be it further

RESOLVED, That the California State PTA support statewide fluoridation efforts; and be it further

RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at its convention.

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Continued on next page
BACKGROUND SUMMARY

Dental disease is a serious health problem affecting millions of children in California and throughout the nation. Tooth decay is the most common health problem of childhood. By the time youth graduate from high school, over 84% will have had tooth decay. The adverse effects extend well beyond the severe pain of a toothache and the inability to chew food, to more serious health consequences including permanent tooth loss, severe, systemic infections, psychosocial problems, impaired nutrition and weight loss and disfigurement.

Dental disease costs Californians an estimated 3.8 billion dollars annually, with over 590 million tax dollars spent on Medi-Cal dental care in 1994. Dental disease is the most common and costly referral in the state’s screening and treatment program for low income children.

Fluoride is a naturally occurring element present in water in varying amounts. Water fluoridation is the process of adjusting the natural level of fluoride to an optimal concentration for protection against tooth decay. Extensive studies over the past forty-five years consistently show the effectiveness of water fluoridation in reducing tooth decay by 20-40% in primary and permanent teeth of children and adolescents. Research also demonstrates that adults benefit from water fluoridation with a 25% reduction in tooth decay. In communities where fluoridation has ceased, tooth decay has risen as much as 100%.

Since its introduction in 1945, the safety of fluoridation has been verified in numerous studies. A recent comprehensive Public Health Service review of the benefits and potential health risks of fluoride has reconfirmed that the practice of fluoridating community water supplies is safe and effective.

Water fluoridation has been found to be by far the most cost-effective method of preventing tooth decay. In a lifetime, the average total cost of water fluoridation to an individual amounts to the cost of one dental filling. This reduction of physical suffering and financial expense for our children and all people would be significant. For every dollar invested in fluoridation, an estimated $80 in dental treatment costs would be saved. While dental decay is reduced by fluoridated toothpaste and mouthrinses, professional fluoride treatments and fluoride dietary supplements, fluoridation of water is the most cost-effective and comprehensive method.

Fluoridation is endorsed by more than 80 recognized organizations, including the AFL-CIO, American Academy of Pediatrics, American Dental Association, American Medical Association, American School Health Association, American Water Works Association, California Department of Health Services, California Medical Association and California Dental Association, National Centers for Disease Control, National Education Association, U.S. Environmental Protection Agency and the World Health Organization.

The U.S. Public Health Service targets oral health as a national priority and seeks to have 75% of the population receiving optimal levels of fluoride through community water systems by the year 2000. Nationally, 54% of the population in 9600 communities currently receives the benefits of fluoride. However, in California the percentage is only 17%, and of the 100 largest cities in the nation not fluoridated, 95 are in California.

Continued on next page
Fluoridation of California Public Water Supplies – continued

The research that has been published on the positive effect of moderate-dosage sodium fluoride on otospongiosis (otosclerosis) is abundant and positive. Clinical research of fluoride effects on bone, and on otospongiotic bone in particular, have provided definite evidence of its beneficial effect in moderate dosages, promoting maturation of spongiotic bone in the cochlear capsule, thus slowing or arresting progression of sensorineural hearing loss.

This resolution supports fluoridation as a proven, low-cost, safe, and effective method of reducing or eliminating dental caries and otosclerosis and their subsequent long-term, costly, painful and negative consequences.

To Historical file by action of the Board of Managers – February 2015
Reason: Applied to past circumstance. The Division of Drinking Water has been established to regulate public drinking water systems in California.
FULL FEDERAL FUNDING FOR SERVICES TO IMMIGRANTS
Adopted by Board of Managers March 1993

WHEREAS, The United States was founded by immigrants seeking a better life for themselves and their families; and

WHEREAS, America continues to offer a home to immigrants, as well as a safe harbor for refugees fleeing oppression and persecution; and

WHEREAS, Some of the nation’s immigrants and refugees have special needs which require government assistance in order to facilitate rapid assimilation; and

WHEREAS, The nation’s immigration and refugee policies, set by the federal government, acknowledge these needs by requiring that the new residents have access to medical, public assistance and other services that are provided to U.S. citizens by state and local governments; and

WHEREAS, California, home to 54 percent of the nation’s Immigration Reform and Control Act (IRCA) immigrants, nearly 40 percent of the nation’s refugees and more than 50 percent of the nation’s undocumented immigrants, recognizes the importance of health and welfare services to these new residents; and

WHEREAS, Along with the mandate to provide services, the federal government recognized the cost of such services, and promised to provide financial support to the states and is morally obligated to reimburse the states for the full cost of services mandated by federal law; and

WHEREAS, The cornerstone of the federal-state relationship must be fairness and honesty. California is looking to Congress and the Clinton Administration to forge a new relationship with the states, one that honestly recognizes the financial strain imposed by federal mandates without fair compensation; and

WHEREAS, The nation as a whole benefits from the social and economic contributions of these new residents, the cost of assimilating immigrants and refugees should be borne by all Americans; and

WHEREAS, Governor Wilson has asked the federal government to pay California $1.45 billion for services mandated on state government by federal immigration and refugee legislation; and

WHEREAS, In a bipartisan effort, the Governor has joined with members of the Legislature of the state of California and the California delegation to the Congress of the United States to ask the Clinton Administration and the leadership in Congress to provide from the 1994 federal budget allocations, full funding of the costs borne by California for providing Federally mandated services; and

WHEREAS, If the state does not receive the requested federal funding, reductions will have to be made to important state programs causing undue hardship for millions of Californians; now therefore be it

Continued on next page
RESOLVED, That the California Congress of Parents, Teachers, and Students, Inc. respectfully urges the President and the Congress of the United States to provide California with full funding for services provided to immigrants and refugees as a result of federal immigration and refugee policies.

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To Historical file by action of the Board of Managers – March 2003
Reason: No longer valid due to political changes.
WHEREAS, California business, industry and society depend upon and need a well-educated citizenry in order to compete successfully in the national and world market places; and

WHEREAS, The failure to properly provide revenues necessary for a quality public school system that is able to educate students for a technology and information-based society raises serious questions about California’s future economic health and stability; and

WHEREAS, California ranks 27th among the states in its expenditures per pupil, even though it ranks sixth in the nation in per capita income and 12th in the nation in total governmental expenditures per capita; and

WHEREAS, The changing demographics and public expectations regarding education have placed new demands on K-12 education; and

WHEREAS, Over one-third of the State General Fund is appropriated for support of K-12 education and the Expenditure Limitation will place severe constraints on State appropriations for education; and

WHEREAS, The California State PTA has recognized the need to determine and secure an adequate level of funding for K-12 public education; and

WHEREAS, The California State PTA belongs to and chairs Citizens for Education and the coalition has commenced research to determine the viability of an initiative for the November 1988 ballot to provide adequate long-term funding for K-12 education; and

RESOLVED, The California State PTA continue to work as part of Citizens for Education and fully support the coalition’s effort to determine:

1. If a successful campaign can be conducted to secure adequate long-term funding through legislation or by initiative; and
2. What provisions should be included in such legislation or initiative.

To Historical file by action of the Board of Managers – March 2005
Reason: Outdated.
HONORARY LIFE MEMBERSHIP PROGRAM, NAME CHANGE OF
Adopted by Convention Delegates May 2, 1973

WHEREAS, The term “Honorary Life Membership” is misleading and inappropriate, causing much misunderstanding to the press and general public; and

WHEREAS, The name of the individual award has recently been changed from Honorary Life Membership to Honorary Service Award; therefore be it

RESOLVED, That the name of the California State PTA program of student loans and scholarships be changed from Honorary Life Membership Program to Honorary Service Award Program.
WHEREAS, The title of Honorary Life Membership does not indicate clearly that it is a recognition for meritorious service to children and youth, and

WHEREAS, The title of Honorary Life Membership is misleading and frequently misunderstood, and

WHEREAS, The award does not confer upon the recipient the benefit of paid membership for life; therefore be it

RESOLVED, That the award now called the Honorary Life Membership be called the Honorary Service Award, which title would be more meaningful and in keeping with the newly established Continuing Service Award.
WHEREAS, School food services have been established to provide young people with nutritious meals; and

WHEREAS, Research has demonstrated that adequately nourished children are better able to achieve their full potential both physically and mentally; and

WHEREAS, Schools should encourage students to develop proper lifelong eating habits by offering well balanced, properly prepared and appealing foods; and

WHEREAS, Federal and state funds are available for the purpose of providing nutritious meals to all children at lowered costs to schools; now therefore be it

RESOLVED, That PTA units, councils and districts encourage school district governing boards in the continuing effort to encourage students to develop proper lifelong eating habits and maintain high nutritional quality and attractiveness of food served in the schools.

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BACKGROUND SUMMARY
School lunch programs have been a continuing concern of California State PTA. In May 1974, the State PTA voted to support the Child Nutrition Act of 1974 which authorizes school districts to apply for state and federal funds for paid, reduced-price or free breakfast and lunch for pupils and also authorizes state funding for nutrition education programs. Since 1944, the National PTA has supported the National School Lunch bill.

The Food Research and Action Center in New York recently made the following statement: “It is no revelation that children go hungry in America or that malnutrition affects their ability to learn. But recent scientific findings are making it increasingly clear to medical and educational authorities that widespread hunger in the morning severely affects the health and education of American school children. Children throughout the country and from all economic sections of society—but particularly poor families—are missing their morning meals, thereby impairing their ability to learn. Consequently, many educators and administrators have learned that food, in the form of breakfast, is a pivotal step in the educational process, a step so essential that all other steps may be futile without it, but a step that is currently neglected by many youngsters.”

NOTE: Some of the detail in the background summary above lends itself to the proposed second Resolved which was deleted by convention delegates. The proposed Resolved read as follows but is a part of the resolution as adopted: “Resolved, That the California State PTA endorse and lend support to the expansion of the present statewide child nutrition program the main objective of which will be to make available a nutritious breakfast to every pupil in the public schools in California.”

To Historical file by action of the Board of Managers - February 1998
Reason: Expanded and updated by the 1991 convention resolution “School Nutrition Programs: Improvement and Expansion”
IMPROVEMENT OF COMMUNICATION ON LEGISLATIVE MATTERS
Adopted by Convention Delegates May 7, 1965

WHEREAS, The California Congress of Parents and Teachers has received several communications and resolutions pertaining to present procedures as they relate to legislative study and action; and

WHEREAS, The content of these resolutions conflicts with the PTA Objects, bylaws, policies, or legislation platform, they are not being presented to the Convention delegates; and

WHEREAS, The California Congress of Parents and Teachers has received suggestions for improving methods of communication between the Board of Managers, the districts, councils and units as they relate to legislative study and action; and

WHEREAS, The California Congress of Parents and Teachers is earnestly desirous of meeting the needs and reflecting the wishes of its members; therefore be it

RESOLVED, That the delegates to the 1965 State Convention in San Diego recommend that the legislation committee of the California Congress of Parents and Teachers continue and intensify its in-depth study of legislation procedures, and methods to improve communication between the Board of Managers, the districts, councils, units, and members concerning organizational positions taken by the California Congress of Parents and Teachers on State ballot measures.

To Historical file by action of the Board of Managers – March 2003
Reason: Outdated.
K-12 TRAFFIC SAFETY EDUCATION
Adopted by Convention Delegates May 2, 1975

WHEREAS, The National PTA Statement of Principles in the section on Safety states: “We believe that all children and youth should have an education that develops safe habits and attitudes, and should live in an environment free from avoidable physical hazards”; and

WHEREAS, Education Code Section 8503 states: “The adopted course of study shall provide instruction at the appropriate elementary and secondary grade levels and subject areas in personal and public safety…”; and

WHEREAS, Public Law 89-564, Highway Safety Act of 1966, states: “Every state shall have a traffic safety program…”; and

WHEREAS, The California Traffic Safety Education Task Force has developed Phase I, “Development of a Comprehensive Plan,” for the California Traffic Safety Education Program; and

WHEREAS, The need for such a program still exists at all grade levels; and

WHEREAS, Development of such meaningful programs may not always be possible in every school district; now therefore be it

RESOLVED, That the California State PTA, its districts, councils and local units urge the State Department of Education, the State Board of Education and the Office of Traffic Safety to work jointly in making available appropriate elementary and secondary courses of study in traffic safety and accident prevention; and be it further

RESOLVED, That the PTA districts, councils and local units in California urge local school districts to make use of such courses in safety education.
LABELING OF MOVIES FOR AUDIENCE AGE SUITABILITY
Adopted by Convention Delegates May 5, 1966

WHEREAS, We believe with the original drafters of the Motion Picture Production Code that “The motion picture, because of its importance as entertainment and because of the trust placed in it by the peoples of the world, has special moral obligations;”; and

WHEREAS, The United States is the only major country of over 60 countries in the world which does not have some legal provision for keeping children from seeing unsuitable or harmful fare; and

WHEREAS, It is recognized by parents and critics that the Motion Picture Production Code is no longer effective as industry self-regulation, in that its provisions have been ignored or violated; and

WHEREAS, It is an accepted American principle to hold a manufacturer responsible for labeling the contents of his product; therefore be it

RESOLVED, That the California Congress of Parents and Teachers, Inc., in convention assembled, calls upon the Motion Picture Association of America and all independent producers both foreign and domestic, to label their pictures as to audience age suitability and to display this label as a guide to film-goers in all advertising for each film.
LIMITING DANGEROUS DRUG PROTECTION
Adopted by Convention Delegates May 7, 1971

WHEREAS, The NCPT is on record as urging studies of regulations needed to control distribution and sale of dangerous substances, and

WHEREAS, Some American drug companies manufacture an oversupply of dangerous drugs; and

WHEREAS, It is a documented fact that the oversupply of drugs shipped to foreign countries finds its way back to the United States by illegal means; and

WHEREAS, This oversupply makes it easier to obtain these substances which are harmful to mental and physical well-being; now be it

RESOLVED, That the California PTA and the National PTA urge the proper authorities to study the quantity of these drugs which is needed to meet the legitimate medical needs and to ascertain the quantity now being produced in excess of these needs; and be it further

RESOLVED, That PTA urge the authorities to develop the necessary regulations to effectively control the over-production; and be it further

RESOLVED, That PTA urge authorities to implement regulations which would effectively control the traffic of these drugs domestically and to and from foreign countries.
WHEREAS, The National PTA believes that children and youth are this country’s most precious resource; and

WHEREAS, The National PTA Statement of Principles states that all children and youth should live in an environment free from any avoidable physical hazards; and

WHEREAS, The National PTA adopted a resolution in 1980 on Hazardous Waste Management which did not include the problems and dangers of site selection; and

WHEREAS, Current practices in the production, transportation, storage, disposal, regulation, enforcement and cleanup of hazardous materials have proven to be ineffective; and

WHEREAS, Families have been evacuated and schools closed as a result of toxic contamination endangering the health, safety and general welfare of communities as a whole; therefore be it

RESOLVED, That the National PTA renew its commitment to educate parents to the health hazards from exposure to toxic/hazardous materials, by forming study groups; and be it further

RESOLVED, That the National PTA, its states, districts/regions, councils and units support legislation that mandates transportation, storage, treatment or disposal facilities of toxic/hazardous materials be located away from new or established residential or agricultural areas, and, conversely restricts building permits for development in the vicinity of existing toxic/hazardous waste sites; and be it further

RESOLVED, That the National PTA, its states, districts/regions, councils and units urge the state and federal governments to be more conscientious in the surveillance and enforcement of laws regarding the management of toxic/hazardous materials.

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BACKGROUND SUMMARY

Current practices of production, transportation, storage, disposal, regulation, enforcement and cleanup of toxic/hazardous materials have proven inadequate for the protection of health and safety in our communities.

There are numerous facilities storing toxic/hazardous materials located near populated areas which have caused health problems for our citizens.

To Historical file by action of the Board of Managers – February 2015

Reason: Applied to past circumstance. California’s hazardous waste management standards are stricter and more intricate than the federal rules.
LOWERING OF 66-2/3 VOTE ON SCHOOL AND LIBRARY BONDS
Adopted by Convention Delegates May 9, 1968

WHEREAS, The ownership of property is no longer necessarily related to the ability to pay; and
WHEREAS, The difficulty of educational bond financing is increasing in every area of the State; and
WHEREAS, Educational bond financing is one of the few remaining areas where the will of the minority of voters may defeat the majority of voters; and
WHEREAS, The policies of the California Congress of Parents and Teachers are predicated upon adequate financing for increasingly complex educational benefits; therefore be it

RESOLVED, That the California Congress of Parents and Teachers support legislation to lower the requirement of 66 and 2/3 presently necessary to pass school and library bonds.

To Historical file by action of the 1999 Convention delegates.
Reason: Updated and replaced by 1999 Convention delegates.
WHEREAS, The California State PTA believes all children are entitled to the basic necessities in food, shelter, safety and the opportunity to develop their full potential; and

WHEREAS, The California State PTA believes that the cost of adequately funding basic necessities should be calculated from the actual cost of living; and

WHEREAS, The California State PTA believes all children should have access to basic health care; and

WHEREAS, One in four children in California has no health coverage through either public or private insurance; and

WHEREAS, Counties in California have the responsibility to administer local health and welfare programs for children and families (Chapter 818, Statutes of 1991); and

WHEREAS, Counties receive specific, although limited, revenues to fund these programs, but have full discretionary budget powers; and

WHEREAS, The California State PTA is committed to ensuring an equal educational opportunity for all children in public schools; and

WHEREAS, The California State PTA believes that public funds should be allocated only to public schools; now therefore be it

RESOLVED, That the California State PTA seek and support legislation to ensure all California children have access to the basic necessities of life through state programs and services, the funding of which is based on the actual cost of living in the various regions of the state; and be it further

RESOLVED, That the California State PTA seek and support legislation to provide equal access to health care (including immunizations) for children, youth and pregnant women; and be it further

RESOLVED, That the units, councils and districts of the California State PTA seek and support local budget allocations in their respective communities to ensure adequate local funding for locally based children’s services; and be it further

RESOLVED, That the California State PTA continue to support and seek legislation that ensures equal access to an excellent education in the public schools for all children and youth in California.

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BACKGROUND SUMMARY

For children, in many ways it is now the worst of times. Despite the unprecedented growth in wealth during the 1980s, the number of poor children in this country increased by more than two million. Twenty percent of all children in this country are poor. By 1989 almost five million children lived in families that had incomes at less than half the federal poverty line. (Half the federal poverty line is just under an annual income of $5,000 for a family of three.)

If there were a city of California’s poor children, it would be the second largest in the state – second only to Los Angeles. One in five California children live in poverty. The percentage of children living on poverty increased 41% between 1980 and 1990. A minimum of 190,000 children in California are homeless – and the numbers are growing rapidly.

One in every eight children in the U.S. lives in California. They are increasingly ethnically and racially diverse.

One-fifth drop out of high school or do not graduate on time. California has more children per classroom than any state except Utah.

Over one-half of all California’s two-year-olds are not adequately immunized against childhood diseases. California has the highest teen pregnancy rate of any state in the nation. Nearly 64,000 15- to 19-year-olds delivered babies in 1989.

There are more children waiting for subsidized child care program slots than are in existing programs. One in every 100 California children is removed from home, typically to be placed in foster care, an increase of 55% over the past four years.

Ours is the only NATO nation where children in the cities go to bed at night with the sound of gunfire. (George Will, syndicated columnist.)

We have seen, over the years, failed programs and a criminal waste of resources that could have been better and more wisely used on behalf of our children. The results have been tragic for California’s children and for children throughout the nation. But, children do not vote nor do they make political contributions.

PTA, since its founding, has been concerned for the “whole child” – his health, safety, education and general well-being. In a time of shrinking resources in our state and worsening conditions for our children, we must reiterate PTA’s concern for the “whole child” and rededicate ourselves to the hard work necessary to MAKE CHILDREN FIRST.

To Historical file by action of the Board of Managers – April 2015
Reason: Applied to past circumstance. The information is outdated referring to children’s access to health care.
MANDATORY SCHOOL DESEGREGATION
Adopted by Convention Delegates May 10, 1979

WHEREAS, PTA is committed to integration and to the preservation of public education; and

WHEREAS, The California State Supreme Court held, as part of its decision on Crawford vs. the Board of Education (Los Angeles Unified School District, June 1976) that school districts throughout California are required to desegregate regardless of the de jure or de facto nature of the causes of said segregation; and

WHEREAS, The California State Board of Education (1978) has adopted regulations requiring school districts to plan for desegregation regardless of the de jure or de facto nature of the causes of said segregation; and

WHEREAS, In some school districts, distances between schools of differing racial and/or ethnic populations may be so great as to create substantial difficulties in the transportation of students to achieve desegregation; and

WHEREAS, Such difficulties may result in the substantial loss of students of all racial and ethnic groups from the affected schools and/or districts which will eventually cause the resegregation of schools and undermine the public school system; and

WHEREAS, Recent decisions of the United States Supreme Court have tended to limit the requirement for desegregation to those schools which have been segregated as a result of racially discriminatory action and/or policy on the part of school district governing boards; and

WHEREAS, The United States Supreme Court has held “that mandatory desegregation may be extended across school district boundaries when it is established that racially discriminatory acts of the other districts had caused inter-district segregation, or that district lines had been deliberately drawn on the basis of race”; and

WHEREAS, The United States Supreme Court has further held that “a metropolitan remedy might seriously disrupt the state’s structure of public education involving a large scale measure of local control and would give rise to many problems as to large-scale busing of students, financing and administration”; therefore be it

RESOLVED, That the California State PTA seek and support an amendment to the California State Constitution that would:

A. Direct and limit the scope of mandatory desegregation plans and/or court orders that mandate the reassignment of students only to plans and/or court orders that remediate the harm of de jure segregation;

B. Make such mandatory desegregation plans and/or court orders applicable only to those schools whose segregated status is due to intentionally discriminatory action, whether those schools comprise all or a designated portion of a school district; and be it further

Continued on next page
Mandatory School Desegregation - Continued

RESOLVED, That the California State PTA seek and support legislation which would limit inter-district and/or metropolitan mandatory desegregation plans and/or court orders to those regions where it is established that:

A. Racially discriminatory acts of the other districts had caused inter-district segregation; or

B. District lines had been deliberately drawn on the basis of race.

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BACKGROUND SUMMARY

Under the State Board of Education regulations “Plans to Alleviate Racial and Ethnic Segregation of Minority Students” (California Administrative Code, Title 5, Sections 90-101), all school district governing boards in California are required to identify segregated schools and schools in danger of becoming segregated, and to plan for their desegregation.

These regulations are based on the California State Supreme Court decision, Crawford v. Board of Education (Los Angeles, June 1976), in which the Court stated: “that school boards in California bear a constitutional obligation to take reasonably feasible steps to alleviate school segregation regardless of its cause.”

However, the United States Supreme Court in its recent opinions has held that a constitutional violation must be shown and “once a constitutional violation is found, a federal court is required to tailor the scope of the remedy to fit the nature of the violation.” (Dayton Board of Education v. Brinkman, June 1977.) The majority opinion (by Justice Rehnquist) also stated: “...only if there has been a systemwide impact may there be a systemwide remedy.”

In another case (Austin Independent School District v. United States, December 1976), Justice Powell, in writing the majority opinion, stated: “I do not suggest that transportation of pupils is never a permissible means of implementing desegregation...the extent of an equitable remedy violation. Thus, large-scale busing is permissible only where the evidence supports a finding that the extent of integration sought to be achieved by busing would have existed had the school authorities fulfilled their constitutional obligations in the past. Such a standard is remedial rather than punitive, and would rarely result in the wide-spread busing of elementary-age children. A remedy simply is not equitable if it is disproportionate to the wrong.”

Regarding inter-district or metropolitan desegregation, in the landmark Detroit decision (Milliken v. Bradley, July 1974), Chief Justice Burger delivered the opinion of the Court, and it was held that a federal court order could not properly impose a multi-district, area-wide remedy to a single district de jure segregation problem unless it was first established that unconstitutional racially discriminatory acts of the other districts had caused inter-district segregation, or that district lines...had been deliberately drawn on the basis of race.

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Chief Justice Burger also stated: “Boundary lines may be bridged where there has been a constitutional violation calling for inter-district relief, but the notion that school district lines may be casually ignored or treated as a mere administrative convenience is contrary to the history of public education in our country. No single tradition in public education is more deeply rooted than local control over the operation of schools; local autonomy has long been thought essential both to the maintenance of community concern and support for public schools and to quality of the educational process.”

One school district in California currently under a mandatory desegregation court order has dropped from a 34.5% Anglo enrollment to an Anglo enrollment fast approaching 20%. A PTA district affected by this same desegregation plan has lost one-third of its membership in the past two years. Membership dropped by 14,000 in the year of planning for desegregation and dropped another 30,000 in the first year of implementation of desegregation (1976-77, 104,000; 1977-78, 90,000; 1978-79, 60,000).

As Justice Powell stated (Austin v. United States): “The individual interests at issue here are as personal and important as any in our society. They related to the family, and to the concern of parents for the welfare and education of their children—especially those of tender origin, or economic status. It also is to be remembered, in granting equitable relief, that a desegregation decree is unique in that its burden falls not upon the officials or private interests responsible for the offending action but, rather, upon innocent children and parents.”

To Historical file by action of the Board of Managers - October 1998

Reason: No longer a relevant PTA issue.
MANDATORY USE OF MOTORCYCLE SAFETY HELMET
Adopted by Convention Delegates May 10, 1974

WHEREAS, The third Object of PTA is: “To secure adequate laws for the care and protection of children and youth”; and

WHEREAS, The ninth General Principle of the Legislative Platform of the California State PTA is: “To prevent, control or eliminate hazards to the health and well-being of all children and youth”; and

WHEREAS, The increased popularity and use of motorcycles has caused an upsurge in the number of related injuries; and

WHEREAS, The human head is extremely vulnerable to injury if unprotected; and

WHEREAS, There is no compulsory requirement for motorcyclists to wear safety helmets while riding in the state of California; now therefore be it

RESOLVED, That the California State PTA:

1. Support legislation mandating the use of approved safety helmets for all motorcycle riders, including passengers, in the state of California;

2. Urge parents, youth leaders, educators, and all other responsible citizens to actively support this drive for reduction of head injuries as a result of motorcycle accidents;

3. Call upon local units to support state and community action affirming the mandatory use of safety helmets by motorcycle riders and passengers.

To Historical file by action of the Board of Managers – February 2014
Reason: Applied to past circumstance. The purpose of the resolution has been met with the passage of motorcycle rider safety laws.
WHEREAS, The primary Object of PTA is “To promote the welfare of children and youth in home, school, church, and community”; and

WHEREAS, The National PTA supports efforts to make the mass media enriching experiences in the lives of children and youth rather than detrimental and possibly harmful; and

WHEREAS, The problem of violence among the youth in California and our nation continues to be an increasing problem; and

WHEREAS, The motion picture industry seems to be preoccupied with the graphic portrayal of sex and violence; and

WHEREAS, Many motion pictures end without any retribution for criminal acts thereby glamorizing the criminal and the criminal life style; and

WHEREAS, Parents are disturbed about the excessive use of profane and obscene language in some current films; and

WHEREAS, Children are affected by cruelty to animals; and

WHEREAS, The casual and indiscriminate use of drugs has been portrayed as normal and desirable behavior; and

WHEREAS, The PG rating has been granted to recent films that emphasize excessive violence, sadism, explicit sex, profane language and cruelty to animals; therefore be it

RESOLVED, That the California State PTA urge the Motion Picture Association of America to clarify its PG category of the rating system by using the following designations:

- PG-V (for violence),
- PG-S (sex),
- PG-L (profane or obscene language),
- PG-C (cruelty to animals),
- PG-D (drugs); and be it further

RESOLVED, That the California State PTA and its constituent organizations strengthen their efforts in promoting wholesome films for children and youth and in urging the mass media to carry PTA movie reviews; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA convention.
WHEREAS, The 33rd District of the California State PTA submitted a proposal in May 1974, for reconsideration of convention representation at National Convention; and

WHEREAS, The California Congress of Parents and Teachers appointed a special committee to study this proposal and send its findings with recommendations to the National PTA in early 1975; and

WHEREAS, The National PTA referred the proposal to a committee which has not to date reported back to the California State PTA; now therefore be it

RESOLVED, That the California State PTA in convention, May 1976, officially requests that the study for the equity of National Convention representation be completed by the National PTA Board of Managers; and be it further

RESOLVED, That the National PTA Board of Managers recommendation be placed on the agenda of the National PTA Convention to be held in Anaheim, May 1977, for consideration by, and vote of the delegate body.

This resolution was referred to the National PTA Board of Managers

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BACKGROUND SUMMARY

EXTRAPOLATION FROM GRAPHS:

1. The host state has in each case overwhelming delegate strength in comparison with their own strength from previous years, and in comparison with other states. The only exceptions are the close alliance of Texas and Oklahoma - both from the same region; and New York and New Jersey in 1972 (different regions but obviously geographically attached).

2. With New York and New Jersey being the only exception, the host state has had in the past six years at least twice the delegate strength of the next largest state, and in most years far more.

3. The national convention has been held four times in the last five years in Region VI (Louisiana, Oklahoma, Missouri and Texas). This gives one specific geographical region (and concomitant parallel) an unbalanced influence on national philosophy.

4. The smaller states in general have not increased their delegate strength in the past six years to any significant degree; their voice remains minor in voting effectiveness; therefore, the “central” location has not been of service to them.

Continued on next page
5. Examples: 1970- Oklahoma had 46 delegates in New Orleans  
1971- Oklahoma had 306 in Oklahoma City (next highest Texas 119)  
1972- Missouri had 14 in New York City  
1973- Missouri had 183 in St. Louis  
1973- Texas had 226 in St. Louis  
1974- Texas had 647 in San Antonio

POSSIBLE SOLUTIONS:
1. National conventions must be rotated through each of the eight regions with no one region having the convention more often than once every eight years.

2. Institute a larger base representation from each state regardless of size. i.e., state president and four others. Then allow additional voting delegates based on a larger segment, i.e., one voting delegate per each 5,000 members. Typically only the host state or neighboring state ever sends the number they are currently allowed - therefore, this limitation would in practice only affect the disproportionate vote from the host state or region.

3. Possibly specify that the host state and/or regional states in the host region shall not have more than ______ percent more voting delegates that year than their average delegate strength for the previous_______ (5?) years. This would also tend to encourage larger delegations in the years when a state is not the host state. In no way should this limit the number of guests, observers or convention participants, in other than national voting exercises.
WHEREAS, The motion picture is recognized as one of the major influences affecting the moral and ethical standards of young people today; and

WHEREAS, The PTA in its concern for the well-being of children and youth desires to encourage and commend production of motion pictures of high standards and good taste for both children and adults; and

WHEREAS, A resolution proposing adoption of a national annual award program for outstanding motion pictures is to be presented to the delegates of the 1966 Convention of the National Congress of Parents and Teachers in Baltimore, Maryland; now therefore be it

RESOLVED, That the delegates assembled in San Francisco for the 1966 Convention of the California Congress of Parents and Teachers do hereby go on record endorsing an N.C.P.T. annual award program for outstanding motion pictures.

NOTE: This resolution was not adopted by the 1966 National PTA convention delegates
WHEREAS, The local Parent-Teacher Association takes part in the formation of legislative policy; and

WHEREAS, There is increased interest on the part of local associations in National legislation; therefore

RESOLVED, That the National Congress of Parents and Teachers be requested to provide follow-up information for the local associations about the actions of the National Congress of Parents and Teachers Legislative committee and its advocates concerning National legislation.
NOTIFICATION OF PARENTS OR GUARDIANS WHEN
MINOR CHILDREN ARE INVOLVED IN A TRAFFIC ACCIDENT
Adopted by Convention Delegates October 13, 1977

WHEREAS, Existing laws do not require the notification to the proper law enforcement agency when a minor child is involved in a traffic accident, except in the event of major property damage or bodily injury or death; and

WHEREAS, The laws do not require the law enforcement officer at the scene to notify the responsible adult when a minor child is involved in an accident; and

WHEREAS, Children with no apparent visible injuries can be suffering from injury or shock; and

WHEREAS, Minor children may not be capable of determining whether or not they are in need of medical attention; now therefore be it

RESOLVED, That California State PTA support legislation that requires a person involved in any traffic accident affecting a minor child to report the accident immediately to the proper authority, even through there is no apparent injury to the child; and be it further

RESOLVED, That California State PTA support legislation that will require a law enforcement officer investigating any traffic accident involving a minor child to notify that child’s parent or guardian immediately.

###

BACKGROUND SUMMARY
Most parents assume that they will be notified if their minor child is involved in any traffic accident. Under existing law, however, the only requirement for notification of parents or guardians is the limited requirement as stated in Section 1600 of the California Vehicle Code. The California Vehicle Code, Section 1600, requires that any accident must be reported in which the property damage is in excess of $250 or in case of bodily injury or death of any person.

In the period immediately following an accident, a child may be free of outward symptoms when actually serious and life-threatening conditions may exist.

The enactment of legislation requiring notification of parents or guardians when minor children are involved in a traffic accident would ensure the parent the opportunity to seek medical advice as soon as possible.

To Historical file by action of the Board of Managers – January 2007
Reason: The intent of this resolution has been fully carried out.
NUCLEAR EDUCATION FOR ADULTS
Adopted by Convention Delegates May 1985

WHEREAS, The PTA, through its primary objectives, has historically advocated for the health, safety, welfare, and the quality of life for our children and youth; and

WHEREAS, Psychological studies have shown that the threat of nuclear war and its possible consequences may have a destructive effect on the well being and emotional health of some children and youth; and

WHEREAS, In 1984 the National PTA convention delegates passed a resolution endorsing nuclear education, focusing on child and student education; and

WHEREAS, The representatives of our government have a responsibility to listen to the concerns and opinions of the people before making nuclear decisions that affect all people; and

WHEREAS, The PTA recognizes that in a democracy the responsibility for decisions rests with an informed people, and that the PTA actively promotes public-awareness education on issues of deep concern to the welfare of our children; now therefore be it

RESOLVED, That the National PTA educate its membership about nuclear developments; and be it further

RESOLVED, That the National PTA use studies, forums, educational materials and programs, and work with community organizations to become knowledgeable about nuclear age education; and be it further

RESOLVED, That the National PTA develop materials and programs to enable parents to effectively address children’s fears concerning perceived nuclear dangers.

###

BACKGROUND SUMMARY
The realities of nuclear development have created the greatest potential health and environmental hazards that our children and youth have ever known.

The National Academy of Sciences has confirmed independent studies that have determined that even a limited nuclear war would result in a “Nuclear Winter” that would destroy society as we know it and our life support system.

The PTA recognizes that in a democracy the responsibility for decisions rests with an informed people. The PTA has for years advocated for education in many areas for adults as well as youth. In advocating for responsible decision-making, it is imperative that adults obtain education related to the nuclear age.

The PTA can help create an educational climate within which adults can gain knowledge about nuclear education. They must encourage nuclear information that is designed to educate, not to present a particular bias. Nuclear education must provide basic factual information which will enable adults to guide and assist children and youth in this field of education.

To Historical file by action of the Board of Managers - October 1998
Reason: No longer a relevant PTA issue.
NUTRITION EDUCATION FOR ADULTS
Adopted by Convention Delegates May 4, 1978
Reviewed by Board of Managers January 2009

WHEREAS, The California State PTA is committed to the prevention, control or elimination of hazards to the health and well-being of all children and youth; and

WHEREAS, It has been established that inadequate nutrition in the prenatal and early childhood periods can result in mental retardation and other irreversible damage; and

WHEREAS, Proper nutrition is critical to the good health of every family member; and

WHEREAS, Adults provide examples which are emulated by children and youth; and

WHEREAS, Many parents have not had the opportunity to become knowledgeable about nutritional requirements; and

WHEREAS, Parent Education has always been a major activity of the California State PTA; now therefore be it

RESOLVED, That the California State PTA encourage the development of nutrition education classes for parents and other community members; and be it further

RESOLVED, That local PTA units, councils and districts assess the need for such programs within their communities; and be it further

RESOLVED, That local PTA units, councils and districts work cooperatively with their school districts, community colleges and other community agencies to achieve this goal.

BACKGROUND SUMMARY
Parent Education is a major concern of the California State PTA.

In its statement on Nutrition Education adopted May 1974, the following excerpts highlight the importance of Nutrition Education for Adults:

“That adequate nutrition is necessary for optimum physical, behavioral and intellectual development of each individual.”

“It is important for every parent to know that adequate nutrition is attained through a well-balanced diet of foods chosen from the four basic food groups.”

“Many people, regardless of socio-economic status, do not have a properly balanced diet.”

“This results in poor prenatal and infant nutrition, learning difficulties, vitamin deficiency, and many forms of malnutrition.”

“It is important that nutrition education classes be made available to all adults so as to plan and provide well-balanced nutritional meals for their families.”

To Historical file by action of the Board of Managers - March 2010.
Reason: A more recent resolution entitled “Nutrition Education” was adopted in 1981 and it is more relevant.
OBJECTIONABLE PRESENTATIONS IN THE FIELD OF MASS MEDIA
Adopted by Convention Delegates May 3, 1961

WHEREAS, Members of the California Congress of Parents and Teachers are concerned with the type of entertainment which is being offered through the media of television, motion pictures, plays, magazines, etc.;

AND WHEREAS, These media exhibit violence, glamorize prostitution and downgrade a decent mode of life;

AND WHEREAS, Last year the California Congress of Parents and Teachers made an extensive study of these media and developed an action program to be implemented by each local association;

THEREFORE BE IT RESOLVED, That the delegates assembled in this Convention go on record as being in strong opposition to objectionable presentations in the field of mass media, that the C.C.P.T. action program to provide the highest moral standards for every child be reaffirmed, and that wide publicity be given to this position.
ORGANIZATION NAME CHANGE
Adopted by Convention Delegates October 13, 1977

WHEREAS, In 1970, Project PTSA was started as a special project in the National PTA Action Program with the goal of meaningful involvement of high school students in PTA work; and

WHEREAS, One way to involve students is to change our high school and/or junior high school PTAs to parent-teacher-student associations; and

WHEREAS, Approximately 200 PTA units in California are now PTSA; and

WHEREAS, It is more productive, effective and more appropriate to work with youth than for youth through a sharing of views and commitment, giving students opportunities to practice responsible citizenship and leadership; now therefore be it

RESOLVED, That this convention body direct the California State PTA Board of Managers to bring a proposed bylaw amendment to the 1978 California State PTA Convention changing the corporate name of the California Congress of Parents and Teachers, Inc., to the California Congress of Parents, Teachers and Students, Inc., and that the organization also be known and referred to as the California State PTA/PTSA, and be it further

RESOLVED, That the California State PTA recommend a proposed amendment to the National PTA Bylaws that the corporate name of the National Congress of Parents and Teachers, Inc., be changed to the National Congress of Parents, Teachers and Students, Inc., and that the Organization also be known and referred to as the National PTA/PTSA.

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BACKGROUND SUMMARY
Since the convention of 1972 there have been some convention delegates who have proposed to change the name of the California Congress of Parents and Teachers to include students. In 1976, the Bylaws Committee and the Board of Managers voted to bring the matter before the convention for the delegates to decide. It was brought without a recommendation of approval or disapproval from the Board. The delegates did not adopt the bylaw amendment which would have changed the name to California Congress of Parents, Teachers and Students, Inc.
PEACE EDUCATION
Adopted by the Board of Managers November 12, 1970

NOTE: This matter was referred by convention delegates to the State Board of Managers. The following resolution was adopted at the May 1970 National PTA convention and by the California PTA Board of Managers November 12, 1970.

WHEREAS, The PTA is dedicated to the welfare of children and youth; and

WHEREAS, Peace in the world is essential for the welfare of all children and many of the problems of youth stem from anxiety over war; be it therefore

RESOLVED, That PTA through its individual members and at all organizational levels make every effort to wage the peace at home and abroad by promotion of education concerning international relations, reinforcement of character and spiritual values, education for responsible citizenship, and expanded human relations programs; and be it further

RESOLVED, That PTA study national goals and priorities as they relate to the welfare of children and youth, to the end that it may reinforce the President’s efforts to bring about world peace and domestic tranquility.
POISONOUS PLANTS AWARENESS
Adopted by Convention Delegates May 7, 1976

WHEREAS, Many wild plants are poisonous and various parts of many common varieties of cultivated and house plants also have toxic properties; and

WHEREAS, Each year thousands of children are affected by poisonous plants; now therefore be it

RESOLVED, That the California State PTA, through its districts, councils and local units, promote a program to alert parents to the potential dangers of poisonous plants; and be it further

RESOLVED, That the California State PTA encourage and support legislation to require that wholesalers label potentially poisonous plants, bulbs and seeds by wording and symbol, including a warning to secure medical assistance immediately; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA for consideration by the delegates at the National PTA Convention.

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BACKGROUND SUMMARY
There are no poisons which approach in strength and violence those found in plants. A fatal dose of rattlesnake venom is about 120 milligrams while 1/100 milligram of ricin, the substance found in castor bean, can be fatal. Many antidotes for poisonous plants are as dangerous as the plants themselves and are not readily available, nor safely administered other than by a physician.

In recent years 4.5% of all reported poisonings has been due to plants (mushrooms and toadstools excluded). Each year 12,000 children ingest potentially poisonous plants.

More than 700 poisonous plants are known to grow in this hemisphere. Although a large number of these are weeds and wild plants, they do invade gardens and people do go into the woods. Only a few of these poisonous plants are dangerously poisonous and then only if consumed in great quantity. However, small children are curious and are attracted to every part of plants, and they are more likely to be seriously affected by plant poisons, for the toxic dose is in ratio to body weight.

The California Medical Association cautions that every effort be made to teach children not to eat ANY plant part—only those fed to them as vegetables or fruits.

Plants can easily be obtained at many types of retail outlets, with no one to advise customers of the dangerous poisons in some of these plants.

Legislation has been passed providing for child-proof medicine containers and labeling of dangerous household products, and cigarettes must carry a warning. Why should not more immediately deadly substances carry a warning?

To Historical file by action of the Board of Managers – January 2007
Reason: The California Poison Control felt that this information is very outdated and since the most current information is easily available from them for parents and emergency facilities, it should be placed in the historical file.
WHEREAS, A democratic society protects the civil rights of each individual; and
WHEREAS, It is projected that by the year 2000, combined minorities will form the majority in over 50 American cities; and
WHEREAS, These changing patterns in our social fabric have presented society with serious concerns in the area of human relations; and
WHEREAS, California’s school age population is changing dramatically and is becoming increasingly diverse both culturally and ethnically; and
WHEREAS, PTA promotes fostering cooperation and positive interaction among peoples of diverse cultural groups, and the National PTA and California State PTA have emphasized outreach activities as a priority for involving this diverse population in our communities and schools; and
WHEREAS, The classroom and the home are both effective environments in which to teach children prejudice awareness and human relations education; and
WHEREAS, Society must understand the dangers of stereotyping and discrimination that have existed throughout history, and that this lack of understanding of prejudice can result in actions that become violent; and
WHEREAS, Prejudice awareness education can emphasize the contributions of all groups and individuals to the development of the United States; now therefore be it
RESOLVED, That the California State PTA urge its units, councils and districts to encourage local school districts to implement the recently adopted History-Social Science Framework, K-12, including the “Model Curriculum for Human Rights and Genocide;” and be it further
RESOLVED, That the California State PTA, its units, councils and districts utilize PTA communications and publications to further appreciation of the cultural differences in our society; and be it further
RESOLVED, That the California State PTA provide materials, guidance and leadership to assist its units, councils and districts in intensifying their efforts to reach out to all populations; and be it further
RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 1989 National PTA Convention in Atlanta, Georgia.

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Continued on next page
Prejudice Awareness Education – continued

BACKGROUND SUMMARY

As a nation of immigrants whose Bill of Rights guarantees the rights and quality of all people, it is difficult for us to comprehend that hatred, prejudice and ignorance are combining to tear apart the fabric of our society. Through television, radio and print media we are constantly bombarded with instances of racial strife, bigotry and discrimination aimed at members of our minority communities.

The lack of educational programs to identify and reduce prejudice against cultural and ethnic minorities can result in situations that escalate from simple harassment to acts of extreme violence. Unless we confront these problems, the country of which we are so proud chances becoming a land of racial warfare, rather than a country where civil rights are protected for all, not for just a privileged few.

It is of deep importance in our increasingly multicultural society, and interdependent world, that we recognize the sanctity of life and dignity of each individual. The school and the home must promote this understanding so we can learn to respect our differences and appreciate our many similarities.

Public schools, as the cornerstone of our democracy, have an obligation to provide this understanding through implementation of the mandated “Model Curriculum for Human Rights and Genocide” (adopted by the State Board of Education, 1988), and through use of the prejudice awareness curriculum, “A World Of Difference,” developed by the Anti-Defamation League.

PTAs have the opportunity to work with parents and schools to help students learn to appreciate the value of human life, and to recognize those governmental policies that practice or condone bias and prejudice. In this dramatically and rapidly changing society, we must ensure that future generations are prepared to be rational and humane decision makers able to exercise their responsibilities as citizens in a democratic society.
PROMOTING THE INCLUSION OF NONPUBLIC SCHOOLS ON CALIFORNIA’S MEGAN’S LAW REGISTERED SEX OFFENDER DATABASE
Adopted by Convention Delegates May 2008

WHEREAS, The California State PTA is a professional, nonprofit volunteer association committed to and advocating for the safety and welfare of all children, and

WHEREAS, A “nonpublic, nonsectarian school” means a school that enrolls individuals with exceptional needs pursuant to an Individualized Education Program and is certified by the California Department of Education; and

WHEREAS, The purpose of Megan’s Law is to provide the public with information which will allow them to protect themselves and their families from convicted sex offenders; and

WHEREAS, Among other provisions, Proposition 83 of 2006 modified the California Penal Code to restrict convicted sex offenders from residing within 2,000 feet of a school or park where children gather; and

WHEREAS, The California Department of Justice, Office of the Attorney General, maintains the Internet-accessible Megan’s Law Registered Sex Offender Database that provides information on California’s most serious sex offenders searchable by city, county or zip code, school or park; and

WHEREAS, The Megan’s Law Registered Sex Offender Database lists only those nonpublic schools housed on public school campuses; now therefore be it

RESOLVED, That the California State PTA and its units, councils and districts advocate that the Internet-accessible Megan’s Law Registered Sex Offender Database maintained by Department of Justice, Office of Attorney General, be updated to include every nonpublic school serving students with exceptional needs, therefore supporting equal access to information that will allow these children and their families to protect themselves from convicted sex offenders.

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BACKGROUND SUMMARY
California state law requires that certain sex offender information be made available to the public on the Internet accessible Megan’s Law Registered Sex Offender Database. However, the web page does not currently list nonpublic schools attended by children with exceptional needs unless the nonpublic school is housed on the campus of a regular public school.
The California State PTA strongly believes state and local governments have an obligation to publicize and disseminate information regarding issues affecting the public’s well-being. PTA further believes that every child is entitled to a safe and peaceful school environment. Californians have a right to know about the presence of sex offenders in their communities, near their schools, and around their children. The inclusion of nonpublic schools serving children with exceptional needs on the Megan’s Law Registered Sex Offender Database will help to protect all children, including those who attend nonpublic schools and those who live or play in their proximity.

To Historical file by action of the Board of Managers – November 2017
Reason:
THE PROMOTION OF MOVIES
Adopted by Convention Delegates May 9, 1984

WHEREAS, Previous/trailers/coming attractions are used by the film industry as “promos” to advertise their films on television stations or may precede a feature film in theaters; and

WHEREAS, In many instances promos use scenes that may be violent or have sexual connotations as a lure to the film; and

WHEREAS, Promos for R-rated films bearing the words “Approved for all audiences” can be shown with G- and PG-rated films or as commercials on television; and

WHEREAS, Parents have no control over when such promos appear on the screen at the theater or on television and are not able to exercise their parental guidance; now therefore be it

RESOLVED, That the California State PTA write a letter to the Director of the Code for Advertising, Motion Pictures Association of America, requesting promos for R-rated films that are violent or have sexual connotation not bear the statement, “Approved for all audiences;” and be it further

RESOLVED, That the California State PTA request the Theater Owners of California discontinue showing R-rated promos with family-oriented films; and be it further

RESOLVED, That all units, councils and districts contact the program managers of their local television stations requesting they use R-rated movie promos during later hours in the evening when children are less apt to be watching television.

BACKGROUND SUMMARY
At the May 1983 state convention, delegates expressed a concern for the previews and trailers that were shown at the theaters to which they took their children and on television during hours their children were watching. This resolution is the result of their voiced concerns.

Previews for films usually show scenes that will lure patrons to the theater and in many instances the scenes do not even appear in the film being touted. As a draw, previews will often feature violence and sexuality.

As reported in Psychology Today, a study made by Dr. Ed Donnerstein of a group of men shows attitude changes after three or four exposures of violence against women over a two-week period. Ten-minute exposures have changed attitudes on rape and sexual violence against women. Viewing three films over a two-week period will desensitize people against violence. For some people these films will have an adverse effect, especially sexual violence. The film industry should be made aware of available current information.

Resource: Motion Pictures Association of America
14144 Ventura Blvd.
Sherman Oaks, CA 91423

To Historical file by action of the Board of Managers – January 2005
Reason: Irrelevant in today’s industry.
PROPOSED INCREASE IN NATIONAL DUES
Adopted by Convention Delegates May 9, 1974

WHEREAS, The California State PTA recognizes that any increase in the portion of dues collected by council, district, state, or National PTA would necessitate an increase in most unit dues; and

WHEREAS, An increase in the National portion of the dues could result in a decrease in membership, and, in some instances, might cause units to withdraw from PTA; and

WHEREAS, The National PTA raised its portion of the PTA dues 100% (5¢ to 10¢) in 1966 and is now proposing an additional 200% (10¢ to 30¢) increase; and

WHEREAS, The Consumer Price Index between 1966 and 1973 has increased but 36.8% nationally; now therefore be it

RESOLVED, That the California State PTA go on record as being opposed to the proposed increase in National’s portion of PTA dues; and be it further

RESOLVED, That the California State PTA urge the National PTA to further investigate every possible means of reducing expenses; and be it further

RESOLVED, That the California State PTA urge the National PTA to investigate alternative methods of financing.
PUBLIC SCHOOL FUND INITIATIVE
Adopted by Convention Delegates May 7, 1964

WHEREAS, The Legislation Platform states that the C.C.P.T. will support “Consistently high quality in all educational programs so that each child, youth and adult shall be encouraged to develop to his maximum cultural, intellectual, and physical potential”; and

WHEREAS, Needed adequate school funds to accomplish this were not made available at the regular and special legislative sessions; and

WHEREAS, The California Congress of Parents and Teachers has always worked for financial support of the schools including the support of placing an initiative measure on the ballot in 1952; therefore be it

RESOLVED, That the California Congress of Parents and Teachers actively support the public school fund initiative proposed by the California Teachers Association and supported by the combined professional educational organizations of the State for additional school funds; and be it further

RESOLVED, That the California Congress of Parents and Teachers actively cooperate in securing its placement on the November ballot.
WHEREAS, The California State PTA recognizes that motion pictures exert influence on the American way of life and contribute to the entertainment, cultural enrichment and education of children and youth; and

WHEREAS, Nudity, coarse language and sexual implication are present in PG-rated films available to children; and

WHEREAS, It appears that the present PG (Parental Guidance) rating does not sufficiently designate the contents of PG films; therefore be it

RESOLVED, That the California State PTA urge the Classification and Rating Board of the Motion Picture Association of America to provide a more appropriate rating system that will designate the contents of a PG film so that parents will be aware of items that may not be suitable for viewing by their children and youth under seventeen; and be it further

RESOLVED, That the California State PTA urge its units to make the graphic reviews issued by the Reviewing Stand South available to all members of said units.

###

BACKGROUND SUMMARY

The PG film rating automatically permits youngsters of any age to be admitted to a theater without the company of a parent or guardian. Reviewing Stand South submitted from its film reviews of the past year a list of 24 PG-rated films which carried the violence, sex, profane or obscene language, cruelty to animals, drugs including alcohol, or nudity notations. The reviews are written as a guide to parents to assist them in the selection of films and TV programs which their children see.
RECOGNITION OF FOUNDING OF
AMERICAN PUBLIC SCHOOL SYSTEM
Adopted by Convention Delegates May 9, 1962

WHEREAS, The American Public School System is one of our most important institutions and has had a paramount influence on the development of our nation and its importance is still increasing; and

WHEREAS, The Parent-Teacher Associations on every level including the National Congress, are intimately concerned with all phases of our public school system, including the historical; and

WHEREAS, The first free public school supported by a property tax in all of human history was created by a tiny group of citizens of Dorchester, Massachusetts, on May 30th, 1639, and is well authenticated as the law providing for it is still in existence as a part of the Town Record, and is recognized by the Massachusetts Historical Society and the Governor of that state by proclamation; and

WHEREAS, The first independent school board in history was elected to administer this same school in 1645; and

RESOLVED, The founding of the first free public school supported by a property tax and administered by an independent school board, which has come down to us intact from early Colonial Dorchester, is an event in our history too important to continue to remain neglected, unknown and uncelebrated; now, therefore

RESOLVED, That the Santa Barbara Council of PTA’s respectfully recommends that the California Congress of Parents and Teachers assembled in the Sixty-Third Annual Convention recognize the date of May 30, 1639 as the official founding of our American Public School System, and that it publicize this fact during National Education Week in November of each year henceforth, so that all of our people may learn of and appreciate this basic event in our national heritage.
RECOGNIZING WILSON RILES
Adopted by Board of Managers January 1983

WHEREAS, Wilson Riles has served the people of California with outstanding dedication the past twelve years as Superintendent of Public Instruction; and

WHEREAS, He has opened the door to parent and community participation in schools through his leadership in Early Childhood Education and School Improvement Programs; and

WHEREAS, He established the principle of accountability at individual school sites; and

WHEREAS, He strongly advocated individualized instruction to meet needs of all children in our diverse state; and

WHEREAS, He has understood the importance of affective behavior and positive school climate; and

WHEREAS, He initiated many successful coalition efforts in California on behalf of children and youth; and

WHEREAS, He has been a strong supporter of PTA, having served as Second Vice President on the National PTA Board and as a member of the Advisory Board of the California State PTA Board of Managers; now therefore be it

RESOLVED, That the California State PTA members express great appreciation to their friend, Wilson Riles, for his many years of dedication to public education; and be it therefore further

RESOLVED, That the members encourage his continued involvement in education on behalf of all children and youth.
WHEREAS, The future of the State of California, and indeed, that of the United States is directly dependent upon the quality of public education; and

WHEREAS, The People of California, by the passage of Proposition 98, expressed their desire to have one of the finest public school systems in America; and

WHEREAS, Proposition 98 specifically provides that expenditure for education of those revenues in excess of the state appropriation limit (Gann Limit) shall be used for the purpose of improving classroom instruction, and the proposition’s first stated purpose is lower pupil-teacher ratio; and

WHEREAS, A positive student-teacher relationship is the cornerstone of successful student achievement; and

WHEREAS, As student:teacher workload decreases, classroom management skills and instructional strategies which enable teachers to address the educational needs of all students become more effective, resulting in increased student achievement; and

WHEREAS, California public school classes have become so seriously overcrowded that California now has the largest class size of any state in the nation; now therefore be it

RESOLVED, That the California State PTA support a student:teacher workload that does not exceed 25 students per teacher at the elementary level and for middle/secondary level academic classes, and that PTA work to achieve this goal; and be it further

RESOLVED, That the California State PTA work to ensure that as student:teacher workload reduction is implemented, it is accompanied by staff development that supports teacher acquisition of those classroom management skills and instructional strategies that enable teachers to more effectively address student educational needs on an individualized basis; and be it further

RESOLVED, That the California State PTA recommend to the Superintendent of Public Instruction that he urge school districts to make every effort to structure classes in accordance with these student:teacher workload goals; and be it further

Continued on next page
Reduction of Student:Teacher Workload (Class Size) - continued

RESOLVED, That the California State PTA seek and support collection and publication of School Accountability Report Card data regarding actual student:teacher workload at the elementary level and for middle/secondary level academic classes; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to initiate a letter-writing campaign to their respective state senators and assembly members, the Superintendent of Public Instruction and Governor of the State of California urging implementation of this resolution.

* Student:teacher workload = Actual classroom teacher-to-student contact.

BACKGROUND SUMMARY

The pre-eminence of the student-teacher relationship dates back over 2,000 years to the Golden Age of Greece, and neither textbooks nor equipment can take the place of individualized attention to each student’s needs. It is absolutely essential that each and every student receive adequate teacher attention in order that the student’s academic potential is achieved. Literature and research emphasize that class size reduction alone does not guarantee significant changes in educational environments (“Class Size and Instruction,” pages 7 and 8, by Cahen, Filby, McCutcheon and Kyle, 1982.) Overcrowded classrooms also reduce each child’s opportunities for participation, and thereby limit the development of the communications skills which are so important to occupational success and citizenship.

Class sizes in California are calculated by averaging. The 1988 statewide class average is represented by the State Department of Education to be 27 students to one teacher. Yet, the notion of “average” class size is a misleading one because it does not take into account actual class size. Academic classrooms throughout California often have as many as 32 to 38 students.

Although Proposition 98 makes specific reference to reducing class sizes, the differences between average and actual are not adequately defined. This resolution seeks to clarify the issue of class size in order to ensure that all students in the State of California have equal access to a quality education.
REGULATION OF 976 INFORMATION ACCESS SERVICE
Adopted by Convention Delegates May 1986
Reviewed October 2008

WHEREAS, PTA, in keeping with its Objects and principles, is an advocate for public policy and laws which protect children and youth from exploitation, abuse and unwholesome influences; and

WHEREAS, 976 Information Access Service numbers include recorded messages which may be emotionally persuasive and manipulative of children, as well as those messages which are clearly pornographic; and

WHEREAS, It is against the spirit and the letter of the law to contract with minors or to make pornography easily accessible to minors; and

WHEREAS, It is unfair and unjust to require customer payment to discontinue a “service” which was not affirmatively elected; and

WHEREAS, The Public Utilities Commission has heard corporate testimony that in-home blocking at no cost to the customer would be prohibitively expensive due to the anticipated numbers of requests for such action; and

WHEREAS, The Public Utilities Commission (PUC) has heard individual testimony to the effect that 976 Information Access Service provides information some persons want or need and are willing to pay for; and

WHEREAS, Paid private access would ensure the Constitutional rights of those who wish to provide and/or receive certain information, while also protecting the rights of those who do not elect such services, and would serve to protect many children from the exploitation of their innocence through a common household device; now therefore be it

RESOLVED, That the California State PTA urge the California Public Utilities Commission to promulgate regulations designating the 976 Information Access Service as one of the optional “Custom Calling” services in addition to basic “Standard Measured Service;” allowing telephone companies to provide the 976 service only to those customers who subscribe to it; and prohibiting telephone companies from charging any customer for electing not to have 976 Information Access Service; and be it further

RESOLVED, That local PTAs be encouraged to work in their districts to increase public awareness of these issues and/or to address problems raised by unlimited access to Information Access Service Numbers.

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Continued on next page
BACKGROUND SUMMARY
Telephone corporations in California and throughout the nation market Information Access Service (IAS), with the prefix numbers 976. The numbers are leased by a broad range of businesses and services and deliver recorded messages to callers. Messages include sports updates, business information and promotions such as calls to Santa, and hard core pornography. Unlike the broadcasting industry, which is required by the Federal Communications Commission (FCC) to know the content of what is broadcast, the telephone companies face no such requirement.

The caller is billed a fee of twenty cents to two dollars for each 976 IAS call, plus any applicable toll charges, either within an area code or for long distance calls to other areas. Like other calls, 976 calls may be charged to a number other than that being used to place the call. Figures compiled by the phone companies indicate that more than 25% of all IAS calls are to “adult entertainment” numbers and that these calls account for 60% to 75% of total revenues from the IAS customer charges. At the present time, the 976 IAS message access is included in the service package for all subscribers of participating telephone companies, and the telephone company charges a fee for deletion of the service. All 976 numbers are accessible to anyone able to use a telephone.
REQUIRING MOTORCYCLISTS TO WEAR HELMETS IN CALIFORNIA
Adopted by Board of Managers September 1986

WHEREAS, In California motorcycles account for only 3% of all passenger-carrying vehicles but are involved in 12% of the accidents; and

WHEREAS, The chances for injury or death in a motorcycle accident are up to 17 times higher than in a car accident and unhelmeted riders are three times more likely to suffer fatal injury and two times more likely to suffer non-fatal injury than riders wearing helmets; and

WHEREAS, A University of Southern California in-depth study of 900 motorcycle accidents concluded that safety helmet use was the single most important factor governing survival in motorcycle accidents; and

WHEREAS, In 1984 alone California Highway Patrol statistics show that 26,511 motorcyclists were injured, and of those injured 3,766 had severe injuries; and

WHEREAS, The average hospital bill of an injured motorcyclist is conservatively estimated at more than $17,000 per individual, and “indirect costs” such as lost wages and physical rehabilitation usually are double the direct costs; and

WHEREAS, Biker injuries cost the taxpayers more than $65 million a year for hospital bills alone, based on the number of injuries in 1984; and

WHEREAS, Studies show that California taxpayers are paying more than 80% of the costs incurred by injured motorcyclists; and

WHEREAS, Implication of the 1986 Seat Belt Law requiring mandatory seat belt usage in automobiles traveling in California established a precedent that declares when the state has a vested interest in paying costs it is entirely appropriate and prudent for the state to protect itself; and

WHEREAS, The California State PTA is concerned about the enormous financial cost to the taxpayers and the unmeasurable emotional cost to victims in loss of human lives and suffering caused by motorcycle accidents; and

WHEREAS, The delegates attending the 1974 California State PTA convention adopted a resolution supporting mandatory use of motorcycle safety helmets; now therefore be it

RESOLVED, That the Board of Managers of the California State PTA does hereby urge the California Legislature to enact legislation that requires California motorcyclists to wear safety helmets.
RESPONSIBILITY OF THE LEGISLATURE FOR THE
FINANCING OF PUBLIC EDUCATION, The
Adopted by the Board of Managers July 1982
Reviewed by Board of Managers March 2005

WHEREAS, California business, industry and total society depend upon and need a well educated labor force in order to compete successfully in the national and world market places; and

WHEREAS, For the last ten years K-12 public school districts have been the only government agencies forced to operate under revenue limits; and

WHEREAS, This system of revenue limits has resulted in state support for public education increasing by only 65% since 1974 while State General Fund expenditures have risen 177.9%; and

WHEREAS, The Legislature has enacted laws that have actually caused financial shortfalls by mandating services and programs without appropriating sufficient funds for implementation; and

WHEREAS, This failure to properly provide revenues necessary for a quality public school system that is able to educate students for a technology and information-based society raises serious stability; and

WHEREAS, According to the constitution of the State of California, it is the first priority of the state to support the public education system and the PTA recognizes and respects the efforts of those legislators who have accepted their responsibility to the children of this state; but

WHEREAS, Some members of the Legislature have been models of hypocrisy by voicing support for public education while voting against any measure that would provide support; now therefore be it

RESOLVED, That the California State PTA inform its units, councils and districts of the voting record of California legislators on funding for education and encourage its members to hold their elected representatives accountable for those voting records; and be it further

RESOLVED, That the California State PTA urge its members to present the funding of public education as an issue of the highest priority to all candidates during the current election campaign; and be it further

RESOLVED, That the California State PTA urge its membership to demand that their elected representatives provide the resources necessary for quality public education for California’s children.

To Historical file by action of the Board of Managers – April 2015
RESTRICTING THE KINDS OF VIDEO MATERIALS AVAILABLE TO CHILDREN
Adopted by Convention Delegates May 10, 1985

WHEREAS, Historically, the PTA has been concerned for the wholesomeness of comic books, movies, and television programs available to children; and

WHEREAS, Music and movie video materials have become readily available to children in neighborhood stores; and

WHEREAS, Some stores will rent or sell R- and X-rated movies in cassette form to anyone regardless of age; and

WHEREAS, Some stores display R- and X-rated programs in areas readily available to children and youth; and

WHEREAS, Some R- and X-rated video materials have covers which display sexually explicit and violent scenes; and

WHEREAS, Some video programs which may have been cut for television airing and/or securing a PG rating as a movie have had undesirable segments reinserted in the video version and therefore, by reputation, may be misleading as to their content; and

WHEREAS, Viewing R- and X-rated and other sexually explicit and violent programs may have a detrimental effect on the wholesome growth and development of children and youth; now therefore be it

RESOLVED, That parents be made aware that some video materials are not wholesome fare for their children and that such fare is readily available to their children; and be it further

RESOLVED, That PTA encourage parents to carefully monitor the video materials which their children purchase, rent or view; and be it further

RESOLVED, That PTAs, together with other interested groups, work with stores to separate adult fare from other video materials and that such fare be placed in areas which are off limits to children and youth; and be it further

RESOLVED, That PTAs, together with other interested groups, seek pledges from stores that they will not rent or sell adult fare video materials to children under 18; and be it further

RESOLVED, That the California State PTA urge producers and distributors of video materials to include the Motion Picture Association of America (MPAA) letter rating (G, PG, PG-13, R or X) on the labels of video materials and include on PG-13-, R- and X-rated films a statement that says films may not be suitable for all family members; and be if further

RESOLVED, That PTAs continue to monitor stores for compliance with above-stated objectives.

Continued on next page
BACKGROUND SUMMARY

There are presently no state or national regulations controlling the sale and/or rental of video cassettes, the display of advertising material promoting movie and music cassettes, or the rating of the videos. The industry has recently agreed to use the CARA (Classification and Rating Administration of Motion Picture Association of America) ratings on video cassette movies.

A questionnaire sent to units, councils, and districts in September 1984 by the Communication Commission of the State PTA showed, although many of the video software dealers are voluntarily regulating the display and sale or rental of movie videos in an attempt to run a family oriented business, many are not. Some video software dealers advertise their adult movies in the front window or set up displays at the front entrance of the store. Many stores have no restrictions on the type of videos those under the age of 18 can rent. Most stores surveyed have no age restriction on the sale of video cassettes, even those with R or X rating.

This resolution encourages PTA to participate in educating parents to the fact that some videos may not be wholesome fare for children.
REVENUE FROM SALE OR RENTAL OF SCHOOL PROPERTIES
FOR MAINTENANCE SERVICES AND REPAIR OF SCHOOL SITES
Adopted by Convention Delegates May 10, 1979

WHEREAS, Budgets of school districts in California have been reduced by the passage of Proposition 13; and

WHEREAS, Reduction in revenues has made it necessary to lower the priority of maintenance in a school district budget; and

WHEREAS, Some school districts have found it necessary to close schools, incurring grade level reorganization; and

WHEREAS, School districts, under current state law, must honor the original purposes of bonded indebtedness; and

WHEREAS, At the present time school districts must return to the state 50% of all funds obtained from rental of school facilities; therefore be it

RESOLVED, That the California State PTA support legislation that allows school districts to retain the monies realized from the sale or rental of school properties whether originally funded under the state school building program or from local funds for the purpose of financing maintenance services and repairs; and be it further

RESOLVED, That the California State PTA seek and support legislation that would require local school districts to form a set of maintenance standards, no less than those congruent with the California State Building Codes.

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BACKGROUND SUMMARY
School budgets, including maintenance funds, are reduced. Maintenance standards are not defined. Monies realized from the sale of school properties cannot now be used to meet maintenance needs.

Legislation to define standards, and to permit monies realized from the sale of school properties, is sought.

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WHEREAS, The California Supreme Court, in its decision in the case of Serrano v. Priest, has declared that education is a fundamental interest, and that it is a denial of the equal protection rights guaranteed by the state constitution for the quality of a child’s education to be a function of the property wealth of the district in which the child happens to reside; and

WHEREAS, In his memorandum opinion in the trial of the facts, filed on April 10, 1974, Superior Court Judge Bernard Jefferson declared that, although passage of SB 90 and AB 1267 considerably improved the financial situation of school districts in California, the disparity in wealth between school districts still has a significant adverse effect on the quality of educational programs in low-wealth school districts; and

WHEREAS, Judge Jefferson has indicated that only a method of financing schools which treats children equally would satisfy the state constitution, although he noted that it would not be required that equal funds be spent on each child, inasmuch as different youngsters have different needs; and

WHEREAS, The California State PTA, as indicated in its legislative platform, item number two, is committed to the support of legislation “to secure financing for public education which will be sufficient to provide optimum educational opportunity for all students...”; and

WHEREAS, The court indicated that six years would be the maximum permissible period for the elimination of discrimination in per-pupil expenditures, but many districts are currently suffering the adverse effects of severe inflation and reductions in enrollment; now therefore be it

RESOLVED, That the California State PTA urge the state Legislature to develop and adopt without delay a method of financing public schools in California such that the quality of a child’s education shall not be a function of the wealth of the school district in which he happens to reside; and be it further

RESOLVED, That this method alleviate the heavy burden on the local property taxes levied for school purposes by shifting substantial support to broad state sources of revenue less regressive and by plugging loopholes in existing corporate state tax laws; and be it further

RESOLVED, That the ample funds be provided to meet the special needs of children who are economically disadvantaged, have mental, physical or learning handicaps, differing cultural and language heritage, or are gifted; and be it further

RESOLVED, That the allocation of resources take into account the different needs of school districts in terms of transportation, health services, food services for needy pupils, security for students, staff and property, and special problems of urban and rural school districts, so that these expenses will not detract from the resources available for the educational program.
SAFE SCHOOL APPROACHES FOR PEDESTRIANS AND BICYCLISTS
Adopted by Convention Delegates May 9, 1974

WHEREAS, One of the Objects of the PTA is to secure adequate laws for the care and protection of children and youth; and

WHEREAS, Item #9 in the California State PTA Legislative Platform is: “To prevent, control or eliminate hazards to the health and well-being of all children and youth;” and

WHEREAS, Every child deserves to have a safe route to school; and

WHEREAS, There exist in the state of California school approaches which are unsafe; therefore be it

RESOLVED, That the California State PTA petition the proper authorities to survey all school pedestrian and bicycle routes throughout the state, with the purpose of identifying hazardous school approaches and taking remedial action; and be it further

RESOLVED, That the California State PTA support minimum safety standards which shall include usable walkways, sidewalks, bikeways and maximum protection at intersections, including traffic controls; and be it further

RESOLVED, That the California State PTA encourage and support legislation which will require that walkways, sidewalks and bikeways be included in the future planning and construction of all schools and other developments within school attendance areas, and that school attendance areas, in the future, shall not be intersected by major streets or other traffic hazards unless grade separations are provided for pedestrians and bicyclists; and be it further

RESOLVED, That the responsibility of eliminating hazards and providing safe routes to school shall be a joint concern of the local school involved and its school board along with the local governmental agency governing the area surrounding the school; and be it further

RESOLVED, That the California State PTA strongly urge formation of local traffic and safety commissions composed of school administration, local governmental officials, PTA representatives and involved area residents for specific solutions of hazardous conditions.

To Historical file by action of the Board of Managers – January 2005
Reason: Outdated.
SCHOOL EMERGENCY FIRST AID PLAN
Adopted by Convention Delegates May 3, 1973

WHEREAS, The health of children is a major concern of PTA; and

WHEREAS, Lack of funds has caused reduction in the number of nurses in many schools; therefore be it

RESOLVED, That the California State PTA recommend that each school without a full-time nurse design an emergency first aid plan and assign a person with a current first aid certificate to implement it, and that the entire school staff be encouraged to secure training in first aid.

To Historical file by action of the Board of Managers – January 2007
Reason: This resolution is very old and there is language in more of our current resolutions or positions statements that allows for emergency first aid in the absence of a school nurse at the school.
SCHOOL EMphasis ON HEALTH, VALUES, AND FAMILY LIFE
Adopted by Convention Delegates May 7, 1964

WHEREAS, Information gained through studies made by the Health, Parent and Family Life Education, and Public Welfare Study Committees of the California Congress of Parents and Teachers has indicated many related problems; and

WHEREAS, The present trend toward the acceptance of lower standards in certain reading material, motion pictures, radio, television, dress and personal conduct reflects great apathy on the part of the public to express its concern; and

WHEREAS, Since the schools have the opportunity to reach many children during their formative years, they should continue to emphasize programs in health education, moral and spiritual values, and family living; and

WHEREAS, Suggestions for action have been made in reports of special C.C.P.T. committees on Alcohol Education, Child Molestation, Mass Media, Divergent Youth, and Strengthening Family Life; and

WHEREAS, Good parental example combined with control and supervision in the home will help to strengthen family life and will combat the negative forces which influence the young people outside the home;

THEREFORE BE IT RESOLVED, That Parent-Teacher Associations emphasize the second Object of the organization, “To raise the Standards of Home Life” by taking positive action to implement the recommendation of these committees.
SCHOOL FACILITIES BOND ACT OF 1988
Adopted by Board of Managers October 1988

WHEREAS, Children and youth have no voice in the election process, it becomes the responsibility of the adult society to be accountable for the safety and education of young people; and

WHEREAS, Children and youth are required to attend school until age 18 or high school graduation; and

WHEREAS, PTA believes children and youth should be guaranteed a safe learning environment conducive to achieving educational excellence; and

WHEREAS, Increasing enrollments and changing demographics have caused such serious overcrowding that school construction needs will amount to $5,000,000,000 by the year 1990; and

WHEREAS, Passage of Proposition 13 destroyed the ability of local communities, with few exceptions, to independently provide and maintain necessary school facilities; and

WHEREAS, The school population is growing faster than the ability to provide school facilities and more than one-third of California’s existing schools are over 30 years old; and

WHEREAS, Proposition 79, the School Facilities Bond Act of 1988, will help provide new schools in areas of growth and badly needed repairs to older schools; now therefore be it

RESOLVED, That the California State PTA strongly urge its units, councils and districts to work to secure the passage of Proposition 79 by educating their local communities to the statewide need to provide facilities that will enable the children and youth of California to receive their education in a safe, appropriately planned and equipped school environment.

To Historical file by action of the Board of Managers - February 1998
Reason: Applied to specific past legislation that was enacted.
WHEREAS, Children and youth have no voice in the election process, it becomes the responsibility of the adult society to be accountable for the safety and education of young people; and

WHEREAS, Children and youth are required to attend school until age 18 or high school graduation; and

WHEREAS, PTA believes children and youth should be guaranteed a safe learning environment conducive to achieving excellence and realizing each individual’s maximum potential; and

WHEREAS, California’s changing demographics have caused the problem of seriously over-crowded, and in some areas, non-existent school facilities; and

WHEREAS, Enrollment projections for the year 1990 indicate the need for accommodating 500,000 students in addition to today’s 4 million K-12 public school population; and

WHEREAS, The passage of Proposition 13 (1978) destroyed the ability of local communities to independently provide and maintain necessary school facilities; and

WHEREAS, Since 1978, the only realistic solution for this crisis has become the responsibility of the California State Legislature and Governor, who have not yet fulfilled their constitutional duty to provide necessary and appropriate school facilities; now therefore be it

RESOLVED, That the California State PTA strongly urge that the elected official of the State of California take immediate action to address this critical problem; and be it further

RESOLVED, That the Legislature and Governor be urged to identify new sources of revenue, not currently allocated for education, to fund the necessary statewide school building and maintenance program; and be it further

RESOLVED, That the California State PTA, its units, councils and districts vigorously lobby their Assemblymembers, State Senators and the Governor to provide facilities that will enable the children and youth of California to receive their education in a safe, appropriately planned and equipped school environment.

To Historical file by action of the Board of Managers – April 2018
Reason:
SCHOOL FACILITIES FUNDING
Adopted by Convention Delegates May 1990

WHEREAS, Legislation (Senate Constitutional Amendment 18- Davis), as amended, provides for continuing to levy the State Sales Tax increase enacted for earthquake relief and use the revenues generated for “school facilities construction or reconstruction,” and was amended after the February 1, 1990, California State PTA deadline for submitting convention resolutions, this resolution is submitted as an emergency resolution; and

WHEREAS, The statewide need for school facilities is well documented as specified in convention resolution, School Facilities Crisis; and

WHEREAS, The California State PTA supports adequate funding for school facilities, as evidenced by the resolutions on this subject adopted by past conventions and by positions adopted by the State Board of Managers; and

WHEREAS, General Principle #4 of the California State PTA Legislation Platform, adopted by convention delegates, states: “Establishment of and adherence to fiscal responsibility in government, with concern for fair taxation but keeping priorities for the needs of children and youth foremost”; and General Principle #6 states: “Strong and broadly based tax structures at state and local levels”; and

WHEREAS, The California State PTA Board of Managers position statement, State Tax Reform, reaffirmed in March 1986, states, in part “Taxes for schools and other governmental services should be levied fairly and equitably”; and

WHEREAS, The above-mentioned Legislation Platform, resolutions and positions, and the California State PTA’s historic opposition to reliance on the sales tax because of its regressive nature preclude State PTA support of legislation for school facilities construction that relies on the sales tax for funding; now therefore be it

RESOLVED, That the California State PTA, in consideration of the desperate need for school facilities, suspend its opposition to the use of the sales tax, but only for the purpose of “school construction or reconstruction” and only until alternative funding sources are found; and be it further

RESOLVED, That the California State PTA support legislation such as Senate Constitutional Amendment 18 - Davis, as amended; and be it further

RESOLVED, That the California State PTA affirm its commitment to a strong and broadly based tax structure, and urge the State Legislature and the Governor to enact revisions in the state tax structure that will ensure fair and equitable taxation and provide annually sufficient income to pay for the governmental services required by the people in addition to school funds.

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Continued on next page
BACKGROUND SUMMARY
The people of California are faced with a projected K-12 school enrollment growth that requires the building of over 11 new classrooms per day, 365 days a year through the year 2000, at an estimated cost of $17 billion. That is for new construction, and does not take into account the reconstruction needed to keep older school buildings safe and useable. Californians also face the dilemma of deciding how to pay for this staggering construction need.

During the last 20 years, through legislation and ballot measures, the tax base of the state has been narrowed considerably, and a spending limit has been enacted which is based on a formula that does not allow for realistic consideration of the projected growth in school population.

State bonds for school construction have been proposed and passed by the voters, but the revenues yielded by these bonds have been insufficient to address the need. Local school bond proposals, which require a two-thirds (2/3) affirmative vote for passage, have not been successful, and local parcel tax proposals have fared little better.

The proposal to continue to levy the state sales tax increase enacted for earthquake relief and use the revenues generated for school facilities is one that the California State PTA could not even consider because of PTA’s commitment to fair and equitable taxation, especially since the sales tax is considered one of the most regressive taxes levied.

However, it is within the power of the convention delegates to authorize a suspension of our opposition to reliance on the sales tax. This resolution proposes a suspension only for the purpose of “school facilities construction or reconstruction” and only until alternative funding sources are found.

The resolution not only affirms PTA’s commitment to fair taxation, but also proposes that the California State PTA urge the Legislature and the Governor to revise the state tax structure. If the people of California will make the effort, they can convince the Legislature and Governor that serious, immediate attention must be given to making California’s tax structure not only fair and equitable, but fiscally sound in that the state tax structure must provide annually sufficient income to pay for the governmental services required by the people...especially to provide a quality education for our children and youth in safe, uncrowded classrooms.

To Historical file by action of the Board of Managers - October 1998  
WHEREAS, Many school districts have experienced severe cutbacks in their education programs; and
WHEREAS, Many school districts are facing unprecedented financial crises; and
WHEREAS, The percentage of state school support to the local district has decreased to a critical low point; and
WHEREAS, Taxes paid by local property owners are at an all time high; and
WHEREAS, In many districts total claims on municipal tax dollars severely restrict the amount of taxes assessable against local real estate for educational purposes; and
WHEREAS, The Supreme Court of the State of California in the case of Serrano vs. Priest has held the present system of local property taxation, which establishes local wealth as the determining factor of access to education, to be an unconstitutional means of financing public schools; now therefore be it
RESOLVED, That the California PTA urge the Governor and the Legislature to take immediate steps to solve the financial crisis in our schools; and be it further
RESOLVED, That such solution satisfy the inequities held in the Serrano vs. Priest decision; and be it further
RESOLVED, That the Governor and the Legislature alleviate the heavy burden on the local property taxes levied for school purposes by shifting substantial school support to broad state sources of revenue less regressive in nature and by plugging loopholes in existing state tax laws; and be it further
RESOLVED, That the California PTA conduct a vigorous educational campaign throughout the state to broaden local understanding of school finance issues.

To Historical file by action of the Board of Managers - October 1998
Reason: Applied to past circumstance - implementation of the Serrano v. Priest court decision
WHEREAS, The current method of financing public schools in California does not provide adequately for the effect of inflation on the cost of education; and

WHEREAS, The percentage of the cost of education being borne by the state has continued to decline as local assessed valuations have increased; and

WHEREAS, In spite of legislation intended to provide full state funding for programs newly mandated or increased by state action, certain dates have a continuing escalating impact on school district budgets without commensurate financing from state sources; and

WHEREAS, There is still unjustifiable disparity in the tax rates and expenditure levels of school districts in California; and

WHEREAS, The difficulty of generating politically feasible legislation to provide equal educational opportunity as required by the Serrano v. Priest decision will most likely delay the revision of the method of financing the state’s schools; and

WHEREAS, Many of California’s children, as they go through school, are being deprived of an adequate education because of inadequate financing of the public schools; now therefore be it

RESOLVED, That the California State PTA urge that legislation be enacted immediately to assure to school districts an increase in funding to offset the impact of inflation on all programs and the erosion of state aid resulting from increased local assessed valuations, as an interim course pending total revision of the state’s method of financing public education; and be it further

RESOLVED, That the California State PTA urge the state Legislature and the Governor to enact legislation to provide equity in funding of school districts and assure a quality education to every child, meet the special needs of children of diverse economic, physical and academic circumstances, and take into account the particular needs of school districts with respect to such problems as sparsity, density, and variations in the cost of providing educational services.

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BACKGROUND SUMMARY

At its annual State Convention in 1974, the California State PTA adopted a resolution entitled, “Revision of the System of Financing Public Schools in California,” which called for enactment, without delay, of legislation consistent with the Serrano v. Priest decision.

Since that time, it has become apparent that the requirements of the Serrano v. Priest decision will not be met legislatively in the near future. Meanwhile, school districts throughout the state have been required to cut back educational programs as a consequence of the fact that under the provisions of Senate Bill 90 (1972) and Assembly Bill 1267 (1973), a 6% maximum inflation factor was allowed for school district revenue limits, at a time when inflation actually far exceeded that amount. Furthermore, this inflation factor applies only to the revenue limits. There is no inflation factor for programs for educationally disadvantaged youth, early childhood education, and other categorical programs.

The amount of state aid to any school district depends upon the levels of the elementary and high school foundation programs, and the assessed valuation per unit of average daily attendance—with each district receiving an assured $125 per a.d.a. in basic aid. In any school district, if the percentage increases in assessed valuation per a.d.a. exceed the percentage increase in the foundation program, the percentage of state support decreases accordingly. Senate Bill 90 intended to prevent this “slippage” of support statewide by adjusting the foundation program by the percentage change in the statewide assessed valuation per a.d.a. In 1973, passage of Assembly Bill 1267 established a maximum dollar increase for foundation programs contingent upon an increase in the statewide assessed valuation per a.d.a. equal to at least 7% No provision was made for a greater adjustment in the foundation program if the increase in assessed valuation per a.d.a. exceeded 7%. Because greater increases have occurred, “slippage” of state support has resulted since the initial implementation of Senate Bill 90.

Senate Bill 220 (1975) provided a one-year partial relief to school districts, but fell far short of providing for inflation and slippage. The Governor and many members of the Legislature have indicated their intent to postpone substantial financial assistance for school districts, at least until the enactment of legislation fully complying with the Serrano decision.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>% Change From Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>+ 6.01</td>
</tr>
<tr>
<td>1973-74</td>
<td>+ 10.63</td>
</tr>
<tr>
<td>1974-75</td>
<td>+ 10.41</td>
</tr>
<tr>
<td>1975-76</td>
<td>+ 7.22 (estimated)</td>
</tr>
</tbody>
</table>

Source: UCLA Forecast, 1976
SCHOOL LUNCH MILK REQUIREMENTS
Adopted by Convention Delegates May 11, 1972

WHEREAS, We recognize the value of the nutritional balance of the Type A School Lunch as provided in the National School Lunch Acts of 1946-1970; and

WHEREAS, We are concerned that much of the whole milk which is required by the federal regulations is not consumed by students and is therefore wasted; and

WHEREAS, We believe that some of this problem could be alleviated if it were possible to offer low-fat or nonfat milk as well as whole milk to students; and

WHEREAS, We also believe that some of the milk requirement could be offered in the form of puddings or other milk desserts; therefore be it

RESOLVED, That the California PTA and the National PTA request that the United States Department of Agriculture regulations be amended to provide for more variety in the type of milk and its use in the school feeding program, and to provide for adequate refrigeration.

To Historical file by action of the Board of Managers – March 2012
Reason: This provision only applies to the NSLP. Under the terms of section 4(e) of the Child Nutrition Act of 1966 (42 U.S.C. 1773(e)), USDA sets minimum nutritional standards for the School Breakfast Program (SBP) and, under this authority, requires that fluid milk be offered for breakfasts. Section 3 of the Child Nutrition Act of 1966 (42 U.S.C. 1772) establishes the criteria for the Special Milk Program (SMP). Thus the SBP and the SMP already have the flexibility to offer any type(s) of milk.
WHEREAS, Since 1958, when the first shoulder/lap seat belts were patented, follow-up studies have shown that the shoulder/lap belt is much safer than the lap belt alone; and

WHEREAS, Studies have also shown that shoulder/lap seat belts could prevent many of the 2,000 deaths and 200,000 injuries each year if installed in the rear seats of all passenger/multipurpose passenger vehicles; and

WHEREAS, Since 1968, all vehicles have been manufactured with lap belts installed in the rear seats. While use of rear seat lap belts saves lives and are safer than no belt, using rear seat lap belts alone can cause severe injury, even death, due to crushed vertebrae, spinal cord damage and internal organ injuries suffered upon impact; and

WHEREAS, Since the early 1970’s, the U.S. Federal Motor Vehicle safety standards have required that anchor locations for shoulder/lap belts be provided at the rear outboard seating** locations for passengers; however, few manufacturers note this fact in their vehicle owner manuals; and

WHEREAS, In a survey conducted by the Institute for Injury Reduction in Washington, D.C., it was determined that many U.S. dealers have refused to install shoulder/lap belts in already-purchased vehicles when owners requested such installation, or the dealers charged large sums of money for this service; and

WHEREAS, The National Highway Traffic Safety Administration has determined that in passenger/multipurpose passenger vehicles with already-fitted anchor locations, shoulder/lap belts could be installed in rear outboard seating for $12 and the rear center seat for $20 per seat; now therefore be it

RESOLVED, That the California State PTA urge the Legislature and Governor to require all manufacturers of foreign and domestic passenger/multipurpose passenger vehicles sold in California to provide and install adjustable shoulder/lap seat belts for all passengers; and be it further

RESOLVED, That the California State PTA, its units, councils and districts actively lobby their state and federal legislators to enact laws requiring the installation of shoulder/lap seat belts for all passengers in new passenger/multipurpose passenger vehicles by 1990-91; and be it further

RESOLVED, That the California State PTA, its units, councils and districts actively lobby their state and federal legislators to enact laws requiring dealers to inform consumers that shoulder/lap belts are available for installation (for all passenger seats) in vehicles without such belts, and that anchor locations exist in all post-1970 cars; and requiring dealers to install, upon request, such shoulder/lap belts at a price which realistically reflects the actual cost of such equipment and its installation; and be it further

Continued on next page
RESOLVED, That the California State PTA submit this resolution to the National PTA for consideration at the June 1989 National PTA Convention in Atlanta, Georgia.

* Multipurpose passenger vehicle = Vehicle designed to transport passengers and perform other functions, weighing under 10,000 pounds.

** Outboard seating = Those seats against the outer wall of the vehicle.

### BACKGROUND SUMMARY

There are cases dating back to the 1950’s that document automobile injuries due to the use of lap belts only. And yet, with all this information available, when automobiles were regulated in 1968 (standard No. 208, Occupant Crash Protection 49CFR 571.208) to supply seat belts in all back seats, the standard allowed the choice of lap/shoulder or lap only. Given the choice, manufacturers supplied the lap seat belts. Injuries and complaints continued across the nation, but the auto industry kept assuring the public and the National regulators that they would conform to the seat belts that offered the most protection. Also in January 1968, standard No. 210, Seat Belt Assembly Anchorages (49CFR 571.210) took effect. This standard required passenger car manufacturers to provide anchorages for the shoulder/lap belts in all forward facing front and rear seats. The National Highway Traffic Safety Administration (NHTSA) amended both standards to include trucks, multipurpose passenger vehicles and buses. These amendments did not, however, require the manufacturers to provide shoulder belts in the outboard seating positions of these vehicles.

In 1982 a petition for rulemaking requested NHTSA to require the installation of lap/shoulder belts in rear outboard seats, primarily to enhance children’s safety. The petition was denied. In 1986 another petition was filed, asking that the requirement be met by September 1989. The agency granted this petition and decided to re-examine the issue. With all the rulings only some cars are now equipped with shoulder/lap rear seat belts, and usually these are the more expensive vehicles. **Consumers are still not informed about the anchors installed behind the rear seating, and if they do request the lap/shoulder installation, dealers either refuse or charge outrageous prices.** This was substantiated by a study done by the Institute for Injury Reduction in Washington.

The Motor Vehicle Manufacturers Association assures consumers that the industry does not need federal regulation, and assured the House Government Operations subcommittee on transportation that the industry plans to put shoulder/lap belts in every car by 1990. This does not speak to the 100 million vehicles now on the road without this protection.

Statistics have shown that rear seat shoulder/lap belts could prevent over 2,000 deaths and 200,000 injuries each year. PTA, as the nation’s largest child advocacy organization, has a responsibility to urge government to regulate the automobile industry. PTA must urge that the industry be required to provide rear shoulder/lap belts in all new vehicles, and be required to provide consumer information as well as economical installation of such belts in already-anchored vehicles. The people, especially the children, of this nation have a right to be protected from a well-known and well-documented danger.
SEX ROLE STEREOTYPES IN EDUCATION  
Adopted by Convention Delegates May 3, 1973

WHEREAS, The total learning experience in the public schools is a major influence in development of each student’s full potential; and

WHEREAS, It is necessary to provide an atmosphere free from bias regarding sex roles in order that each student come to an individual understanding of his or her full worth and can become free to make all choices based on preference and aptitude; and

WHEREAS, The stereotypes and the code of expected sex role behavior commonly presented in school textbooks and other instructional materials are not consistent with reality; and perpetuation of traditional stereotypes through school textbooks and other instructional materials can have a damaging and inhibiting effect on the development of the full potential of both boys and girls; and

WHEREAS, Recently, a greater effort is being made to provide an educational environment in which the role and contributions of both male and female, past and present, are realistically portrayed; and

WHEREAS, Continuing diligence is needed to assure that such desirable educational efforts continue; therefore be it

RESOLVED, That one criteria for selecting public school textbooks and other instructional materials be that males and females be portrayed with equal opportunities and obligations; and be it further

RESOLVED, That copies of this resolution be sent to major textbook publishers and publishers of other instructional materials, to all members of the State Board of Education, the State Department of Education, all state legislators and all major professional educational organizations; and be it further

RESOLVED, That the California State PTA encourage individual PTA and PTSA units to urge their school district to include information on sex role stereotyping in education in in-service training for teachers and counselors at all grade levels,
SEXUAL ASSAULT PREVENTION EDUCATION
Adopted by Convention Delegates May 11, 1984

WHEREAS, The resolution adopted by delegates at the 1978 National PTA convention entitled “Child Abuse/Neglect” represents the continuing concern PTA has regarding sexual abuse of children; and

WHEREAS, At least one in four children in the United States is sexually assaulted before reaching the age of 18, 10% of whom are under the age of five; and

WHEREAS, Preschool and school based sexual assault prevention education programs are minimal and in many areas nonexistent and teachers do not receive sufficient training to teach such programs; now therefore be it

RESOLVED, That the National PTA, its units, councils, districts and states reaffirm the 1978 National PTA convention resolution, “Child Abuse/Neglect;” and be it further

RESOLVED, That the National PTA, its units, councils, districts and states urge local school boards, child and youth service agencies and appropriate community organizations to develop and encourage implementation of comprehensive and informative sexual assault prevention education programs for preschool children, K-12 students and parents.

###

BACKGROUND SUMMARY
Since its formation, PTA has been concerned and involved with the protection of children and youth.

Resolutions have been adopted at conventions as early as 1977 showing the concern PTA has regarding rape, violence in the home and treatment centers for the sexually abused.

Sexual abuse can happen to any child regardless of gender, intelligence, race, age, neighborhood, social class or family income.

Children are sexually assaulted in every community every day; yet they receive little information to protect them from sexual assault.

According to the National Committee for Prevention of Child Abuse, “Basic Fact About Sexual Child Abuse,” there are more children between the ages of eight and twelve reporting sexual abuse than teenagers.

Successful educational programs for preschool children and K-12 students have been developed and are being taught by individuals who have had training to teach these programs.

Continued on next page
Sexual Assault Prevention Education - Continued

References:
- Simi Valley U.S.D., grades 4-6, “Taking Care of Me,” Ventura County, Child Abuse and Neglect
- Dr. Giarretto, San Jose, “The Giarretto Approach to Child Sexual Abuse Program”
- Sexual Assault Center, Harborview Medical Center, Seattle, WA, 1979.
- Children’s Hospital National Medical Center, Washington, D.C.

To Historical file by action of the Board of Managers – January 2005
Reason: Outdated.
SPECIALLY FUNDED PROGRAMS
Adopted by Convention Delegates May 8, 1981

WHEREAS, General purpose education funds are intended for the support of those programs and services included in the regular education program for all children, including those eligible to receive special funds; and

WHEREAS, The current level of funding for the regular education program is insufficient to provide adequate support for a full regular education program; and

WHEREAS, Special programs are often inadequately funded by the United States Congress and/or the California State Legislature, requiring school districts to allocate monies from the general purpose fund to comply with such mandates and their accompanying reporting procedures; and

WHEREAS, The California State PTA Board of Managers, at its March 1981 meeting, endorsed the premise that: “Some categorical funds are necessary to meet the special needs of certain target pupil populations and school districts, but where the availability of funds is limited, such categorical programs should be in balance with, and not at the expense of, the general educational program.” and

WHEREAS, The encroachment on the general purpose fund by the mandates of underfunded special programs has contributed to the erosion of the regular education program; and

WHEREAS, The National PTA and the California State PTA have long held that mandated programs should be fully funded; now therefore be it

RESOLVED, That the California State PTA seek and support legislation which shall insure that a high priority in the appropriation of limited state funds should guarantee a strong quality education program for all children; and be it further

RESOLVED, That in reviewing categorical programs and their effectiveness, the impact that these programs have on the funds available for the general program be an important consideration in whether or not to continue funding each categorical program; and be it further

RESOLVED, That the California State PTA seek and support legislation which shall insure that any funds derived from discontinued categorical programs be redirected into the basic education program for primary and secondary students; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to review the budgets of their local school districts to determine whether, and to what extent, general purpose funds are being used to support mandated special programs and to forward their findings to the California State PTA and to their legislators; and be it further

Continued on next page
RESOLVED, That the California State PTA seek and support the necessary legislative reforms to allow school districts the flexibility to meet the requirements of all mandated special programs within the limits of the funding provided for those programs; and be it further

RESOLVED, That the California State PTA forward this resolution to the National PTA convention.

###

BACKGROUND SUMMARY
In recent years specially funded programs have encroached more and more on the educational dollars for specific groups of children. As a result the regular education program for all children is suffering serious cutbacks.

During the past few years we have seen major cuts in the regular education programs of many districts. Among these cuts are school nurses, summer school, athletic and physical education, music, library, and art programs. The number of periods offered at the secondary level in many districts has been reduced to five; for example, in Los Angeles Unified this is true for 11th and 12th graders and in San Jose all secondary grade levels. This makes it extremely difficult to meet College entrance requirements, have a student government and provide an industrial arts program. As a result these programs have been reduced or cut. Academic classes have also been dropped in some schools and supplies and program materials are not always available. Across the state unless a child is connected with a specially funded program, class size is increasing; in some cases this has reached 35 to 1 at the elementary level and over 40 to 1 at the secondary level.

A district must comply with special program mandates or risk the loss of state money. However, many of the laws do not provide funding to meet mandates. Throughout the state budgetary restraints have caused cutbacks in the regular program to support those that are specially funded.

To Historical file by action of the Board of Managers – March 2012
Reason: No longer needed and some of the language could be considered offensive.
WHEREAS, The State Board of Education (SBE) recently adopted new rules and procedures relating to the state process of selection and acquisition of elementary (K-8) instructional materials; and

WHEREAS, The effect of the new rules and procedures will be to reduce the number, the variety and the timely delivery of instructional materials to California students; and

WHEREAS, The past process was well-designed to meet the increasingly diverse nature of California’s school population; and

WHEREAS, The revisions in the process were based on the unsubstantiated rationale that economies could be realized by returning to a narrow list of selections; and

WHEREAS, The SBE adopted the changes over the objections of the California State PTA (CSPTA) and other major education groups; and

WHEREAS, Decisions of this nature have previously been made through the open forum of the legislative process which provides for public debate through the committee system rather than through the narrower and more exclusionary decision making through regulation; and

WHEREAS, The CSPTA is strongly committed to the concept of maximum local control wherever feasible and whenever it serves the best interests of students; and

WHEREAS, In the past, school districts were able to raise funds for elementary instructional materials through local taxes, but recent constraints such as Proposition 13 have forced districts to rely almost exclusively on state funds; and

WHEREAS, The State Instructional Materials Fund is woefully inadequate as illustrated by the fact that the level of funding for instructional materials in California has fallen below that of more than 40 other states; now therefore be it

RESOLVED, That the CSPTA strongly request the SBE and the State Superintendent of Public Instruction to adopt a policy and implement rules that allow school districts to acquire with state credits up to two additional programs (texts and related instructional materials) per subject in any one year, that are not state adopted; and be it further

RESOLVED, That the new Petition Process (procedures by which school districts may request to buy basic materials that are not state adopted) that is to replace the former and more flexible Waiver Process be implemented in such a way as to be simple for districts to initiate, provide for speedy administration of petitions and acquisition of materials requested and have no impact on a district’s ability to use state funds for supplementary materials; and be it further

RESOLVED, That the level of funding for the State Instructional Materials Fund be raised to at least double the present amount appropriated per average daily attendance.

To Historical file by action of the Board of Managers – April 2015
Reason: Applied to past circumstance. The information is no longer current or relevant to our advocacy efforts.
STUDENT FORUMS
Adopted by Convention Delegates May 7, 1982

WHEREAS, The California State PTA believes that youth should have the opportunity to develop their capabilities to the maximum; and

WHEREAS, The California State PTA encourages student participation in decision-making processes on a responsible level; and

WHEREAS, The SHEF format encourages open communication between youth and adults; and

WHEREAS, The SHEF format helps students to identify issues of concern to them; suggests possible ways in which these concerns can be approached; and encourages students to make recommendations to local, state and national organizations that make policies and decisions that affect students’ lives; and

WHEREAS, The National PTA sponsored Student Health Education Forums across the country in 1979-80; and

WHEREAS, The California State PTA sponsored the California Student Health Education Forums (CAL SHEF) in 1980-82; now therefore be it

RESOLVED, That the California State PTA encourage units, councils and districts to promote the opportunity for students to coordinate forums using the SHEF format and to apply for appropriate grants in this effort; and be it further

RESOLVED, That the California State PTA send this resolution to the National PTA and urge the National PTA to promote and encourage student forums on the national level.

BACKGROUNDSUMMARY
Two Forums, planned and conducted by students, were held in California in June and November of 1981. The Forums gave youth the opportunity to identify and discuss their concerns regarding the health issues of nutrition, sexuality and coping with stress.

The purpose of Cal SHEF, California Student Health Education Forums, is to provide the opportunity for students to increase their awareness about specific health education issues and to promote responsible decision making for personal well-being.

The goal of the Forums is to compile a list of student recommendations that focus on their concerns about specific health issues.

Currently, two regional conferences are being planned where Forum recommendations will be presented to California policy makers. Participants will be asked to help construct an action plan for approaching some of the complex issues identified by students at the Forums.

This process allows students to communicate their thoughts and experiences to adults in open and meaningful ways. This atmosphere promotes personal growth and actualization beyond the bounds of classrooms and textbooks.

To Historical file by action of the Board of Managers - February 1998
Reason: Applied to a past PTA program that is no longer operative.
SUPPORT OF EQUAL RIGHTS AMENDMENT
Adopted by Board of Managers January 1980

WHEREAS, The California State PTA is dedicated to the principle of equal justice, equal privileges, equal opportunities and equal responsibilities in every phase of life for all children and youth; and

WHEREAS, The California State PTA believes that all children and youth should have equal opportunities to develop and reach their maximum potential; and

WHEREAS, California has ratified the Equal Rights Amendment, along with 34 other states; and

WHEREAS, Thirty-eight states must ratify the Amendment by June 30, 1982, for it to become part of the Constitution; now therefore be it

RESOLVED, That the National PTA support the Equal Rights Amendment; and be it further

RESOLVED, That the National PTA educate its members to the importance of the Equal Rights Amendment; and be it further

RESOLVED, That the National PTA encourage its members to work for the ratification of the Equal Rights Amendment in states where it has not been ratified.

To Historical file by action of the Board of Managers - February 1998
Reason: Applied to specific past legislation.
SUPPORT OF G-RATED FILMS
Adopted by Convention Delegates May 7, 1976

WHEREAS, The California State PTA recognizes that motion pictures, including cartoons, exert a powerful influence on American life and make a major contribution to the entertainment, cultural enrichment and education of children and youth; and

WHEREAS, The number of releases of G-rated films for general family viewing has declined drastically since 1968 because the industry maintains they are not economically practical; and

WHEREAS, Some movie theater operators combine G-rated films with previews and films of other ratings on the same movie bill; now therefore be it

RESOLVED, That the California State PTA and the National PTA designate PTA individuals and committees to screen and review G-rated movies and to report those movies found to be of particular merit for family viewing; and be it further

RESOLVED, That the California State PTA and the National PTA publicize these reviews and encourage attendance at recommended G-rated movies to stimulate the continued production and release of such pictures and thus ensure their availability; and be it further

RESOLVED, That the California State PTA and the National PTA urge their constituent organizations to encourage their community theaters to show only identically rated films and appropriate previews on the same bill as protection to those who wish to patronize G-rated films.

###

BACKGROUND SUMMARY
According to statistics tabulated by MPAA (Motion Picture Association of America), of the total number of films produced each year, the percentage of G-rated films has decreased from 32% in 1968 to 13% in 1975. This has been explained by the president of the National Association of Theater Owners who stated, “It has nothing to do with the studios not wanting to make G-rated pictures…the industry caters to the tastes and wishes of its customers. And the simple fact is that G-rated movies are not patronized.”

The National PTA publication, Mass Media and the PTA, comments that “Motion pictures are an industry like all other industries. Without a profit at the box office, business is bad.”

The implementation of this resolution, which would assure continued availability of wholesome entertainment for children and youth, in no way implies support of any movie producers or theater owners and consequently does not violate the PTA’s noncommercial policy.
WHEREAS, The Education Code requires examination to determine freedom from active tuberculosis within 60 days prior to initial employment of any person in a certificated or classified position in a school district, and requires similar examination to determine freedom from active TB at least once every four years or more often if directed by the governing board upon recommendation of the local health officer; and

WHEREAS, Certificates indicating freedom from active tuberculosis must also be on file for assistants and volunteers in the preschool programs that primarily serve children of low income or disadvantaged families; and

WHEREAS, There are increasing numbers of school aides and volunteers working with school children, sometimes on a one-to-one basis; now therefore be it

RESOLVED, That the California PTA support legislation which will require that all volunteers working regularly with children in the schools have annual TB tests to determine freedom from active tuberculosis.

To Historical file by action of the Board of Managers - February 1998
WHEREAS, Tuberculosis continues to be a health threat to our children; and

WHEREAS, The California State PTA adopted a resolution concerning TB Examinations for volunteers at its State Convention on May 11, 1972; and

WHEREAS, The California Education Code requires examination to determine freedom from tuberculosis within 60 days prior to initial employment of any person in a certificated or classified position in a school district, and requires similar examination to determine freedom from active TB at least once every four years or more often if directed by the governing board upon recommendation of the local health officer; and

WHEREAS, A certificate indicating freedom from active tuberculosis must also be on file for each assistant and volunteer in the preschool programs that primarily serve children of low income or disadvantaged families; and

WHEREAS, There are increasing numbers of volunteers working regularly with school children, often on a one-to-one basis; now therefore be it

RESOLVED, That the California State PTA support legislation which would require all volunteers working regularly with children in the schools to have on file a certificate indicating freedom from active tuberculosis prior to commencing volunteer activities, and that all volunteers be tested at least once every four years to determine freedom from active tuberculosis; and be it further

RESOLVED, That the California State PTA urge its units, councils and districts to seek local school district policies requiring all volunteers working regularly with children in the schools to have on file a certificate indicating freedom from active tuberculosis prior to commencing volunteer activities, and requiring all volunteers to be tested at least once every four years to determine freedom from active tuberculosis.

###

BACKGROUND SUMMARY
Tuberculosis continues to be a health threat to our children and youth as evidenced by the numbers of those who test positive for exposure to active tuberculosis. While early detection and treatment are able to prevent active tuberculosis from developing in the child, prevention from exposure could help to eliminate this health threat.

State law requires that all personnel hired to work for the schools must be free of active tuberculosis, and must be retested at least every four years. State law also requires that assistants and volunteers in preschool programs which serve low-income and disadvantaged families be certified free of active tuberculosis.

However, there currently exists no legal requirement for volunteers working with K-12 students to be certified free of active TB. Some school districts have adopted local policies which require this. However, not all districts have such a policy, and where such policies exist, they are not always enforced. The concern of PTA is that all children and youth be equally protected from exposure to active TB by anyone working for or with the schools. Statewide legislation would guarantee equal protection to all children within the school environment.

To Historical file by action of the Board of Managers – March 2010
Reason: TB examinations (testing) for volunteers are required by law.
TRUANCY
Adopted by Convention Delegates May 9, 1974

WHEREAS, One of the Objects of the PTA is to “Secure for all children and youth the highest advantages in physical, mental, social and spiritual education;” and

WHEREAS, The philosophy of the California State PTA defines PTA’s educational purpose to be “to cooperate with educators to provide optimum educational program and opportunity;” and

WHEREAS, The California State PTA at all levels has participated in the educational goal-setting process in which a prime goal is to aid the student to recognize and reach his greatest potential; and

WHEREAS, Legal responsibility for school attendance is not recognized by some parents, and the burden of truancy is borne by the child, including citing to the Juvenile Court; and

WHEREAS, The handling of truancy through the courts frequently does not treat the underlying problem nor rehabilitate the student; and

WHEREAS, Children not attending school are losing the opportunity available for an education; therefore be it

RESOLVED, That the California State PTA and its districts, councils and units actively support programs in school and community which attack possible causes of truancy, including the following:

(a) Provision of adequate personal counseling services in all grades, elementary through high school to provide necessary aid to students unable to cope with personal problems;
(b) Early intervention or diversion programs which provide student and family counseling;
(c) Alternative education programs to provide flexibility in meeting needs of students with varying abilities and individual circumstances;
(d) Innovative educational programs which widen the choices of students and provide meaningful and relevant instruction for their range of interests and capacities;
(e) Volunteer programs in schools, probation departments and other children’s services which will increase one-to-one adult-student counseling contacts; and
(f) Parent and teacher education which instructs on the needs of the child for success and for “someone who cares” if he is to cope with his day-to-day world.

To Historical file by action of the Board of Managers – January 2005
Reason: Outdated.
USE BY MASS NEWS MEDIA OF NAMES OF JUVENILES IN POLICE MATTERS
Adopted by Convention Delegates May 7, 1971
Reviewed by Board of Managers November 2010

WHEREAS, We are concerned with the use by mass news media of the names of juveniles in police matters; and

WHEREAS, These arrests are public record, but the court dispensation, by law, is strictly private; and

WHEREAS, It is presently at the discretion of news media personnel to determine the use of juveniles’ names in their own media; and

WHEREAS, The American tradition of justice is that any person accused is presumed innocent until proven guilty beyond reasonable doubt, but juveniles charged with offenses and later found innocent may never be exonerated by the news media which have published accounts of their arrests; therefore be it

RESOLVED, That the California PTA support action by legislators and other authorities that would prohibit the disclosure to the news media of names of juveniles subject to legal proceedings due to arrests.
VENEREAL DISEASE EDUCATION AND CONTROL
Adopted by Convention Delegates May 3, 1973

WHEREAS, Venereal disease is one of the greatest public health problems facing the people of the United States today and constitutes an increasing threat to the health of our young people; and

WHEREAS, These diseases strike without regard to age, sex, race, wealth, status or geography; and

WHEREAS, Vaccines currently being tested to eradicate syphilis and gonorrhea will not be available for seven to ten years; and

WHEREAS, There is an acute need for more universal education of our population during this interim; therefore be it

RESOLVED, That the California State PTA go on record as endorsing a strong program of venereal disease education in every school in California, beginning preferably by the fifth grade but no later than the seventh grade; and be it further

RESOLVED, That the California State PTA urge parents, youth leaders, educators, and all other responsible citizens to lend their active support to the eradication of all venereal disease; and be it further

RESOLVED, That the California State PTA call upon the Governor of California and the members of the Legislature to continue to lend the prestige and power of their high offices to the accomplishment of these important goals.

To Historical file by action of the Board of Managers – January 2007
Reason: We refer to venereal diseases in another category of diseases now, sexually transmitted diseases, STD, making the language of this resolution outdated.